



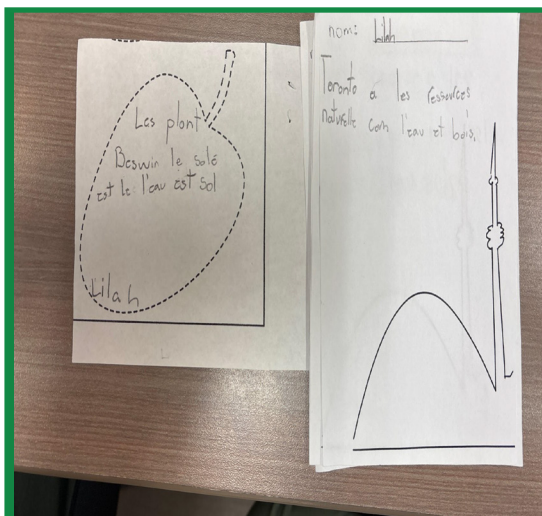
# Ici on parle français – PD grants for FSL teachers

## Grade 3/4 FI French scaffolded writing development through summary writing connected with social studies and science

### Team Members:

Barb Connell and Olivia Vaughan

School District : Upper Grand DSB



## What We Did

Our project focused on improving student writing through topics related to social studies and science. We began by exposing students to Science texts weekly to improve their understanding of the content and improve their reading fluency. We then created three non-fiction texts and had students complete a formative writing assignment (raccourcir un paragraphe). The formative assessment tasks focused on science.

We then used the WDIG (UGDSB French Writing Development Instructional Guide) to separate students into the different phases of writing. For this class, as it was a 3/4 FI class (UGDSB FI Program Information) our writers were all within three phases: Experimental Writing, Early Writing, and Conventional Writing.

From this information we created scaffolded programming for our experimental writers. The section of scaffolded support and the summative task all focused on social studies content.

The first way we scaffolded the learning was from the homeroom teacher working on specific writing skills to target gaps in the learning of Experimental Writers. They were on an intensive ten day program to support lagging skills in small group work for oral and written expression (30 minutes a day). The homeroom teacher also worked through summary writing and searching for meaning from non-fiction texts.

Simultaneously, the social studies teacher created differentiated classwork using the WDIG emphases (specific to students in each of the three identified phases of writing development) and focused on vocabulary development from non-fiction texts. The Social Studies teacher also scaffolded the connection between word, sentence and paragraphs and finding key details, to help break down summary writing.



At the end, students completed a summative paragraph shrinking assessment again using 'raccourcir un paragraph.' Both teachers once again completed moderated marking on the assignments and determined students' marks and development through the phases of writing.



## What We Learned

### PD Learning for Olivia and Barb:

- UGDSB WDIG: We had time to dig into this resource and understand the phases of development in the writing continuum, looked at examples of each level of writing (also teacher supported examples of moderated marking for these levels), explored research around the science of writing in French etc.
- CEFR: We had time to consider CEFR levels and read about next steps for students and how that connects to the WDIG. We could consider which targeted activities were implemented first orally to also support CEFR goals
- ChatGPT: This was our first time creating texts using ChatGPT so we played around a lot with prompts and fine tuning instructions to be intentional and specific to give us the best results

### Learning Based on Results from the Classroom:

- Heavily scaffolded learning really supports our lower (experimental) writers to improve and use skills learned in small group work
- Students end results showed growth in both being able to understand key points, summarizing their findings, and writing conventions
- When students were more comfortable with the subject content area and they understood the vocabulary, their responses were more rich and accurate
- When differentiation was happening, students were calm and engaged
- Focusing on vocabulary development and fluency helped students feel more confident to participate in activities and writing
- Students transferred skills learned between English and French classroom instruction in writing production



## How We Shared Our Learning With Others

Curriculum team in UGDSB

ETFO Local (possible sharing of our work next fall)

With the staff at Victory PS



## Links to Our Work

[Slideshow Detailing our work](#)

[All our work Content Folder](#)



## Any Next Steps We Have To Continue Our Learning

- Now that we have created this project, we want to continue to scaffold reading/writing tasks in social studies and science to support writing development.
- We would like to try the process again with new topics and to support comprehension of more non-fiction texts
- More cycles of small group instruction
- We want to spend more time and learn more about how to effectively use ChatGPT