

Otterbein University

## Digital Commons @ Otterbein

---

Masters Theses/Capstone Projects

Student Research & Creative Work

---

Spring 4-28-2024

### A Curriculum Development for Writing a Personal Narrative in a French Immersion 5th grade class.

Aliou Sall  
sallaliou50@gmail.com

Follow this and additional works at: [https://digitalcommons.otterbein.edu/stu\\_master](https://digitalcommons.otterbein.edu/stu_master)



Part of the [Elementary Education Commons](#), and the [Higher Education Commons](#)

---

#### Recommended Citation

Sall, Aliou, "A Curriculum Development for Writing a Personal Narrative in a French Immersion 5th grade class." (2024). *Masters Theses/Capstone Projects*. 128.  
[https://digitalcommons.otterbein.edu/stu\\_master/128](https://digitalcommons.otterbein.edu/stu_master/128)

This Thesis is brought to you for free and open access by the Student Research & Creative Work at Digital Commons @ Otterbein. It has been accepted for inclusion in Masters Theses/Capstone Projects by an authorized administrator of Digital Commons @ Otterbein. For more information, please contact [digitalcommons07@otterbein.edu](mailto:digitalcommons07@otterbein.edu).

WRITING A PERSONAL NARRATIVE IN A FRENCH IMMERSION

A Curriculum Development for Writing a Personal Narrative in a French Immersion 5th grade class.

Aliou Sall  
Otterbein University  
April 11, 2024

Submitted in partial fulfillment of the requirements for a Master of Arts in Education  
Degree.

Dr. Diane Ross \_\_\_\_\_  
Advisor Signature Date

Dr. Dee Knoblauch \_\_\_\_\_  
Second Reader Signature Date

Dr. Daniel Cho \_\_\_\_\_  
Signature Date

# WRITING A PERSONAL NARRATIVE IN A FRENCH IMMERSION

Copyright  
By  
Aliou Sall  
2024

## ACKNOWLEDGEMENTS

To my **Wife**. Thank you for your constant support and encouragement throughout this process.

To my **Parents**. Thank you for always believing in my me.

To **Dr. Diane Ross**, my advisor and first reader. I appreciate your time; I appreciate your unweaving support through this process. Your expertise and your guidance.

To **Erin Johnson**, thank you for your support with the French aspects of the project.

To **Dr. Dee Knoblauch**, my second reader. Thank you for the support and feedback through this process.

To **everybody** else who helped with this project, from the people who help with research to the people who help proofread the paper.

Thank you.

## VITA

### Teacher Experience

2018 - Present

5th Grade Social Studies Teacher  
Ecole Kenwood French Immersion  
Columbus City School  
Columbus, Ohio

### Education

2024

Masters of Arts in Education  
Curriculum and Instruction  
Otterbein University  
Westerville, Ohio

2011

Bachelors of Art in Computer Science  
Otterbein University  
Westerville, Ohio

## TABLE OF CONTENTS

ACKNOWLEDGEMENTS .....	iii
VITA.....	iv
ABSTRACT.....	1
TERMINOLOGY.....	2
SECTION ONE .....	8

## ABSTRACT

The purpose of this curriculum development project was to address the need of more writing in elementary French immersion school in grade five French class through the fusion on the writing workshop and the ECRI model (Reasoned and Coherent Writing in Immersion). The writing workshop is proven to work in schools teaching students writing in L1 and the Ecri model was developed by teachers who are experienced in teaching in an immersion setting to help students write in L2. A new framework was developed based on those two frameworks above to support fifth graders in a French immersion school to improve their writing skills. The curriculum developed within this project used those models to create a French unit as a guide to teaching narrative writing in L2.

## TERMINOLOGY

**DLI:** Dual Language Immersion.

**ERCI:** (Écriture Cohérente et Raisonnée en Immersion) - Reasoned and Coherent Writing in Immersion.

**Immersion Program:** A method of instruction in which the regular school curriculum is taught through the medium of a foreign language.

**L1:** First language learned.

**L2:** Second language being learned.

**Language Immersion:** A technique used in bilingual language education in which two languages are used for instruction.

**“NaNoWriMo”:** National Novel Writing Month.

**ODE:** Ohio Department of Education.

**Writers’ workshop:** Common non to indicate writers in a workshop.

**UNB:** University of New Brunswick.

**YWM:** Young Writers Program.

**The Writing Workshop:** Donald Murray initiated.

**FLEX:** Foreign Language Experience



## SECTION ONE

### Introduction

“One of the most interesting innovations to emerge in second language education during the last three decades is the language immersion program. In this method of language instruction, the regular school curriculum is taught through the medium of a second language” (“Integrating Language and Content,”1995). Many countries are starting to adopt the immersion platform with full immersion of the language. The immersion model is teaching the learning standard on the location using the target language. Everything is taught in the target language from kindergarten to the upper grades. The students are bilingual with the target language being their second language. “English-speaking students receive all instruction in kindergarten to grade 2 or grade 3 in French, including literacy and academic instruction” (Savage et al. 2017, p.1). Research has shown immersion to effective.

The primary focus of immersion is not language learning but academic instruction. Immersion programs have proved to be successful; the academic achievement of immersion students is comparable to that of students educated through their native language. This indicates that the students in immersion programs acquire the second language skills they need to master the academic skills and information appropriate for their grade level. (“Integrating Language and Content,” 1995)

The above quote clearly states what an immersion program should look like. At Ecole Kenwood, we operate using that framework and the test score shows the effectiveness of an immersion program. According, to the ODE school report, Ecole Kenwood score 5 starts out of 5 in gap closing, 3 starts out of 5 in achievement and similar in progress and the school exceeds state

## WRITING A PERSONAL NARRATIVE IN A FRENCH IMMERSION

standards in early literacy. Ecole Kenwood has been a French immersion school in the Columbus City Schools since 1987.

The purpose of the curriculum development is to create a writing curriculum for French immersion students in fifth grade. Immersion teachers in Columbus do not have any materials of guidance to teach the language in their elementary class specifically in fifth grade. This curriculum will be extensive and will give teachers the guidance they need to teach their classes using materials that already exist for them. This will help those in immersion classes have time to attend other tasks or use the planning time they would have used to create materials to help their students learn the language.

The problem is that immersion teachers are not equipped with the necessary materials and curriculum to effectively do their job. “While Bilingual Programs have been in existence for almost as long as French immersion (Prokop, 2009), little research has been conducted on these partial immersion programs and the teaching practices within them” (Dressler, 2018, p. 177).

As a French immersion teacher, I found myself always looking for materials to use in my fifth-grade classroom. Most of the time the materials I found online do not match the current learning standard in Ohio. Most things I found online require a subscription which is very expensive, and most districts are not willing to pay. It is left to the teacher to come up with what to teach and then create those materials themselves. Most of them spend many hours creating materials during their free time to teach their students.

I worked at Ecole Kenwood for nine years, as a fifth-grade teacher. Ecole Kenwood is the only French Immersion school in Columbus, it is a Pre-K to fifth grade school. Students are fully immersed in the French language from kindergarten to upper elementary. The students learn

## WRITING A PERSONAL NARRATIVE IN A FRENCH IMMERSION

French in every subject in the class. All the teachers in Kenwood are native French speakers or learned French in college. The population of students is very diverse because the school is a lottery school which means that everybody can attend Kenwood through the lottery. This means that our students are from all over Columbus. Kenwood is a low-income school, most of our students are Caucasians, followed by African American. Class sizes are large, on average each class has around twenty-five students. The curriculum is taught in French 100% in kindergarten to grade four and at 50% in fifth grade. The students at Ecole Kenwood are from 23 different countries. This is my first-year teaching French to my students. I am focusing on 5th grade because when students are ready for fifth grade their French is decreasing. I want to create a curriculum that will challenge them in French especially in writing because they have trouble writing in French.

For this project, I will use the writer's workshop model, creating a series of mini lessons that would be helpful to my students as they write their personal narratives. This project will be proven by research, and it could be implemented in other similar classes. In this project, the workshop framework will be used as an instruction tool which can be use in any class.

### **Significance**

This project matters to me personally because I want to make an impact on my students. I want to be an effective teacher who uses materials that are proven to work. I take it very seriously to get my students ready to use their target language when they move on to middle school. To accomplish this goal, I need materials that will help me accomplish that goal. As a teacher, my time is very limited to find materials that most of the time do not exist or spend many times translating English lesson plans into the French language. Teaching a rigorous French curriculum to my students will help them do better at the end of the year French test. This

## WRITING A PERSONAL NARRATIVE IN A FRENCH IMMERSION

test is very important because it is used to determine what French class they will be placed in middle school.

This project matters to all the shareholders in our school because it will benefit them in the long run. Students will benefit because they will be challenged in class using material that is proven to work. This project matters to parents because they want their children to receive the best education possible using proven methods, this project helps provide that. My plan is to share my findings with colleagues, and I will provide all the materials to them to edit and improve. I will also ask for suggestions to help make this project better.

### Research Questions

How can a writer's workshop model be implemented in a fifth-grade immersion classroom for teaching writing in French?

### Method

This curriculum devolvement project will be aligned with the English Language Art Ohio learning standard. This project geared toward writing a narrative essay, it will use the English standard. Those standards will be translated to French to match the immersion model.

I will start-by researching the research and literature about immersion programs. This will help learn and have a good idea what an immersion program should be. This will also help differentiate between immersion programs and language programs. It will also help me learn about the challenges of teaching in an immersion program for teachers. I want to focus mainly on writing French which is a little hard than writing in the first language. Students will be provided

## WRITING A PERSONAL NARRATIVE IN A FRENCH IMMERSION

with tools to help produce writing in French without any constraints of right grammar and conjugation.

After a long consideration, I have decided to use the writing workshop and the ECRI (Écriture Cohérente et Raisonnée en Immersion) which mean Reasoned and Coherent Writing in Immersion model as method to teach writing in the second language prior to the students writing a full descriptive narrative essay. The writing workshop and the ECRI model will be research based and will follow the main structured of the writing workshop and the ECRI model. For three time a week for four weeks, I will first do a mini lesson on specific topic in relation to writing as a tool, then the students will have time to pick their own topic and free write, then I will have a small conference with each student, after, they will have extra time to make edits with their peers and instructor to their writing. Finally, they will share with the rest of the class. Then, the students will use what they learned in the writing workshop to produce a narrative essay using the five steps of the writing process: pre-writing, draft, edit, revise, and share.

## SECTION TWO

### Literature Review

This chapter presents a review of research and literature on the topic of immersion education and writing in a second language (L2) in elementary school. Immersion education is explored with its benefits and draw backs. It is also compared with traditional school in the United States. Many facts and ideas from the immersion model will be shared from the research. Next, the chapter will contrast immersion program with language program. Then it will describe writing in the French language in general, focusing on all aspect of writing including, grammar,

## WRITING A PERSONAL NARRATIVE IN A FRENCH IMMERSION

spelling, and computer assistance. Then, research about writing a personal narrative will be presented, with a connection to the fifth-grade standard for narrative writing. Finally, writers' workshop in the native language will be examine and presented, then a deep focus on writers' workshop in the language 1 versus language 2. This review of literature will also explore each step of the writer's workshop and how to implement it in a classroom setting.

### Immersion Program

The immersion framework is not widely used in the United States, few schools in the states can call themselves an immersion program. "Language immersion is basically a method developed to teach people a second language, in which the language being taught is used specifically for instruction purposes" (What is Language Immersion? n.d). There are five kinds of immersion programs: total immersion, partial immersion, two-way immersion, FLES (Foreign Language in Elementary Schools) programs and FLEX (Foreign Language Experience) Programs. The main goal of the immersion program is to teach a second language using a different framework. Immersion is very different than teaching a second language. Dressler, stated, "Immersion pedagogy emphasizes oral communication and the learning of the language through content instruction" (p. 179). The target language is used throughout the community and every aspect of the school, including classroom instruction. In an immersion program the students are exposed to the language in every subject. The students learn the second language more easily in an immersion setting than other language schools. "The classroom is an interactive one, and the focus is on sharing knowledge about the world, not on acquiring a language" (Collins et al., 2004, p. 358). According to "What is Language Immersion?" (n.d),

## WRITING A PERSONAL NARRATIVE IN A FRENCH IMMERSION

“Immersion programs that exist today actually originated in Canada in the 1960's...”. This new way of teaching is getting more popular in the United States.

This canvass of DLI (Dual Language Immersion) programs represents an important first step in documenting the growth and prevalence of DLI programs in the United States. It serves to underscore the rapid growth of DLI in many states and the importance of these programs for advancing language education and bilingualism, along with providing access to accountable and quality programs for all populations. (Roberts, 2021, p1).

### Advantages of Immersion Programs

The world is more connected than ever before due to the invention of the internet. People know a lot about other countries thousands of miles away, and many people want to learn other people’s languages so they can connect and learn about those cultures. “In conclusion, the results of the present study suggest that a short exposure to an L2 acquire through an early immersion education...” (Barbu et al, 2019, p.431). Immersion schools are getting more popular in the United States, the fact of having you a child be bilingual at a younger age is very appealing to many parents. According to American Council for International Education (2021), Roberts 2021 stated that there are more than 3,600 Dual Language Immersion (DLI) programs across the United States. “Immersed learners produced fewer words in their native language, made more semantic errors, and benefited more from higher lexical frequency when retrieving L1 words relative to classroom learners” (Botezalu et al. 2022, p.347). More than 20 languages are taught throughout the United States. These languages vary from Spanish, to French, to Bengali.

Learning another language is not an easy thing to do, especially when that language is not widely spoken in the community, but the perseverance it takes helps build character in a person.

## WRITING A PERSONAL NARRATIVE IN A FRENCH IMMERSION

Learning a new language is greater than simply acquiring a vocabulary and workable syntax. It's a problem-solving, "Knowledge-assembly" task in which children are required to pay greater attention to the context, interact flexibly with others, and decide over and over what is relevant and what is not. (Cartwright, 2008 as cited by Soderman, 2010).

As stated above, the students in language school are constantly deciding what is important and what is not. They are deciphering many things throughout the day. Their brains are constantly working to solve problem throughout the day, for example, how to ask "to go the restroom" in French, or how to say "I don't understand" in Mandarin.

### Challenges of Immersion Programs

The immersion program faces many challenges to implement. The main challenges is finding materials in the target language that are aligned with the standards. Many teachers are forced to translate and create their own materials to teach in the immersion setting. For example, the Ohio learning standards for Social Studies in fourth grade consist of all the history of Ohio. This makes it very hard to find material in French as it relates to Ohio. Teachers in immersion school in Ohio are forced to either create their own learning activities in French or translate the current materials into French. Another challenge is the fact is very difficult find teachers who are fluent on the target language, "a shortage of qualified and capable teachers is the biggest challenge across FL immersion program" (Chen, Yang & Chen, 2017, p165).

According to Roy and Schafer (2015), another challenge facing immersion programs is... "Students in French immersion are often compared to native French speakers, and teachers expect them to become highly competent speakers of French because 'it gives a better impression.' Based on common ideologies related to immersion students' French,



## WRITING A PERSONAL NARRATIVE IN A FRENCH IMMERSION

this may not hold some truth due to research studies that often qualify students in FI as inadequate speakers of French.” (p. 541).

Language learners have a harder time speaking and writing like native speakers because they are not in the same circumstances. They are learning the new language at a different age than the native speakers. The findings from the research are that we should not compare our language learners with native speakers. “In fact, some neuroscientists suspect that there may be a “neutral signature” that develops in the architecture of the bilingual brain that differentiates it from the brains of the monolinguals, exciting increase blood oxygenation levels when given certain language task.” (Kovelman et al. 2008, as cited by Soderman, 2010).

Another challenge is the poor written work completed in the target language because most immersion schools focus more on the speaking than on writing. Even with a greater emphasis on spoken French, Armstrong (2011) stated that researchers Lyster and Selinker found that students in French immersion could communicate their intended messages, but their language production had numerous mistakes. Writing is very important aspect of learning and students are tested in writing, so not focusing on writing is a problem for students who are learning a different language. As proven by research, writing does not improve because of learning of oral language.

For many foreign language teachers writing has been traditionally viewed as written-down speech (Harpin). Therefore, as long as oral skills were taught, many of us believed that writing skills would be improved as the same time-and without any additional effort. (Lally, 2000, p. 525).

### Language Program vs Immersion Program

Language program is very different from a full immersion program. A language program is when a school teaches a language as a single stand-alone class; the curriculum is not involved. “These Bilingual Programs are characterized by instruction in the L2 for up to 50% of the school day at the elementary school” (Dressler, 2018, p. 178). As stated above, in a language program, students learn in the target language only for few hours a day. “Bilingual education teachers focus on language acquisition through content-based language teaching” (Dressler, 178. In language program, the language acquisition is in the forefront of the learning and all lessons are planned with this goal in mind. In many cases, students have one class in the target language during one period of the day to learn about the language.

In contrast, in an immersion program, students learn in the target language all day and in all subjects. The full immersion means that students are learning the target language every single minute of the day. The classroom directions and communication are done in the target language. “Content and language instruction are integrated in full immersion programs, and the practices within these programs are referred to as “immersion pedagogy” (Lyster, 1998 as cited by Dressler, 2018). In the contrast, in a language program the target language is not the focus of the entire day for the students. They are just learning the target language for a brief time a day.

### Writing in a Second Language

Most immersion schools focus on learning the spoken language, meaning that the vocal output is given more time than written. Because of the focus on oral language, many students who learn a second language barely can write in the target language. This is due to many immersion programs focus on the speaking part of the target language more than the writing. As stated by Armstrong (2011) I observed that my students, year after year, regular made errors in

## WRITING A PERSONAL NARRATIVE IN A FRENCH IMMERSION

the accuracy of their written French in the domains of verb conjugations, spelling, agreements and sentence structure (p.1). Teaching language typically meaning teaching to speak which focuses more on vocabulary than on writing. Students are encouraged to speak the language through their days to increase their vocabulary and improve their fluency. Writing is assumed to be part of the student's repertoire after they mastered the speaking without any or little writing practice. According to Lally (2000), many foreign language teachers and researchers have come to the disappointing conclusion that there are little attentions paid to writing in the second language classroom.

### Instructional Strategies for Writing

“Although writing is not always easy, and we may not always like it, we have a responsibility to teach it well and to foster an appreciation for writing in our students” (Hall, A. & White, K. 2019, p.365). The use of instructional strategies is very important fostering writing in every class, more importantly the use research-based strategies can make a big difference. Students learning another language need to use strategies to help them overcome the challenges caused by learning a second language. Most students who learn another language tend to think in their first language when they are writing, this makes very challenging. The next section talks about feedback and modeling.

## WRITING A PERSONAL NARRATIVE IN A FRENCH IMMERSION

Feedback and Modeling. One of the most important parts of the writing process is receiving feedback from the teacher. "...learners, who found that writing accuracy did increase with teacher feedback and gave the location of grammar errors" (Loland, 1982 and Robb et al. 1986 as cited by Armstrong, 2011). The feedback needs to be detailed and precise to help the student better correct and change their draft. Herron and Tomasello (1988) found that feedback is more effective than modeling, in the research they conducted, they found that students who received feedback did better than those who received modeling (p. 9). Writing being a very hard topic, receiving feedback can help improve and make the writing easier and doable.

Armstrong conducted a study in her immersion classroom with her students using portfolio writing and feedback in the target language. The study took place in a secondary school in Eastern Ontario. The study was made with 11 French immersion class where 16 students participated in the study. The students must create a writing portfolio with support in French and with teacher's feedback. The objective of the study was to provide a format to help sustain and improve students writing in French. The research uses the students writing as data and the student's comments, the student-teacher dialogue, the questionnaire and their final exit-point reflection piece. The findings were inclusive and varied depending on the student's self-motivation. Armstrong (2011) stated the feedback was in the form of corrections to the form of the language, guiding comments to support students' understanding of the language structure also on the page of writing... (p. 8). Feedback in the target language need to include in the writing process to help students learn how to fix their mistake and improve their writing. According to Fatham and Whalley, 2001 as cited by Armstrong, 2011, students who received feedback on form made more improvements on form than those who did not receive feedback. (p.

## WRITING A PERSONAL NARRATIVE IN A FRENCH IMMERSION

4). Feedback can be an important step that helps students improve as writer because it does point out areas that need to be fixed or changed. Editing based on feedback help students learn from their mistake and use what they have learned in future writing projects. Most students struggle with the target language, having a trusted person giving them notes about their writing will be a great confidence booster for the students.

Modeling helps students learn good behavior related to writing. Modeling means the teach showing the students how writing is done, the teacher will explain their thinking process throughout a writing piece. Applying the habits learned in modeling, such as actively looking at the comments and corrections, seeing what the repeated errors were, and then paying extra attention to these forms in the students subsequent writing, in order to avoid repeating the error (Armstrong, 2011). The students need to see what it looks like to write in the target language. That is where modeling plays a part, when teaching how to write in the target language, teachers need to show students how it is done and answer all the questions. Writing in the L1 is different than writing in L2 and most of the time students have hard thinking in the L2 while writing in the L2.

## WRITING A PERSONAL NARRATIVE IN A FRENCH IMMERSION

Portfolio. A portfolio is a collection of writing from a student to help the students see the progress they made throughout their writing journey. A portfolio is a writing which include the writing of a students throughout a period to show their improvement. They are not well known and not used widely but portfolio can be as effective as feedback. Portfolios are also valuable for teachers. They can use the portfolio as data to help the students improve and improve their teaching of writing. Portfolios allow the teacher to track the progress, view individual growth, and foster student reflection. Be able to see your writing progress can be a great motivator and can help the students see the progress they made from writing in L2 or any other language. "Baack (1997) explored the use of writing portfolios in second language composition classes and commented that they provide a mechanism by which students can assess their own strengths and weaknesses as writers. (Baack, 1997 as cited by Armstrong, 2011). In the next sections, grammatical and textual features will be explored.

### Challenges of Writing

Writing is a very challenging topic especially in a language that is not your native language. Many challenges arise as one want to write in another language, challenges such as writing production, spelling, vocabulary, and textual features.

## WRITING A PERSONAL NARRATIVE IN A FRENCH IMMERSION

Spelling. Spelling can be a big burden when one is lacking it or know a little vocabulary of the language in question. Chung et al. (2018) stated that learning to spell in the first language is significantly related to the other language of the bilingual student. Some of the spelling in some languages have close “lexical orthographic processing”. Often commonality can be found on how words are spelled among some language like English and French. Also, Chung et al. concluded that phonological awareness would cross from the first language to the second language being studied. Spelling is very important for learners for second language, it helps them be able to spell and write word accurately using the already learned phonological awareness in their native language, “Importantly, raters assign lower scores to written compositions that contain spelling errors than those that do not...” (Henbest et al., 2020, p. 1240). Typically, learners of a second language tend to be more anxious and extra careful when they are writing in the target language. They tend to check for spelling error throughout the processes because their confidence is very low when written in a language that is not their native language. This is proven true by the research conducted by Lally (2000). She found that students conducted more evaluation and revisions while they are writing in French and most of those revisions were related to spelling.

Writing in French. Writing in English is different than writing in French especially if French is not your native language. “Specifically, Scott postulates that not only are the L1 and the L2 writing processes different, but writers also use different strategies when tackling a writing task in the L2 than they do while writing in the L1. (Lally, 2000, p. 529). When writing in the native language, one tends to think in that language but when writing in another language, one also tends to think in the native language which typically is not the same. This makes it extra hard compose error free writing. According to Lally (2000), L2 (language 2) researchers are more focusing on the writing at work rather than the writing work, meaning the writing thinking process and the methods used by the writers are the most important in this case.

## WRITING A PERSONAL NARRATIVE IN A FRENCH IMMERSION

Providing additional support that writing in the L1 is different than writing in the L2. Lally (2000) wanted to show whether writers tackle the writing process differently in the L1 than they do in the L2. The author used qualitative data from written composition from native speakers majoring in French while recording their thought and move. The students were asked to write down their thoughts, plans, and actions. Nine undergraduate native speakers of English were used in the study, they all attended the same university, and all were in their fifth semester French course in Canada. There were seven females and two males between the ages of 18 and 25 and they had between four and six years of prior French study. All participants were given six topics to write, three in French and three in English. They were provided a pen and paper, and they were allowed to use a dictionary in English or French. Participants were given fifty minutes to compose on each topic in a quiet room. The composition topics were not identical, but they did not vary across languages. The writer found that in fact the writers produced more affective metacomments while composing in their native language than they did while composing in French. The data also suggest that when students are engaged in composition activities, language anxiety is likely to be less problematic. Also, students did more rereading of their own writing in English than they claimed to do in French, and they conducted more evaluations and revisions while writing in French, most of the evaluations and revisions were at the word level.

Writing in a second language is different than written in one's native language because people tend to think in their native language. This makes it very hard to think and process in the second language.

### Writing Motivation and Creativity

Writing is a very hard task specially in another language. Students have trouble producing writing in their native language, imagine writing in another language. Students need



## WRITING A PERSONAL NARRATIVE IN A FRENCH IMMERSION

extra help to motivate them to write more. This can be done in many ways without adding any constraints and other elements that will limit the students producing writing. Sometimes, the lack of creativity can play a role on producing more writing. Creating an environment where the students can create is very important to producing writing. Ryu & Bae (2018), explained creativity as an ability that can produce innovations and revolutionary changes in a society. The goal is the students to write in another level and another capacity as they have done before. They will need to be creative to write in another language that is not their own.

Writing with Pictures. Drawing is a create way to brainstorm ideas specially in writing. Most students enjoy drawing pictures as way to escape with the rigor of school. Using drawing pictures to help write about a topic can help the writer block and can also help students produce more writing. Research has found that using drawing to help with writing is helpful to producing more text from students and it also help elicit original thinking from the students. (Ryu & Bae, 2018).

### Fifth Grade Ohio Learning Standard for Writing

In an immersion program the learning standard are taught but in the target language. It is up to the teacher to incorporate the learning standard in their planning and instructions. The Ohio learning for writing for 5<sup>th</sup> grade are divide into many sections. For this paper, the focus will be on the writing standard W.5.3 which are below.

Writers will construct narratives based on real or imagined experiences with characters and events in sequential order. Narratives should have a clear, well-paced plot that includes an exposition, rising action, climax, falling action, and resolution. The writing should also set the scene for the reader by introducing the narrator, characters, and the event/situation that initiates the story. Writing should be enhanced by the use of dialogue, sensory details, varied sentence structure, concrete details, and showing how characters respond to situations. (ODE, n.p).

## WRITING A PERSONAL NARRATIVE IN A FRENCH IMMERSION

The standard is very load with task that students must master in order to progress through the strand. These would include skills such as writing in chronological order, including all parts of a plot. Those task in an immersion program will be done in the target language which make it extremely hard for students and for teachers. The challenge for teaching writing in an immersion program is to find a way to provide structured writing instruction. One such method is writing workshop. This standard is very hard to instruct specially in our other language where the students are not proficient, “proposes that writing development is contained by some sort of proficiency threshold” (Kromos 2021 as cited by Sanchez & Sunesson, 2023, p. 3). To help with students master the above standard, the use of a writing format or framework will be beneficial.

### Writers Workshop Format

There have been many studies about writing in education and more writing formats have been created to help students write better. According to Helsel et al. (2021), the writer’s workshop was developed in the 1980s, the purpose was to engage writers in a process that is like “professional writers compose”. For this capstone project, the writers’ workshop will be the focused. The writers’ workshop is more structured with many steps to help students improve their writing. With many steps throughout the process, the students will feel confident throughout their writing. In the writers’ process, the students take responsibility of their learning, and they use many strategies to help them go through the process. “In a responsive writers’ workshop, writers make approximations in a safe and supportive learning environment where they offer and receive response through conferring and writing partnerships” (Helsel et al., 2021, p. 584). When writing in another language, a supportive learning environment is required and needed for the students to produce more and feel comfortable. There are many variations to

## WRITING A PERSONAL NARRATIVE IN A FRENCH IMMERSION

writer's workshop framework, for the purpose of the capstone project, the Young Writers' program and writers' workshop were explored.

### Young Writers' Program

According to Magalas and Ryan (2016), The Young Writers Program was created in 2004, it brings the concept of "NaNoWriMo" into the classroom. "NaNoWriMo" is the equivalent of National Novel Writing Month. So technically it was a writing contest among students. It is well structured with few rules created to help the writers write more without any constraints. "The writing workshop is one of the most successful and highly encouraged methods of teaching literacy in the classroom, especially in the younger grades" (Jamine & Weiner, 2009 as cited by Magalas & Ryan 2016, p. 8). The Young Writers' Program (YWM) does many things that are meant to help students produce when they are writing. The students can pick their own topic to write about, students do not have to worry about grammar, spelling, etc. meaning quantity is desired more than quality, finally, students get to set their own goal in this framework. This approach is beneficial for younger grades because they are not much structure to stop them from writing. Many of the obstacles are removed to allow them to just write and not worry about many of the syntax associated with writing.

### Writers Workshop Lesson Format

There are many formats for conducting a writers' workshop in the classroom. One aspect of the writer's workshop that are present in all is letting student choose their topic is very important aspect of writing. The students will feel ownership to the writing because they selected the topic. "The authors emphasize the importance of teaching students a wide variety of genres and make a special note to say that allowing students to choose their topics will encourage

## WRITING A PERSONAL NARRATIVE IN A FRENCH IMMERSION

creativity and success in all aspects of the writing process” (Magalas & Ryan 2016, p. 8). With a 45 minutes class, the writers’ workshop will look something like this in the classroom; a 10-minute mini lesson in the target language, 20-minutes of writing, 5-minutes of peer writing partnership, 5-minutes of conferencing with the teacher and 5-minutes for sharing.

Al-Hroub and al. (2019) conducted research to examine the differential effects of the ‘writers’ workshop’ on the L2 (English) writing skills of upper-primary students with varying writing abilities. The participants were 31 students with 17 boys and 14 girls around the age of 10-11. This was conducted in Beirut combines the Lebanese and American curricula. They had to write a short opinion-based essay, and an essay. The study lasted for eight weeks, during their two 50-minute English writing sessions a week. The students were taught using a writers’ workshops method, with mini lesson from five to ten minutes, teacher provide an oral explanation to help improve their writing, small group work for 30-40 minutes, a teacher conference with students etc. For data, five components scored were used and the post-test. The result show that the writer’s workshop had a positive impact on the students writing.

## Conclusion

In conclusion, the research shows that immersion programs are growing exponentially in the United States, this covers many languages around the world. These types of schools are very effective because students are taught in the target language during the entire school day. Students are exposed to target language in all subjects using the current standards.

Writing in the target language is different than writing in the main language, students writing in the target language is more worried about making syntax mistake and spelling error then when writing in their native language. When writing in the target language, students tend to think in their language 1 instead of the target language.

## WRITING A PERSONAL NARRATIVE IN A FRENCH IMMERSION

Also, the research shows that written is put in the second burners because they believe is that learning reading will help improve writing. This is true in immersion school because the oral productions are given much importance than written, because of these students in an immersion school is struggle with written because they do not expend lots of time to spend. Focusing on writing will help the students perfect their language acquisition.

Spelling is very important in the writing process specially when learning another language. Most languages are related in how the words are formatted which make learning spelling in those language more accessible.

Finally, there are many frameworks for writing, for the purpose of this study, the writers' workshop will be used to help students improve their writing. The mini lessons will be designed to address the difficulties of fifth graders writing narratives in French. The writers' workshop is structure and geared to help students during each step of the writing process. Students will feel confident about their writing because they know they will have help throughout the process with teach conferencing and peer review.

## SECTION THREE

### Theoretical Perspective

#### Introduction

Writing is a crucial pillar of school; every school should give its students ample time to develop the skill. More and more schools in today's world are realizing that the teaching of writing needs to become a priority (Calkins & Ehrenworth, 2016). Students have a hard time

## WRITING A PERSONAL NARRATIVE IN A FRENCH IMMERSION

producing good writing because most of the time the skills needed to be a good writer are not promoted in our school or are not given the proper time. More schools are not finding that writing is very important, and it should value and included in explicit instruction using skills and strategies to increase their writing (Calkins & Ehrenworth, 2016).

The Writing Workshop was introduced in 1968 by Murray, this was a groundbreaking work that outlined how writing should be instructed in all schools. “The writing workshop process is about getting children to write. It has been proven that writing workshops can build up the confidence of students through writing in a structured environment” (Bayer, 1999, Fu & Lamme, 2002 as cited by Magalass & Ryan, 2016). The same idea or premise was used by Calkins and Ehrenworth in a research paper. They outlined the key principles of the Writing Workshop in modern days. They highlighted five important aspects of the Writer Workshop approach; protected time to write, choice, response in the form of feedback, explicit instruction, and working towards clear goals. The writing workshop will be fused with the ECRI model which stand for (*Ecriture coherente et raisonnee en immersion*) which means in English reasoned and coherent writing in immersion. This model was developed in the University of New Brunswick (UNB) in collaboration with teachers in an elementary French immersion program and by researchers, “The ECRI model organized best practices in writing in a logical and coherent framework, according to five instructional phases and relevant complementary activities” (Kristmanson et al., 2014, p3). This model is designed with immersion in mind, and it promotes four skills: oral production, listening, writing, and reading. These skills are the building blocks of any immersion program. The five phases of the ECRI model are presentation of the final project, modeled writing, share writing, interactive writing and finally independent writing. In this paper, each of the above principles and phases will be explored in depth to find a best

## WRITING A PERSONAL NARRATIVE IN A FRENCH IMMERSION

combination between these two frameworks to create the best approach of teaching writing in an immersion program.

### Essential 1: Protected Time

The first principle of the writing workshop approach is to provide protected time for the students to write. Writing is like a sport, to excel in it, one will need to practice it. Students need ample time to write in a safe and quiet environment. This time needs to be uninterrupted so the students can complete their thoughts and put them on paper. “Writing, like running or reading, is a skill that develops with use” (Calkins & Ehrenworth, 2016, p.8). The protected time needs to be at least thirty minutes or more to just write - Schools nowadays are doing a poor job providing this time for students to write because writing is put on the back burner and other subjects are given more priority. This protected time needs to be guaranteed and schools need to make sure students are using this time to write. Each class should have a time or an area for just writing just like the reading areas in most classes. This protected time is not structured, and students can write freely without worrying about grammar and spelling mistakes. “The researchers also emphasized to the students that it was okay for them to make spelling mistakes and other errors, and that the focus was for them to try their best” (Magalass & Ryan, 2016, page 13). The writing quantity is the goal in this first principle. Next, we will explore the importance of choice in the writing process.

### Essential 2: Choice

The second principle of the writing workshop approach is choice. “To write well, writers need to write about topics they know a lot about and care about” (Calkins & Ehrenworth, 2016, p.8). Writing is a very hard discipline and writing about something one does not like or know about makes it very difficult to produce good writing. This is why given the students’ choice

## WRITING A PERSONAL NARRATIVE IN A FRENCH IMMERSION

about what they want to write about, once they do, they are more vested in the process of writing, and if it something that they choose to write about. “A writer’s commitment to his or her subject leads that writer to bring the imprint of his or her own passion to the page, writing with that magical quality we call voice” (Calkins & Ehrenworth, 2016, p.9). Giving the students a chance to choose a topic they want to write about will raise the quality of their writing and will allow them to produce more writing than when the choice is taken from them. “By definition, writing is about having something to say, and it is the writer’s right to decide what this will be, to decide what he or she wants to say” (Magalass & Ryan, 2016, page 12). The next part of the framework will be about feedback.

### Essential 3: Response in the form of feedback

The third principle of the writing workshop approach is response in the form of feedback. “Feedback is most potent when students don’t yet have mastery and when it is given just in time when the writer writes, followed by opportunities for more practice” (Calkins & Ehrenworth, 2016, p.9). Feedback is an important part of teaching; feedback helps the students know where they are in the process and what they need to do to move forward. This feedback is doubly important in the writing process because it helps the writer know if they are making a positive progress. The feedback has two parts, the first type of feedback is peer to peer feedback and the second one is teacher feedback. Both of those are equally important because they each provide information to help writers improve their writing. “The in-class reality of time use, and teacher availability make peer-editing a wise route towards supporting student writing, reinforcing language concepts, and creating a co-operative environment” (Armstrong, 2011, p 4). As stated above, as an audience, peers can provide clear feedback to each other which is beneficial because they are all in the process and they can provide to each other tips and ideas to improve each



## WRITING A PERSONAL NARRATIVE IN A FRENCH IMMERSION

other's writing. Peer to peer feedback will cover some part of the writing but it is not enough. To complete the feedback, the other components need to be met, teacher to student feedback.

According to Fatham and Whalley (2001), cited by Armstrong 2011, in all, they noted that students who received feedback on form made more improvements on form than those who did not receive this feedback (1985). The feedback needs to be clear and prices for the students to be able to make changes and improve their writing. The next step in the writing workshop is explicit instruction.

### Essential 3: Explicit Instruction

The fourth principle of the writing workshop approach is explicit instruction. To be writers' students need to be introduced to modern writing. "Research has shown that teaching students about the qualities of good writing and also teaching them to emulate mentor texts results in better writing" (Graham, H., et al., 2016 as cited by Calkins & Ehrenworth, 2016, p.10). In the explicit instruction, showing students how a good writer's thinking and approach to writing will help the students improve as writers also. "But the researchers also suggested that students need explicit instruction, opportunities to use 21st-century writing tools, and opportunities to use writing for a variety of purposes, including that supporting their learning in the content areas" (Graham, Harris, & Chambers, 2016 as cited by Calkins & Ehrenworth, 2016, p.10). These instructions will take less than fifteen minutes to introduce concepts that will help the students improve their writing. The instruction should be complicated, and it should be long. The goal of the explicit instruction is to teach the students something they apply right after the lesson so the teacher can provide support and feedback. "Teachers who teach this unit are learning that teaching from a research center makes a tremendous difference in accelerating student achievement" (Calkins & Ehrenworth, 2016, p.10). These lessons need to be research

## WRITING A PERSONAL NARRATIVE IN A FRENCH IMMERSION

based and proven to help students because great writers. The final principle of the writer workshop is working toward clear goals.

### Essential 4: Working Toward Clear Goals

The final principle of the writing workshop approach is setting clearing goals. “Learners need a crystal-clear vision of what it is that they want to achieve” (Calkins & Ehrenworth, 2016, p.10). Setting up clear goal for the writing outcome will help the students know where they are going and what is expected of them to produce during the time allotted for writing. The students need to be organized on their planning of the writing. This is a good quality that helps improve whatever you are doing. They need to know the purpose of the writing and why they are doing the writing. “For writers, this means crystallizing a vision of what good writing looks like in a particular genre and discipline” (Calkins & Ehrenworth, 2016, p.10). Writing without goals or a clear vision makes it very hard to put thoughts on paper. The principle of goal settings goes hand and hand with choosing one’s own topic. The combination makes written accessible and fun for students because they care of their topics, and they have a clear vision of what they want to accomplish after going through the writing process.

### Phase 1 – Presentation of the Final Project

The phase 1 of the ECRI model is the presentation of the final project. This is where the teacher will explain what the students are expected to submit for grading at the end of the of the project. “During this first phase, the teacher presents the notion and the parameters of the final project to the students, including the specific writing genre (expressive, expository, poetic and so on) that will be involved” (Kristmanson et al., 2014, p 3). This part needs to have three components: a writing part and an oral presentation. The teacher needs to be very clear with the parameters of the projects and most importantly they need to make sure the project is connected

## WRITING A PERSONAL NARRATIVE IN A FRENCH IMMERSION

to the student's personally life. The students need to be personally involved when it comes to what the final project of the writing is related. Also, during this phase students must validate their prior knowledge about the topic by asking questions. The teacher will need to set up tasks to help students reach the final goal. This phase has a very big planning component from the teacher side. For students to be successful, phase one needs to structure and well organized for students to understand. The next phase of ECRI model is modeled writing.

### Phase 2 – Modeled Writing.

In this phase a writing model is learned and examined by the class lead by the teacher. This phase has two steps. "The teacher guides the students in an analysis of the structure and the organization of the genre" (Kristmanson, et al., 2014, p.3). The students will study the model in-depth exploring each part of the model to understand the student so they can apply. Student should be familiar with this model chosen before moving to the next step. This model will need to be written as a graphic organizer, "Once identified, the structure/organization of the text is transcribed onto a graphic organizer" (University of New Brunswick, n.d). Step two of phase 2 consists of using the graphic organizer created by the students to use in their writing. Students will explore two texts of the same genre to observe the common features of the text using and adding them in the graphic organizer they just created. "Finally, in the last section, based on the textual elements, the teacher and students together create the rubric for the final project". (Kristmanson et al., 2014, p. 3). The rubric created at the end of this phase will help the student feel that they are part of the process and therefore, they will be willing to work hard to accomplish those goals. Also, since the rubric is created with the help of the students, they will understand the expectations better. The next phase of the ECRI model is shared writing.

### Phase 3 – Shared Writing.

In this phase, the teacher will be teaching writing. They will showcase in front of the class how great writers write. The teacher will need to articulate and explain each of their decisions during this process to make sure the students are understanding. “During this phase, the teacher, pen in hand, composes a text in front of the class while explaining his/her decision-making process (word choice, attention to grammatical elements, and so one)” (Kristmanson et al., 2014, p.3). The students can help the teacher during the process of the writing by asking questions, adding suggestions to the teacher written. The students need to feel that they are being involved throughout the process. The teacher will need to use and explain how to use the graphic organizer and the rubric created in phase 2. This will help the students learn again how the graphic organizer is used and how the rubric will be used to assess their final project. “Last, students evaluate the quality of the teacher’s text according to the rubric created during phase 2 and offer suggestions to improve that text” (University of New Brunswick, n.d). The next phase of the model is interactive writing.

### Phase 4 – Interactive Writing.

Phase four the ECRI model is interactive writing where students are called on to be independent. In this phase with the help of their peer, students will need to create sentences, use of vocabulary and more. Students, “have the chance to write cooperatively and are asked to write a new text or continue the one started by the teacher in phase 3” (University of New Brunswick, n.d). The teacher plays less of a role in this phase. The teacher will be circulating the room and observing the students’ work and helping students who are struggling to start the process or who are stuck in the process. The students need to show their ability to work independently and use what they learned in the previous phases with the help of each other. Students need to work

## WRITING A PERSONAL NARRATIVE IN A FRENCH IMMERSION

together to succeed. They need to collaborate and negotiate with other students on how to make their writing better. Kristmanson et al., (2014) stated that the concept of negotiation is essential during this phase and the students help one another throughout the phase. The structure of this phase can be done in many ways, teacher can decide to let the class work together to collaborate in one text they created as a class, or the teacher can choose to let the students work in pairs where they can play role of co-editing and co-writing and then switching those roles among themselves. The final phase of the ECRI model is the independent writing.

### Phase 5 – Independent Writing.

In this phase students put everything they have learned from phase 1 to draft their final writing project. They will need to use the tools they gathered since the beginning to help them. Tools like; graphic organizer, rubric, and editing tools. They will need to follow the four steps of the writing process: planning, drafting, revision/correction and publication/presentation. “Throughout the five phases of the ÉCRI model, depending on student needs, the teacher presents a series of supporting activities to help students carry out the writing portion of their final projects” (University of New Brunswick, n.d). The teacher needs to be present during this phase to help students process through the writing process and move on from each step of the writing process.

### Synthesis

The writers’ workshop approach and the ECRI model have many overlaps that are clear and well presented. These two frameworks will be used to create a model that will be beneficial to teaching writing in fifth grade in an immersion school. After careful study of both frameworks, these are similarities and overlaps that were found. Essential two of the writers’ framework calls to give the students choice to select their topic and phase one of the ECRI model

## WRITING A PERSONAL NARRATIVE IN A FRENCH IMMERSION

is presentation of the final project where the teacher works with the class to come up with a clear topic and clear parameters. So, phase one and essential two can be combined to conclude that the students be involved in the choice of the topic and what the final project looks like. Essential five of the writing workshop approach can also be added to the essential two and phase one because essential five calls for working toward clear goals. Another overlap will be with essential four, explicit instruction and phase two, modeled writing. Some types of instructions are necessary to help the writer learn some strategies and apply them while working toward their goals.

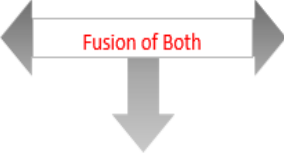
Furthermore, essential one, protected time to write and phase five, independent writing calls for some time for students to write and only write. This time should be protected, and this can structure so students can produce many paragraphs during this time. This is crucial time because will be used what they learned in the previous essentials and phases. Finally, essential three, response in the form of feedback and phase three, shared writing. In this level, the students get feedback from peers and from teacher to improve their writing. The curriculum will use those overlaps to come up with lessons that aligned with the values believed to work in an immersion school by researchers. A new framework will be based on the overlap between the writers' workshop and the ECRI model, this framework will be created with immersion setting in mind.

**Overview of the two frameworks.**

Writers' Workshop Approach	ECRI Model
<ul style="list-style-type: none"><li>▪ Essential 1: Protected Time to Write.</li><li>▪ Essential 2: Choice.</li><li>▪ Essential 3: Response in the Form of Feedback.</li><li>▪ Essential 4: Explicit Instructions.</li><li>▪ Essential 5: Working Toward Clear Goals.</li></ul>	<ul style="list-style-type: none"><li>▪ Phase 1 – Presentation of the Final Project.</li><li>▪ Phase 2 – Modeled Writing.</li><li>▪ Phase 3 – Shared Writing.</li><li>▪ Phase 4 – Interactive Writing.</li><li>▪ Phase 5 – Independent Writing.</li></ul>

**Fusion of both framework**

## WRITING A PERSONAL NARRATIVE IN A FRENCH IMMERSION

Writers' Workshop Approach		ECRI Model
<i>Essential 1: Protected Time to Write.</i>	 <p>Fusion of Both</p>	<i>Phase 1 – Presentation of the Final Project.</i>
<i>Essential 2: Choice.</i>		<i>Phase 2 – Modeled Writing.</i>
<i>Essential 3: Response in the Form of Feedback.</i>		<i>Phase 3 – Shared Writing.</i>
<i>Essential 4: Explicit Instructions.</i>		<i>Phase 4 – Interactive Writing.</i>
<i>Essential 5: Working Toward Clear Goals.</i>		<i>Phase 5 – Independent Writing.</i>
	<p>Essential 2: Choice. = Phase 1 – Presentation of the Final Project. = Essential 5: Working Toward Clear Goals.</p> <p>Essential 4: Explicit Instructions. = Phase 3 – Shared Writing. And Phase 2 – Modeled Writing.</p> <p>Essential 3: Response in the Form of Feedback. = Phase 4 – Interactive Writing.</p> <p>Essential 1: Protected Time to Write. = Phase 5 – Independent Writing.</p>	

### My Framework

Step 1 - Working on clear goals to choose the presentation of the Final Project.

Step 2 - Share targeted instructions with modeling.

Step 3 - Peer feedback collaboration and teacher feedback.

Step 4 - Protected time to write independently.

### Conclusion

The writing workshop approach and the ECRI model have many great safeguards built-in the framework to help the students succeed in writing. Writing is very tedious, and students will need any help scaffolding to help write better and produce more. The overlap between both



## WRITING A PERSONAL NARRATIVE IN A FRENCH IMMERSION

frameworks makes sense for a writing unit in an immersion setting. The hope is that with the findings above, an interactive and fun plan for writing can be deduced to teach French writing in a fifth grade French Immersion school. The new framework will be beneficial and tailored for students in French Immersion.

# SECTION FOUR

## Curriculum

### Unit Planning with Design Questions

<b>Title Of Unit:</b> Narrative Essay in French		<b>Subject/Course/Grade:</b> French/Writing/5th Grade	
<b>Dates of Unit:</b> TBD		<b>Designer(s):</b> Aliou Sall	
<b>Stage 1- Desired Results</b>			
<u>Standards:</u> <ul style="list-style-type: none"><li>W.5.3 - Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</li></ul>			
<u>Big Idea or Concept</u> <ul style="list-style-type: none"><li>Students will understand that they can write descriptive essays in French.</li></ul>		<u>Essential Questions:</u> <ul style="list-style-type: none"><li>What is the difference between writing in English and writing in French?</li><li>How do we use writing in our daily life?</li><li>What strategies do students use to write a narrative essay in French?</li></ul>	

WRITING A PERSONAL NARRATIVE IN A FRENCH IMMERSION

<p><u>Students will understand/know...</u></p> <ul style="list-style-type: none"> <li>• Students will know how to create complete sentences in French.</li> <li>• Students will know how to correct grammar and verb agreement with each sentence.</li> <li>• Students will be able to provide nouns in French.</li> <li>• Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</li> <li>• Provide a conclusion that follows from the narrated experiences or events.</li> <li>• Students will understand that writing in a second language will require a different approach than in English.</li> </ul>	<p><u>Students will be able to ...</u></p> <p>English</p> <ul style="list-style-type: none"> <li>• I can write an introduction.</li> <li>• I can write three paragraphs with dialogues, description, and characters.</li> <li>• I can write a conclusion.</li> </ul> <ul style="list-style-type: none"> <li>• Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</li> <li>• Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</li> <li>• Use concrete words and phrases and sensory details to convey experiences and events precisely.</li> <li>• Students will be able to use writing workshop</li> </ul> <p>French</p> <ul style="list-style-type: none"> <li>• approaches to help with writing a narrative essay in French.</li> <li>• I can apply the correct grammar and conjugation in a sentence in French.</li> <li>• I can write a complete sentence in French.</li> <li>• I can provide many examples of nouns in French.</li> </ul>
<p><b>Stage 2- Assessment Evidence</b></p>	
<p><u>Monitoring and Feedback:</u></p> <ul style="list-style-type: none"> <li>• Student will submit one first draft and final draft for editing and grading</li> <li>• Co-editing, and peer to peer feedback and finally feedback from instructor</li> <li>• A Rubric.</li> </ul>	<p><u>Other Evidence:</u></p> <ul style="list-style-type: none"> <li>• Weekly Checks</li> <li>• Observations.</li> <li>• Class Activities.</li> <li>• Conference.</li> </ul>

WRITING A PERSONAL NARRATIVE IN A FRENCH IMMERSION

Stage 3- Learning Plan		
<u>Learning Activities:</u>		
<b>Writers' Workshop Approach</b>		<b>ECRI Model</b>
<i>Essential 1: Protected Time to Write.</i>		<i>Phase 1 – Presentation of the Final Project.</i>
<i>Essential 2: Choice.</i>		<i>Phase 2 – Modeled Writing.</i>
<i>Essential 3: Response in the Form of Feedback.</i>		<i>Phase 3 – Shared Writing.</i>
<i>Essential 4: Explicit Instructions.</i>		<i>Phase 4 – Interactive Writing.</i>
<i>Essential 5: Working Toward Clear Goals.</i>		<i>Phase 5 – Independent Writing.</i>
	Essential 2: Choice. = Phase 1 – Presentation of the Final Project. = Essential 5: Working Toward Clear Goals.	
	Essential 4: Explicit Instructions. = Phase 3 – Shared Writing. And Phase 2 – Modeled Writing.	
	Essential 3: Response in the Form of Feedback. = Phase 4 – Interactive Writing.	
	Essential 1: Protected Time to Write. = Phase 5 – Independent Writing.	
<b><u>Week 1</u></b>		
<u>Day 1:</u>		
-Personalization of Final Project - 10 minutes		
-Grammaire Du Jour - 5 minutes		
-Goal Setting Activity - 10 minutes		
-Creating a Rubric - 20 minutes		
-Project Rubric Activity - 15 minutes		
<u>Day 2:</u>		
-Recap Final Project - 5 minutes		
-Grammaire Du Jour - 5 minutes		
-Activation of prior knowledge - 15 minutes		
-Topic Exploration - 25 minutes		
-Short Video about Topic - 10 minutes		
<u>Day 3:</u>		
-Recap Final Project - 15 minutes		
-Grammaire Du Jour - 5 minutes		
-Review of Rubric and goals - 15 minutes		
-Anticipation: Example of a Narrative Activity - 25 minutes		
<b><u>Week 2</u></b>		
<u>Day 1:</u>		

## WRITING A PERSONAL NARRATIVE IN A FRENCH IMMERSION

- Recap Final Project Goals - 5 minutes
- Grammaire Du Jour - 5 minutes
- Examining a narrative essay Activity - 25 minutes
- Creation of a graphic organizer - 25 minutes

### Day 2:

- Recap Final Project Goals - 5 minutes
- Grammaire Du Jour - 5 minutes
- Ecrire D' un Dialogue - 25 minutes
- Qui, Quand, Où et Quoi - 25 minutes

### Day 3:

- Recap Final Project Goals - 5 minutes
- Grammaire Du Jour - 5 minutes
- Je le fais - 50 minutes

## **Week 3**

### Day 1:

- Recap Final Project Goals - 5 minutes
- Grammaire Du Jour - 5 minutes
- Planification à l'aide d'un organisateur graphique à écrire - 20 minutes
- Co-writing - 15 minutes
- Temps d'écriture - 15 minutes

### Day 2:

- Recap Final Project Goals - 5 minutes
- Grammaire Du Jour - 5 minutes
- Co-editing - 15 minutes
- Centres: Station 1 - d'évaluation par les pairs - Station 2 - d'évaluation des enseignants - Station 3 - temps d'écriture - 35 minutes

### Day 3:

- Recap Final Project Goals - 5 minutes
- Grammaire Du Jour - 5 minutes
- Temps d'écriture - 20 minutes
- Conférence - 20 minutes
- Temps d'écriture - **\*\*Premier brouillon dû\*\*** - 10 minutes

## **Week 4**

### Day 1:

- Temps d'écriture - 25 minutes
- Conférence - 15 minutes
- Temps d'écriture - 20 minutes

### Day 2:

- Temps d'écriture - 30 minutes

WRITING A PERSONAL NARRATIVE IN A FRENCH IMMERSION

*Conférence 2 - 10 minutes*

*Temps d'écriture - \*\*Deuxième brouillon dû\*\* - 20 minutes*

Day 3:

*-Temps d'écriture - 55 minutes*

*-Projet final dû - 5 minutes*

Extra Day:

*-Les Phrases, les Noms et les Verbes - 25 minutes*

Week 1

**Immersion Writing Lessons**

**Grade Level: 5th Grade**

**Language: French**

Day 1 60 minutes	Immersion Writing Lessons	
Time	Lesson Activities	Materials
10	<p><b>Personalization of Final Project</b></p> <p>Use documents listed on the materials section to introduce the project. Remind students they can select from the five choices or come up with their own.</p>	<p><a href="#">Final Project Prompts In French.</a></p> <p><a href="#">Final Project Prompts In English.</a></p>
5	<p><b>Gramaire Du Jour</b></p> <p><i>La phrase : sujet, verbe et complément</i></p>	<p><a href="#">La phrase : sujet, verbe et complément CE2 - CM1 - Cycle 2 et 3 - Français - Grammaire</a></p>

WRITING A PERSONAL NARRATIVE IN A FRENCH IMMERSION

	<p>Students need to watch the video of sentences and then pass each student a flash card to write a complete sentence using what they have learned in the video.</p>	<p>Flash cards.</p>
10	<p><b>Goal Setting Activity</b></p> <p>Use the Expectation document to create more expectations with the class in relation to the project. Share the one in the list. Finally, with the help of the class, write a few goals for the project. Use the document in the materials section to help facilitate the activity.</p>	<p><a href="#">Expectations and Learning Outcome in French</a></p> <p><a href="#">Expectations and Learning Outcome in English</a></p>
20	<p><b>Creating a Rubric</b></p> <p>As a class use the material titled Activité de création de rubrique to work with the class on creating the details on each section and requirements for each grade scale.</p>	<p><a href="#">Activité de création de rubrique</a></p>
15	<p><b>Project Rubric Activity</b></p> <p>Use any narrative story from a book or novel as a practice, students will be reading the story then using the rubric created above to grade the story. Then discuss it as a class.</p>	<p>A copy of any Narrative Story.</p> <p>Activity; students can underline the sujet, and highlight les verbs</p>

## Project Final

**Projet:** sélectionnez l'un des sujets suivants ;

1. Rédigez un essai narratif sur chaque fois que vous avez utilisé la langue française pour vous aider à sortir d'une situation.
2. Écrivez un essai narratif sur votre pays francophone préféré.
3. Rédigez un essai narratif sur votre expérience d'apprentissage du français à l'école primaire.
4. Écrivez un essai narratif expliquant pourquoi vos parents voulaient que vous appreniez le français.
5. Rédigez un essai narratif sur ce que signifie être bilingue, quelqu'un qui parle plus d'une langue.
6. Autre (doit être approuvé par l'enseignant)

## Attentes et Résultats D'apprentissage

### 1. Attentes et exigences

- a. Écrivez une réponse de 5 paragraphes à l'un des invités en français.
- b. Votre histoire doit être organisée et concise.
- c. Votre boutique doit être exempte de toute erreur grammaticale.
- d. Votre histoire devrait avoir ces trois événements ; introduction, milieu, et conclusion

## WRITING A PERSONAL NARRATIVE IN A FRENCH IMMERSION

- e. La première version est attendue la semaine 3 et la version finale la semaine

### 2. Résultat D'apprentissage

1. Je peux rédiger un essai de cinq paragraphes.
2. Je peux collaborer avec des pairs pour éditer mon article.
3. Je peux écrire en utilisant des phrases complètes.

### Activité de Création de Rubrique

**Consignes:** créer des cratères pour chacune des catégories du projet final.

<b>Categorie</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Processus d'écriture				
Orthographe et ponctuation				
Grammaire				
Solution/Résolution				
Paramètre				
Problème/conflit				
Titre				

### Immersion Writing Lessons

**Grade Level: 5th Grade**  
**Language: French**

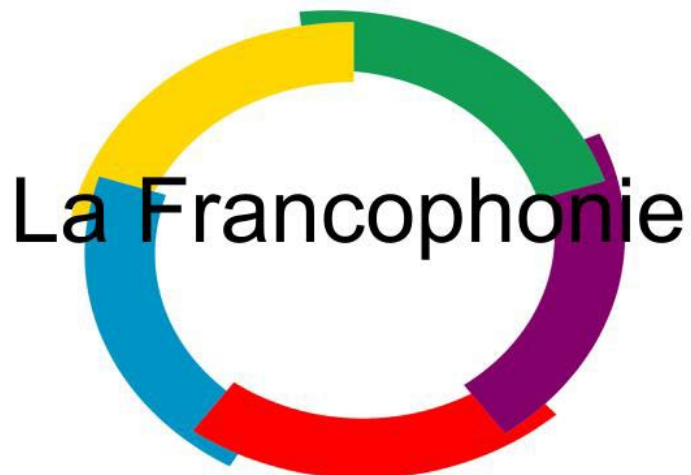


WRITING A PERSONAL NARRATIVE IN A FRENCH IMMERSION

Day 2 60 minutes	Immersion Writing Lessons	
Time	Lesson Activities	Materials
5	<p><b>Recap Final Project</b></p> <p>Recap the final project prompts and expectations with the whole class.</p>	<p><a href="#">Final Project Prompts In French.</a></p> <p><a href="#">Final Project Prompts In English.</a></p>
5	<p><b>Grammaire du Jour</b> <i>Les constituants de la phrase (sujet, verbe, complément)</i></p> <p>Students need to watch the video of sentences and then pass each student scratch paper to write two complete sentences using sujet, verbe et complement like in the video.</p>	<p><a href="#">Les constituants de la phrase (sujet, verbe, complément) CE1 - CE2 - Cycle 2 - Français - Grammaire</a></p> <p>Lined paper</p>
25	<p><b>Activation of prior knowledge</b></p> <p>Go through the slides and discuss with the class the points on the slides. Play the videos in the order they are shown in the slides.</p>	<p><a href="#">La Francophonie</a></p> <p><i>Display for the class</i></p>

## WRITING A PERSONAL NARRATIVE IN A FRENCH IMMERSION

15	<b>Topic Exploration</b> Give students this time to discuss and ask questions about potential topics, students will need a computer to explore more about the French Language and culture.	No Materials  <a href="#">Fun Activity</a>
10	<b>Short Video about Topic</b> Students need to create a short video explaining what topic they're doing. This needs to be submitted for a teacher check.	No Materials  <a href="#">Les Drapeau La Francophonie</a>



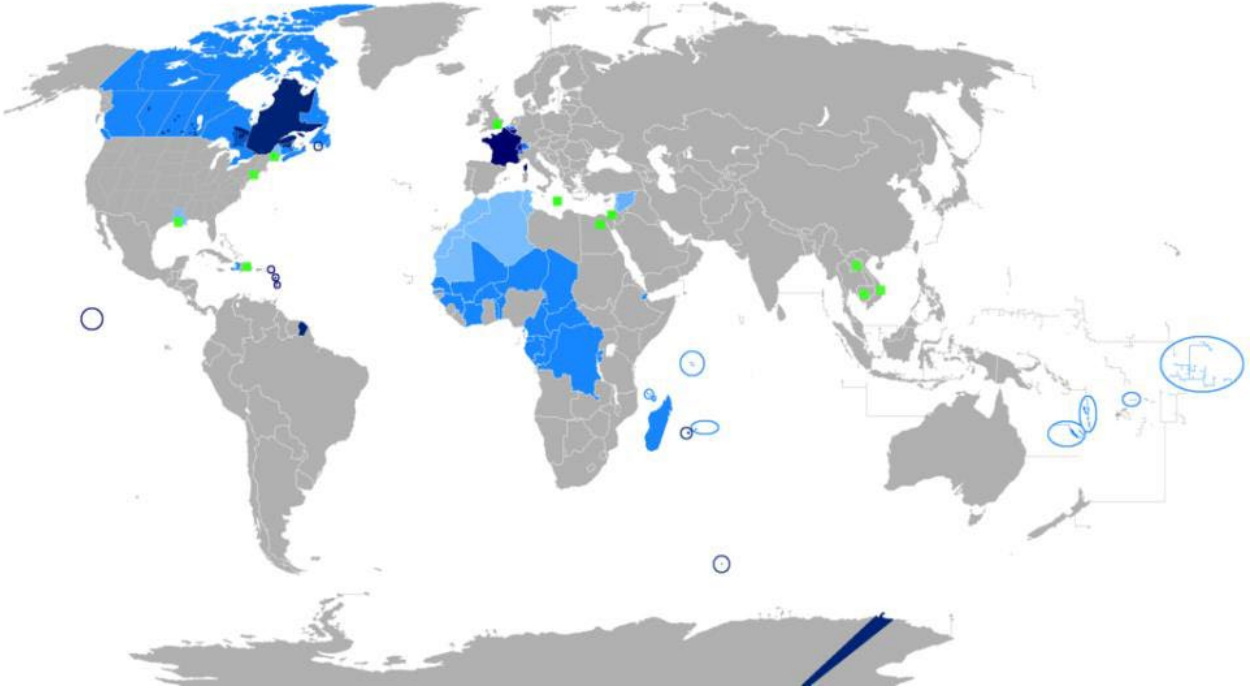
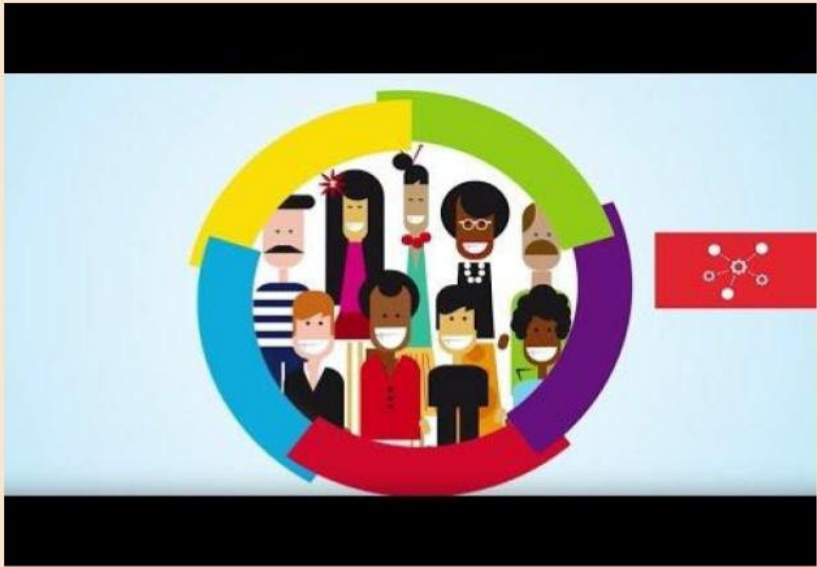
## WRITING A PERSONAL NARRATIVE IN A FRENCH IMMERSION



### Les Pays Membres

- Belgium
- Benin\*
- Bulgaria\*\*
- Burkina Faso\*
- Burundi\*
- Cambodia\*
- Cameroon\*
- Canada
- Cap Verde\*
- Central African Republic\*
- Chad\*
- Communauté française de Belgique (Belgium)
- Comoros\*
- Congo\*
- Côte d'Ivoire\*
- Democratic Republic of Congo\*
- Djibouti\*
- Dominica\*
- Equatorial Guinea\*
- France
- Gabon\*
- Guinea\*
- Guinea Bissau\*
- Haiti\*
- Laos\*
- Lebanon\*
- Luxembourg
- Madagascar\*
- Mali\*
- Mauritius\*
- Moldova\*\*
- Monaco
- Niger\*
- Romania\*\*
- Rwanda\*
- Sao Tome and Principe\*
- Senegal\*
- Seychelles\*
- Switzerland
- Togo\*
- Tunisia\*
- Vanuatu\*
- Vietnam\*

WRITING A PERSONAL NARRATIVE IN A FRENCH IMMERSION



### Déclaration de Mission

- Promouvoir la langue française et la diversité culturelle et linguistique;
- Promouvoir la paix, la démocratie et les droits de l'homme ;
- Soutenir l'éducation, la formation, l'enseignement supérieur et la recherche ;
- Favoriser la coopération économique pour soutenir le développement durable.



### La Francophonie



### Qu'est-ce que la francophonie ?

La francophonie fait référence à des hommes et des femmes qui partagent une langue commune : le français. Nous estimons à plus de 321 millions le nombre de francophones répartis sur les cinq continents.

La Francophonie est aussi une institution dédiée depuis 1970 à la promotion de la langue française et à la coopération politique, éducative, économique et culturelle entre les 88 pays membres de l'Organisation internationale de la Francophonie (OIF).



### **Francophonie Flag Activity**

- Create your own Francophonie flag using the flag blow.
- Using this site to help you  
[https://commons.wikimedia.org/wiki/File:Flag\\_of\\_La\\_Francophonie.svg](https://commons.wikimedia.org/wiki/File:Flag_of_La_Francophonie.svg)

## Immersion Writing Lessons

**Grade Level: 5ht Grade**

**Language: French**

Day 3 60 minutes	Immersion Writing Lessons	
Time	Lesson Activities	Materials
15	<p><b>Recap Final Project</b></p> <p>Recap the final project prompts and expectations with the whole class. Make sure everybody has a topic for the final project. And Enter their topics on the document titled Sujets étudiants</p>	<p><a href="#">Final Project Prompts In French.</a></p> <p><a href="#">Final Project Prompts In English.</a></p> <p><a href="#">Sujets étudiants</a></p>
5	<p><b>Grammaire du Jour</b> <i>Le verbe</i></p> <p>Students need to watch the video of verbs and then pass each student a flash card to give five examples of le verbe.</p>	<p><a href="#">Le verbe - CP - CE1 - Cycle 2 - Français - Etude de la langue - Grammaire CP</a></p> <p>Flash card</p>
15	<p><b>Review of Rubric and goals</b></p> <p>Review the rubric created on day 1 with the class and discuss the goals and expectations with the students before they start writing.</p>	<p><a href="#">Expectations and Learning Outcome in French</a></p> <p><a href="#">Expectations and Learning Outcome in English</a></p> <p><a href="#">Activité de création de rubrique</a></p>

WRITING A PERSONAL NARRATIVE IN A FRENCH IMMERSION

25	<p><b>Anticipation: Example of an Narrative Activity</b></p> <p>Find any three narrative stores to use a class activity. Students will read each narrative and compare them using the rubric created as a group. You can show students a not so good narrative story also to explore if time allows.</p>	<p>Find three to four narrative stories in French.</p> <p>Activity: Students can circle the adjectives on one narrative and the pronouns on the other.</p>
----	--	---

**Sujets étudiants**

<b>Nom</b>	<b>Subject</b>



Week 2

**World Languages and Cultures Lessons**

**Grade Level: 5th Grade**

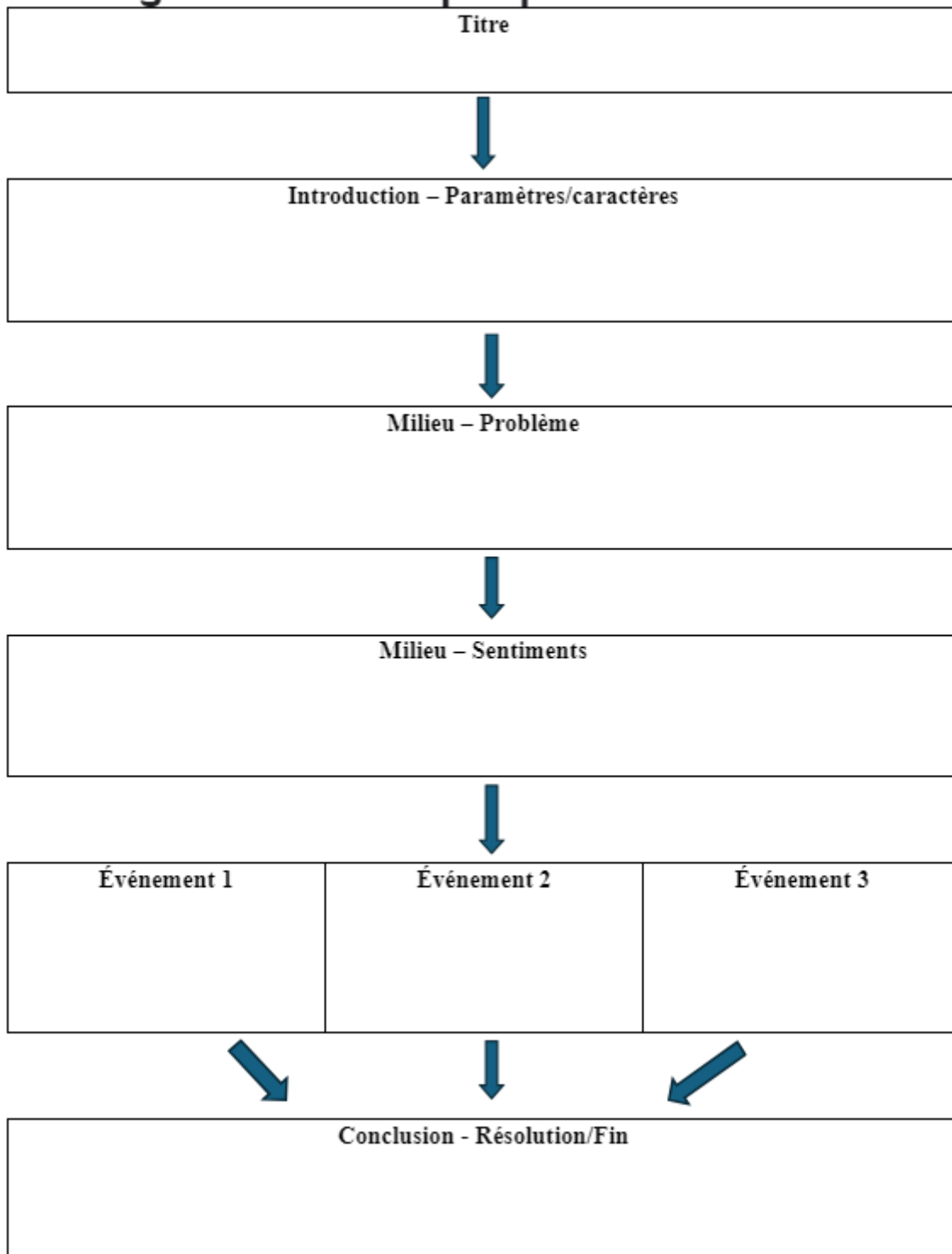
**Language: French**

Day 1 60 minutes	World Languages & Cultures	
Time	Lesson Activities	Materials
5	<p><b>Recap Final Project Goals</b></p> <p>Recap the final project prompts and expectations with the whole class. Make sure everybody has a topic for the final project. And Enter their topics on the document titled Sujets étudiants</p>	<p><a href="#">Final Project Prompts In French.</a></p> <p><a href="#">Final Project Prompts In English.</a></p> <p><a href="#">Sujets étudiants</a></p>
5	<p><b>Grammaire du Jour</b> <i>La conjugaison des verbes en -er au présent</i></p> <p>Have students watch the video about la conjugaison, after passing each student a piece of blank paper to try la conjugaison du verb <b>Aimer.</b></p>	<p><a href="#">La conjugaison des verbes en -er au présent CE1 - CE2 - Cycle 2 - Français</a></p> <p>Blank Paper</p>
25	<p><b>Examining a narrative essay Activity</b></p> <p>Find one narrative essay from your choice.</p> <p>Examine the essay with the class, please make sure to highlight these steps; introduction, middle and the conclusion.</p>	<p>Choose any narrative essay to work with in class.</p> <p>Activity: Students can highlight all the verb ending in er au present in</p>

WRITING A PERSONAL NARRATIVE IN A FRENCH IMMERSION

		the narrative essay selected.
25	<p><b>Creation of a graphic organizer</b></p> <p>Discuss and explain how to use the graphic organizer on the materials section. Then use the graphic organizer on the narrative essay discussed above. You can change or update the graphic organizer as needed as a class. Then pick a different narrative essay and give the students time to identify the different parts of the writing. Save the edited graphic organizer to be used by the students when they start writing.</p>	<p><a href="#">Organisateur Graphique</a></p> <p>Choose any narrative essay to use with the graphic organizer.</p>

## Organisateur Graphique d'Essai Narratif



## World Languages and Cultures Lessons

**Grade Level: 5th Grade**

**Language: French**

Day 2 60 minutes	World Languages & Cultures	
Time	Lesson Activities	Materials
5	<p><b>Recap Final Project Goals</b></p> <p>Recap the final project prompts and expectations with the whole class. Make sure everybody has a topic for the final project. And Enter their topics on the document titled Sujets étudiants</p>	<p><a href="#">Final Project Prompts In French.</a></p> <p><a href="#">Final Project Prompts In English.</a></p> <p><a href="#">Sujets étudiants</a></p>
5	<p><b>Grammaire du Jour</b> <i>La conjugaison des verbes être et avoir</i></p> <p>Have students watch the video first, then they need to write 3 sentences using le verb etre and 3 sentences le verb avoir.</p>	<p><a href="#">La conjugaison des verbes être et avoir CE1 - CE2 - Cycle 2 - Français</a></p> <p>Blank Paper</p>
25	<p><b>Ecrire un Dialogue</b></p> <p>Go over the mini lesson on how to write a dialogue and after having the students watch the video at the end of the lesson, then pass each student a copy of the dialogue exercise.</p>	<p><a href="#">Ecrire un Dialogue</a></p> <p><a href="#">Ecrire un dialogue CE1 - CE2 - Cycle 2 - Français - Production d'écrits</a></p> <p><a href="#">Exercice</a></p>


25	<p><b>Qui, Quand, Où et Quoi</b></p> <p>Use document lesson 2 to teach the students about the concepts in the lesson. After the mini lesson, pass the worksheet for students to practice. Use any reading or story to do the practice</p>	<p><a href="#">Lesson 2 : Qui, Quand, Où et Quoi</a></p> <p><a href="#">Lesson 2: Exercice</a> Use any story with this exercise</p>
----	---	---

### Ecrire un Dialogue

**Dialogue:** Un dialogue est un échange de paroles entre 2 ou plusieurs personnages

Voici un exemple de dialogue si déçu;

**DIALOGUE FACILE EN FRANÇAIS 17**



**Simon** : Est-ce que tu aimes lire ?

**Clément** : Ah oui, J'adore lire ! En fait, je lis quelque chose chaque soir avant de me coucher.

**Simon** : Qu'est-ce que tu préfères lire ?

**Clément** : Ça dépend. Certains jours, je préfère lire un roman, d'autres jours de la poésie...

**Simon** : Qu'est-ce que tu lis, en ce moment ? Tu lis quelque chose d'intéressant ?

• **Pour présenter un dialogue:**

- je place un **tiret**, au début de la ligne, **avant chaque parole prononcée** par un personnage;

## WRITING A PERSONAL NARRATIVE IN A FRENCH IMMERSION

- je vais à la ligne lorsqu'un nouveau personnage prend la parole;
- pour indiquer qui parle, je peux ajouter, après la parole du personnage, **un verbe** et **le nom du personnage**. (Le sujet est alors placé après le verbe.)

Exemple:

- Quelle est la capitale de France? demande Sam.
- C'est Paris, répond Alex.
- C'est bien ça, confirme Bob.

- Pour **préciser le ton du personnage** et éviter les répétitions, j'utilise des synonymes du verbe **dire**: *demander, répondre, confirmer, murmurer, conseiller, répliquer, marmonner, déclarer, ajouter, crier ...*

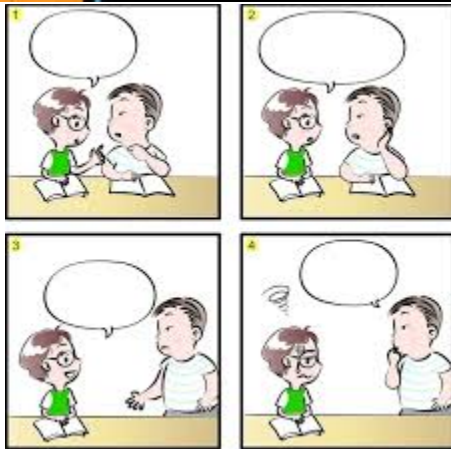


[Ecrire un dialogue CE1 - CE2 - Cycle 2 - Français - Production d'écrits](#)

# WRITING A PERSONAL NARRATIVE IN A FRENCH IMMERSION

## Exercise

Choisis deux de ces images et écris un dialogue entre les 2 personnages pour chaque photo.



### Qui, Quand, Où et Quoi

- Un **récit** est une histoire qui présente un ou des personnages qui vivent différentes aventures. Il comporte généralement cinq temps (parties).
- Les Cinq temps répond à ces questions;
  - **Qui?** Le personnage qui figure dans l'histoire.
  - **Quand?** Le moment où se déroule l'histoire.
  - **Où?** Le lieu où se déroule l'histoire.
  - **Quoi?** Ce que les personnages font au début de l'histoire.



Les pronoms interrogatifs : qui, que , quoi, ou', quand, pourquoi, comment



**Qui, Quand, Où et Quoi Exercise**

1. Identifier les information suis dessous

a. Qui? \_\_\_\_\_

b. Quand? \_\_\_\_\_

c. Ou? \_\_\_\_\_

d. Quoi? \_\_\_\_\_

**World Languages and Cultures Lessons**

**Grade Level: 5th Grade**

**Language: French**

Day 3 60 minutes	World Languages & Cultures	
Time	Lesson Activities	Materials
5	<p><b>Recap Final Project Goals</b></p> <p>Recap the final project prompts and expectations with the whole class. Make sure everybody has a topic for the final project. And Enter their topics on the document titled Sujets étudiants</p>	<p><a href="#">Final Project Prompts In French.</a></p> <p><a href="#">Final Project Prompts In English.</a></p> <p><a href="#">Sujets étudiants</a></p>

WRITING A PERSONAL NARRATIVE IN A FRENCH IMMERSION

5	<p><b>Grammaire du Jour</b>  <b>Le sujet</b></p> <p>Have the students watch the video title le sujet, after which you can give them a selected text and have the students circle the sujet of five sentences.</p>	<p><a href="#">Le sujet CE1 - CE2 - Cycle 2 - français - étude de la langue</a></p>
50	<p><b>Je le fais</b></p> <p>In this part of the lesson, you will be writing a complete narrative essay with all the parts in front of the class explaining your thought process, your decision making. In this part, use the rubric and the graphic organizer created in previous lessons. The students can ask questions during the writing process.</p>	<p><a href="#">Organisateur Graphique</a></p> <p><a href="#">Activité de création de rubrique</a></p>

Week 3

**World Languages and Cultures Lessons**

Grade Level: 5th Grade

Language: French

<p><b>Day 1</b>  <b>60</b>  <b>minutes</b></p>	<p><b>World Languages &amp; Cultures</b></p>	
<p>Time</p>	<p>Lesson Activities</p>	<p>Materials</p>

WRITING A PERSONAL NARRATIVE IN A FRENCH IMMERSION

5	<p><b>Recap Final Project Goals</b></p> <p>Recap the final project prompts and expectations with the whole class. Make sure everybody has a topic for the final project. And Enter their topics on the document titled Sujets étudiants</p>	<p><a href="#">Final Project Prompts In French.</a></p> <p><a href="#">Final Project Prompts In English.</a></p> <p><a href="#">Sujets étudiants</a></p>
5	<p><b>Grammaire du Jour</b> <i>Les déterminants</i></p> <p>Have the students watch the video titled Les déterminants, after pass each student a piece of paper and have them give 10 determinants on the paper.</p>	<p><a href="#">Les déterminants CM1 - CM2 - 6e - Cycle 3 - Français : grammaire</a></p> <p>Blank Paper</p>
20	<p><b>Planification à l'aide d'un organisateur graphique à écrire</b></p> <p>Help the students plan for their project. They already selected their topic. They need to use the graphic organizer created in class to help them prepare and they need to refer to the rubric.</p>	<p><a href="#">Organisateur Graphique</a></p> <p><a href="#">Activité de création de rubrique</a></p>
15	<p><b>Co-writing</b></p> <p>Students will work as a group or a pair to help each other start the writing process and planning for their final project. They will need to use the</p>	<p><a href="#">Organisateur Graphique</a></p> <p><a href="#">Activité de création de rubrique</a></p>

WRITING A PERSONAL NARRATIVE IN A FRENCH IMMERSION

	graphic organizer and the rubric to help start the process.	
15	<p><b>Temps d'écriture</b></p> <p>This is student protected time where students have this time to just write in a quiet environment. They should start their introductions. They need to have their work saved and ready to share.</p>	<p><a href="#">Organisateur Graphique</a></p> <p><a href="#">Activité de création de rubrique</a></p>

**World Languages and Cultures Lessons**

**Grade Level: 5th Grade**

**Language: French**

Day 2 60 minutes	World Languages & Cultures	
Time	Lesson Activities	Materials
5	<p><b>Recap Final Project Goals</b></p> <p>Recap the final project prompts and expectations with the whole class. Make sure everybody has a topic for the final project.</p> <p>And Enter their topics on the document titled Sujets étudiants</p>	<p><a href="#">Final Project Prompts In French.</a></p> <p><a href="#">Final Project Prompts In English.</a></p> <p><a href="#">Sujets étudiants</a></p>

WRITING A PERSONAL NARRATIVE IN A FRENCH IMMERSION

<p>5</p>	<p><b>Grammaire du Jour</b> <i>L'adjectif</i></p> <p>Have the students watch the video titled Les adjectif, after pass each student a piece of paper and have them give 10 adjectifs on the paper.</p>	<p><a href="#">L'adjectif CE1 - CE2 - Cycle 2 - Approfondissement - Français - Etude la langue</a></p> <p>Blank Paper</p>
<p>15</p>	<p><b>Co-editing</b></p> <p>Students will be paired, and they will take turns reading and editing one another paper. You should provide feedback to improve each other's paper. They share their document online with their editor.</p>	<p><a href="#">Modifier mon écriture</a></p>
<p>35</p>	<p><b>Centres: Station 1 - d'évaluation par les pairs - Station 2 - d'évaluation des enseignants - Station 3 - temps d'écriture</b></p> <p>Create three centers, center 1 for peer to peer feedback, center 2 for teacher conference with student and center 3 - time to write</p>	<p><a href="#">Organisateur Graphique</a></p> <p><a href="#">Activité de création de rubrique</a></p> <p><a href="#">Teacher Conference Checklist</a></p>

## Modifier mon écriture

<b>Liste de contrôle</b>	<b>Cocher</b>
J'ai intitulé et daté mon travail	
C'est soigné et organisé	
Je relis mon travail pour vérifier qu'il a du sens	
J'ai utilisé des majuscules au début de mes phrases	
J'ai utilisé des points, des points d'exclamation ou des points d'interrogation à la fin de mes phrases	
J'ai commencé un nouveau paragraphe lorsque j'ai changé d'idée, de sujet ou de conférencier.	
J'ai corrigé mes fautes d'orthographe	
J'ai expliqué QUI, QUOI, QUAND, OÙ, POURQUOI, COMMENT lorsque cela était nécessaire	
J'ai utilisé un temps cohérent	
J'ai essayé d'utiliser correctement les guillemets, les virgules et les apostrophes	
J'ai changé les verbes, noms et adjectifs de base pour des verbes plus intéressants.	
J'ai élaboré en ajoutant plus d'explications et de détails.	

## World Languages and Cultures Lessons

Grade Level: 5th Grade

Language: French

Day 3 60 minutes	World Languages & Cultures	
Time	Lesson Activities	Materials
5	<p><b>Recap Final Project Goals</b></p> <p>Recap the final project prompts and expectations with the whole class. Make sure everybody has a topic for the final project. And Enter their topics on the document titled Sujets étudiants</p>	<p><a href="#">Final Project Prompts In French.</a></p> <p><a href="#">Final Project Prompts In English.</a></p> <p><a href="#">Sujets étudiants</a></p>
5	<p><b>Grammaire du Jour</b> <i>Compléments d'objet</i></p> <p>Have the students watch the video titled Complements d'objet, after each student the practice exercise. Students need to underline the complements.</p>	<p><a href="#">Compléments d'objet - COD - COI CM1 - CM2 - 6ème - Cycle 3 - Français - Grammaire</a></p> <p><a href="#">Compléments d'objet</a></p>
20	<p><b>Temps d'écriture</b></p> <p>This is student protected time where students have this time to just write in a quiet environment. They should start writing about the</p>	<p><a href="#">Organisateur Graphique</a></p> <p><a href="#">Activité de création de rubrique</a></p>

WRITING A PERSONAL NARRATIVE IN A FRENCH IMMERSION

	<p>middle of the narrative essay. They need to have their work saved and ready to share.</p>	
20	<p><b>Conférence</b></p> <p>Conference with each student individually to see how they are progressing on their project.</p> <p>Answer any questions and give guidance. Use the checklist during the conference, they will use the feedback to help improve their paper.</p>	<p><a href="#">Teacher Conference Checklist</a></p>
10	<p><b>Temps d'écriture - **Premier brouillon dû**</b></p> <p>This is student protected time where students have this time to just write in a quiet environment. They should start writing about the middle of the narrative essay. First draft is due at the end of the day.</p>	<p><a href="#">Organisateur Graphique</a></p> <p><a href="#">Activité de création de rubrique</a></p>



*Nom:* \_\_\_\_\_

*Date:* \_\_\_\_\_

*Compléments d'objet*

*Souligner les compléments*

1. La famille est en vacance.
2. Les élèves sont à l'école.
3. Hier, j'ai vu un grand lion au zoo.
4. Les joueurs de foot sont au vestiaires.
5. Mon amie est partie au stade.

Nom: \_\_\_\_\_ rencontré le professeur le \_\_\_\_\_ a \_\_\_\_\_

## **Liste de Contrôle**

- Paragraphe d'introduction
- Paragraphes du corps avec explication complète
  - Des preuves pertinentes sont citées
  - Paragraphe de conclusion
- Complétez les phrases tout au long
- Êtes-vous resté fidèle au sujet?

*Je vais maintenant revenir en arrière et réviser mon essai en utilisant cette liste de contrôle et ma rubrique*

*Vous pouvez améliorer votre rédaction en;*

Week 4

**World Languages and Cultures Lessons**

**Grade Level: 5th Grade**

**Language: French**

Day 1 60 minutes	World Languages & Cultures	
Time	Lesson Activities	Materials
25	<p><b>Temps d'écriture</b></p> <p>This is student protected time where students have this time to just write in a quiet environment. They should start writing about the middle of the narrative essay. They need to have their work saved and ready to share.</p>	<p><a href="#">Organisateur Graphique</a></p> <p><a href="#">Activité de création de rubrique</a></p>
15	<p><b>Conférence</b></p> <p>Conference with each student individually to see how they are progressing on their project. Answer any questions and give guidance. Use the checklist during the conference, they will use the feedback to help improve their paper.</p>	<p><a href="#">Teacher Conference Checklist</a></p>
20	<p><b>Temps d'écriture</b></p> <p>This is student protected time where students have this time to just write in a quiet environment. They should start writing about the middle of the narrative essay. They need to have their work saved and ready to share.</p>	<p><a href="#">Organisateur Graphique</a></p> <p><a href="#">Activité de création de rubrique</a></p>

## World Languages and Cultures Lessons

**Grade Level: 5th Grade**

**Language: French**

Day 2 60 minutes	World Languages & Cultures	
Time	Lesson Activities	Materials
30	<p><b>Temps d'écriture</b></p> <p>This is student protected time where students have this time to just write in a quiet environment. They should start writing about the middle of the narrative essay. They need to have their work saved and ready to share.</p>	<p><a href="#">Organisateur Graphique</a></p> <p><a href="#">Activité de création de rubrique</a></p>
10	<p><b>Conférence 2</b></p> <p>Conference with each student individually to see how they are progressing on their project. Answer any questions and give guidance. Use the checklist during the conference, they will use the feedback to help improve their paper.</p>	<p><a href="#">Teacher Conference Checklist</a></p>
15	<p><b>Temps d'écriture - **Deuxième brouillon dû**</b></p> <p>This is student protected time where students have this time to just write in a quiet environment. They should start writing about the middle of the narrative essay. Second Draft due.</p>	<p><a href="#">Organisateur Graphique</a></p> <p><a href="#">Activité de création de rubrique</a></p>

## World Languages and Cultures Lessons

**Grade Level: 5th Grade**

**Language: French**

Day 3 60 minutes	World Languages & Cultures	
Time	Lesson Activities	Materials
55	<p><b>Temps d'écriture</b></p> <p>This is student protected time where students have this time to just write in a quiet environment. They should start writing about the middle of the narrative essay.</p>	<p><a href="#">Organisateur Graphique</a></p> <p><a href="#">Activité de création de rubrique</a></p>
5	<p><b>Projet final dû</b></p> <p>Students need to submit their final draft for grading.</p>	

## World Languages and Cultures Lessons

**Grade Level: 5th Grade**

**Language: French**

Extra Day 60 minutes	World Languages & Cultures	
Time	Lesson Activities	Materials
30	<p><b>Les Phrases, les Noms et les Verbes</b></p> <p>Use document lesson 1 to teach the students about the concepts in the lesson. After the mini lesson, pass the worksheet for students to practice.</p>	<p><a href="#">Lesson 1: Les Phrases, les Noms et les Verbes</a></p> <p><a href="#">Lesson 1 - Exercise</a></p>
30	<p><b>Temps d'écriture</b></p> <p>This is student protected time where students have this time to just write in a quiet environment. They should start writing about the middle of the narrative essay. First draft is due at the end of the day</p>	<p><a href="#">Organisateur Graphique</a></p> <p><a href="#">Activité de création de rubrique</a></p>


## Les Phrases, les Noms et les Verbes


### 1. Les Phrases


a. Une **phrase** est une suite de mots qui a du sens.  
L'ordre des mots est très important.

i.Ex: Les élèves de première année aiment la récréation.

## La phrase

Du sens 

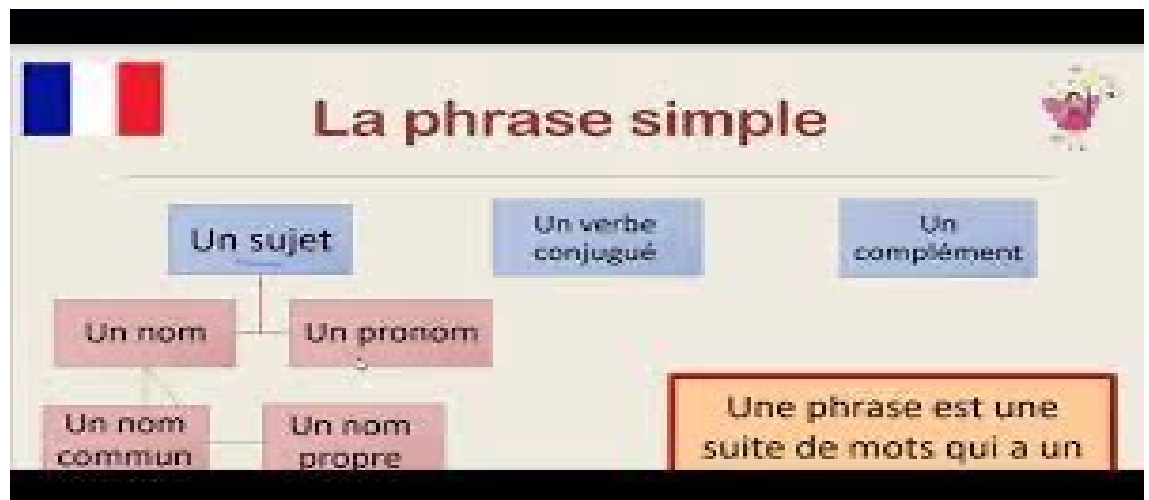
Une majuscule 

Un point 

**Le chat mange une souris!**

~~La mange souris chat une.~~

© 2011-2012, C. L. - www.cle.com



[Construire des phrases sans fautes](#)

## 2. Les Noms

a. Il existe deux types de noms; **le nom commun et le nom propre**

i. Le **nom commun** peut désigner une personne, un animal, un lieu, un objet, un sentiment, un aliment, etc. Il est souvent précédé d'un déterminant: un, une, des, l', le, la, les, au, du, son, leur.....

1. Un arbre, les enfants etc...



**Le nom**

Les noms désignent tout ce qui nous entoure.

Le nom sert à désigner

une personne  
comme un  
pirate

un animal  
comme un  
perroquet

un objet  
comme un  
drapeau

un lieu  
comme  
une île

= pirate = est le nom  
d'une personne.  
= perroquet = est le  
nom d'un animal.

un cœur est  
comme  
l'amour

= amour = est le nom  
d'un sentiment.

= drapeau = est le  
nom d'un objet.  
= île = est le nom d'un  
lieu.

Grammaire - Savoir identifier la classe d'un mot - 2e cycle 2

- ii. Le **nom propre** sert à nommer quelque chose qui est unique: une personne, un lieu, un animal, etc.

1. David, Ohio, New York etc...

## Le nom propre



un pays

un nom

un prénom



**France**



**Ninou**



**Adèle**

www.courcour.com

iii. Le **nom a un genre et varie en nombre**:

Masculin ou Femini et singulier ou pluriel

	singulier	pluriel
masculin	un canard	des canards
féminin	une cane	des canes

[Leçon de grammaire: Les noms/ 9 minutes pour tout comprendre!](#)

### 3. **Les Verbes**

a. **Le verbe** sert à exprimer une action ou un état. Le

verbe change en fonction d'une **personne** (1er, 2e ou

32), et d'un **nombre** (singulier ou pluriel) et d'un **temps** (passé, présent ou futur)

i. Je suis malade.



[Le verbe - CP - CE1 - Cycle 2 - Français - Etude de la langue - Grammaire CP](#)

[Qu'est-ce qu'une phrase CP - CE1 - Cycle 2 - Français - FLE - Etude de la langue](#)

Les pronoms personnels sujets CP - CE1 - Cycle 2 -

Français : étude de la langue - FLE

Le pluriel des verbes CP - Cycle 2 - Français - Etude  
de la langue

Le complément du nom CM2 - CM1 - Cycle 3 -

Français - Grammaire

Le féminin des noms et des adjectifs CM1 - CM2 -  
Cycle 3 - Français - Orthographe

## Exercise

### 1. Les Phrases; écris 5 phrases

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_

### 2. Les Noms

.Donner 5 exemples de nom propre.

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_

i.Donner 5 exemples de nom commun.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

3. **Les Verbes** - donner 5 exemples de verbes.

\_\_\_\_\_

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

d. \_\_\_\_\_

4. List les phrases suivantes. Ajoute la ponctuation et indique le type de phrase (déclarative, exclamative, interrogative ou impérative).

1. L'hiver, j'aime faire du ski \_\_\_\_\_

2. Quand es-tu arrivé \_\_\_\_\_

3. Mes grands-parents arrivent ce soir \_\_\_\_\_

4. Dépêche-toi \_\_\_\_\_

5. Aimes-tu nager dans une piscine \_\_\_\_\_

6. Mes chaussures sont trop petites \_\_\_\_\_

## SECTION FIVE

### Professional Outreach

The goal of this curriculum was to address the following question; How can a writer's workshop model be implemented in a fifth-grade immersion classroom for teaching writing in French? The curriculum that was created based on the writing workshop and the Ecri model to address the need to fifth grade narrative essay in L2 in an immersion elementary school. Those two models highlight the skills need to be better writers in L1 and L2. The curriculum will help fifth grade students be great writer in L2 by considering every need of the students in an immersion setting.

The strength of this curriculum is the fusion of the two best frameworks related to the main topic, writing and immersion. The main features of the writing workshop and the Ecri model was used to create each lesson with students support in mind. The new framework fused from both above frameworks resulted in four steps.

The first step is working on clear goals to choose the presentation of the final project. This step is very important a proven by research that letting students choose their topic and the delivery is important. In this step, the teacher will work with the students to come up with the subject or the ideas of a topic for the narrative. This is done with collocation with the students to set boundaries and create clear goals. On the curriculum, a whole week is dedicated to discussion

## WRITING A PERSONAL NARRATIVE IN A FRENCH IMMERSION

about the topic and making clear goals. Students will also have some time to research more about the topic they chosen to help them better students their topic before they can start writing. They will be also creating a rubric and graphic organizer to help them organizer their writing and be aware of the requirements.

The second step is sharing targeted instruction with modeling. There are many activities in the curriculum that is related to step two. The teacher will first examine a descriptive narrative essay to the students where the class will identify the important aspect of the type of writing. After, the teacher will model how to write a narrative essay in front of the students explaining their thinking process. On top of those activities above, the teacher will lead two mini lessons about French grammar and sentence structure. The mini lessons will help students use the right syntax in French. The research shows that students in an immersion school have problems with grammar and sentence structures.

The third step is peer feedback collaboration and teacher feedback. This is another strength in the curriculum, feedback is given plenty of importance. Three types of feedback will be happening throughout the unit. Students will collaborate with each other to help with brainstorming and then they will help each other edit the other paper. After that the students will have a peer-to-peer review with a different peer to help them editing and correcting any errors. Finally, the teacher will provide feedback with clear guidance for the student to improve their paper. The guidance will be in the form of a checklist included on the lesson's plans.

Finally, the fourth step is protected time to write independently. Research show that sometimes school neglect giving students the adequate time to just write. This part is important and highlighted on the curriculum. Students were given plenty of time to just write about their



## WRITING A PERSONAL NARRATIVE IN A FRENCH IMMERSION

topics with coloration in between with their peers and the teacher. Students will need to do a quick checking with the teacher to make sure they are on track.

The weakness of the curriculum is lack of clear lessons in the target language meaning lessons tailor for the grade level in fifth grade. It was very hard finding lessons in French for an immersion setting geared for the state in question. To the curriculum, the mini lessons were created from nothing. That's why the mini lessons include many videos from YouTube gear to help students understand the lesson being taught. Also, the practices of the two mini lessons are very limited because they were created from nothing. It is very hard to find a template or a lesson like what the curriculum required. The mini lessons could use a little.

Another thing that the lessons are planned for teacher who speak French. All the lessons are in French, because of lack of teachers that speak the L2, many immersions school have teachers that do not master the L2. The lessons will be limited and counterproductive if they are taught by someone who does not speak the target language, French.

**Next steps for the curriculum.** The curriculum will need more enchantments by differentiating the lessons based on the student need. The lessons in the current curriculum can be too hard for the fifth graders. Creating the curriculum was very hard because we do not know the students personally and we are not sure about their level of French.

**Next steps for research.** I suggest more new research on the immersion model as whole in the United States. Most of the research is old and very hard to access. Almost all the research was done in Canada, we need research in the States to understand better if this model is working with the L1. There is little no research of writing or writing skills in an immersion setting in the elementary level. Many papers were done for secondary school meaning in high school or in

## WRITING A PERSONAL NARRATIVE IN A FRENCH IMMERSION

college. And even that research is not done in an immersion model which is different than just a language programs.

**Next steps for dissemination.** I will be using the newly created lesson plans in my homeroom to teach writing. This curriculum development is very important to my students because they will be tested in French in May before they graduate to middle school. I believe using this curriculum will help with the test scores. I plan to share the curriculum with other fifth grade teammates. He teaches English Language Art to the fifth-grade class. I will ask him to also teach the curriculum to his homeroom so after we can discuss the benefits of units and how we can improve it. I will also share the curriculum with all the materials with Ecole Kenwood feeder school World Language Middle school for them to use. Findings with the leadership at my school, I am open to sharing these materials with the staff if the administration asks me to do so.

## References

- Al-Hroub, A., Shami, G. & Evans, M. (2019). The impact of the ‘writers’ workshop’ approach on the L2 English writing of upper-primary students in Lebanon. *The Language Learning Journal*, 47(2). 159-171.
- American Councils for International Education. (2021). *ARC completes national canvass of dual language immersion programs in U.S. public schools*.  
[www.americancouncils.org/news/announcements-featured-content/arc-completes-national-canvass-dual-language-immersion-programs](http://www.americancouncils.org/news/announcements-featured-content/arc-completes-national-canvass-dual-language-immersion-programs)
- Armstrong, C. L. (2011). Understanding and improving the use of writing portfolios in one French immersion classroom. *Canadian Journal of Action Research in Education*, 11(2). 1-29.
- “Assessing grammatical and textual features in L2 writing samples: The case of French as a foreign language.” *The Modern Language Journal*, vol. 83, no. 2, 1999, 219–232.  
<https://doi.org/10.1111/0026-7902.00017>.
- Barbu, C., Gonzalez, A., Gillet, S. & Poncelet, M. (2019). Cognitive advantage in children enrolled in a second-language immersion elementary school program for one year. *Psychological Belgica*, 59(1). 416-435.
- Botezalu, M., Kroll, J., Trachsel, M. & Guo, T. (2020). Second language immersion impacts native language lexical production and comprehension. *Linguistic Approaches to Bilingualism*. 12(3). 347-376.
- Calkins, L., & Ehrenworth, M. (2016). Growing extraordinary writers: leadership decisions to raise the level of writing across a school and a district. *The Reading Teacher*. 70(1). 7-18.

## WRITING A PERSONAL NARRATIVE IN A FRENCH IMMERSION

- Chen, Y., Yang, T. & Chen, H. (2017). Challenges encountered in a Chinese immersion program in the United States. *Asia-Pacific Education Researcher (Springer Science & Business Media B.V.)*, 26(3-4). 163-170. DOI 10.1007/s40299-017-0337-2.
- Collins, J., Stead, S., & Woolfrey, S. (2004). Rethinking teaching strategies for Intensive French. *The Canadian Modern Language Review*, 60(3). 355-372.
- Dressler, R. (2018). Canadian bilingual program teachers' understanding of immersion pedagogy: A nexus analysis of an early years classroom. *The Canadian Modern Language Review*, 74 (1), 177-195.
- Hall, A. & White, K. (2019). Do my students know I don't like writing? Shifting attitudes and instruction. *The Reading Teacher*. 73(3). 362-366. doi:10.1002/trtr.1850
- Helsel, L., Kelly, K., & Wong, K. (2021). Responsive teaching in the writer's workshop. *The Reading Teacher*, 75 (5). 583-592.
- Henbest, V. S., Fitton, L., Werfel, K. & Apel, K. (2020). The relation between linguistic awareness skills and spelling in adults: a comparison among scoring procedures. *Journal of Speech, Language, and Hearing Research*, 63 (). 1240-1253. [https://doi.org/10.1044/2020\\_JSLHR-19-00120](https://doi.org/10.1044/2020_JSLHR-19-00120).
- Herron, C. & Tomasello, M. (1988). Learning grammatical structures in a foreign language: modeling versus feedback. *The French Review*, 61(6). 910-922.
- Lally, C. (2000). Writing across English and French: an examination of strategy use. *The French Review*, 73(3). 525-538.

## WRITING A PERSONAL NARRATIVE IN A FRENCH IMMERSION

- Lyster, R. (2019). Translanguaging in immersion: cognitive support or social prestige? *The Canadian Modern Language Review*, 75(4). 340-352.
- Magalas, L., & Ryan T. (2016). A new rendition of an old classic: the young writers' program as a writing workshop. *International Journal of Progressive Education*, 12(2). P7-22
- Roy, S., & Schafer, P. (2015). Reading as a skill or as a social practice in French immersion? *Language and Education*, 29(6). 527-544.
- Ryu, S, & Bae, J. (2018). Writing tasks to elicit language and creativity: describe completed drawings vs. first draw, then describe\*. *English Teaching*. 73(4). 107-123. DOI: 10.15858/engtea.73.4.201812.107.
- Chung, C. S., Chen, X. & Deacon, S. H. (2018). The relation between orthographic processing and spelling in grade 1 French immersion children. *Journal of Research in Reading*, 41 (2). 209-311. DOI:10.1111/1467-9817.12104.
- Savage, R., Kozakewich, M., Genesee, F., Erdos, C. & Haigh, C. (2017). Predicting writing development in dual language instructional contexts: exploring cross-linguistic relationships. *Developmental Science*. 20(1). 1-13. DOI: 10.1111/desc.12406.
- Soderman, A. (2010). Language immersion programs for young children? Yes... But proceed with caution. *Phi Delta Kappan*, 91(8). 54-61.
- The Ecri model. (n.d). <https://www.unb.ca/second-language/resources/ecri-model.html>

## WRITING A PERSONAL NARRATIVE IN A FRENCH IMMERSION

The writing workshop. (2023).

<https://www.education.vic.gov.au/school/teachers/teachingresources/discipline/english/literacy/writing/Pages/approachesworkshop.aspx#link20>

What is language immersion? (n.d.). [www.teachnology.com/teachers/bilingual\\_ed/langimmersion.html](http://www.teachnology.com/teachers/bilingual_ed/langimmersion.html)