

***En avant* Séries 5-7 correlated to  
Grade 2 Ontario Ministry of Education learning outcomes in  
French Immersion:  
Oral Communication, Reading, and Writing**

**OVERALL EXPECTATIONS**

By the end of Grade 2, student will:

<ul style="list-style-type: none"> <li>listen and respond to simple spoken texts and media works;</li> </ul>	
<ul style="list-style-type: none"> <li>talk about a variety of familiar topics, using simple vocabulary and expressions;</li> </ul>	<i>Le printemps; L'été; L'automne; L'hiver; Les bateaux; Sur la route; Les avions; Les trains; La transformation des aliments; La ferme; Une alimentation saine; De la ferme à l'assiette</i>
<ul style="list-style-type: none"> <li>read simple written materials and demonstrate understanding through oral and very brief written responses;</li> </ul>	<i>Le printemps; L'été; L'automne; L'hiver; Les bateaux; Sur la route; Les avions; Les trains; La transformation des aliments; La ferme; Une alimentation saine; De la ferme à l'assiette</i>
<ul style="list-style-type: none"> <li>produce short pieces of writing, using simple forms;</li> </ul>	<i>Le printemps; L'été; L'automne; L'hiver; Les bateaux; Sur la route; Les avions; Les trains; La transformation des aliments; La ferme; Une alimentation saine; De la ferme à l'assiette</i>
<ul style="list-style-type: none"> <li>identify and use appropriate language conventions during oral communication activities, in their responses to reading materials, and in their written work.</li> </ul>	

**SPECIFIC EXPECTATIONS**

**Oral Communication**

**Listening**

By the end of Grade 2, students will:

<ul style="list-style-type: none"> <li>follow instructions to perform a sequence of tasks;</li> </ul>	<i>Le printemps; L'été; L'automne; L'hiver; Les bateaux; Sur la route; Les avions; Les trains; La transformation des aliments; La ferme; Une alimentation saine; De la ferme à l'assiette</i>
<ul style="list-style-type: none"> <li>demonstrate an understanding of short spoken texts and media works (e.g.,</li> </ul>	

stories, songs, audiotapes, videos) (e.g., by identifying words and expressions, retelling the story, identifying the main topic, predicting outcomes);	
<ul style="list-style-type: none"> <li>identify rhymes and language patterns in familiar contexts (e.g., poems, <i>comptines</i>, songs);</li> </ul>	
<ul style="list-style-type: none"> <li>recognize and interpret visual and verbal cues (e.g., gestures, facial expressions, tone of voice) to aid in understanding what they hear.</li> </ul>	

### Speaking

By the end of Grade 2, students will:

<ul style="list-style-type: none"> <li>repeat and recite a variety of simple spoken texts (e.g., poems, <i>comptines</i>, songs) to develop vocabulary, pronunciation, and knowledge of language structures;</li> </ul>	
<ul style="list-style-type: none"> <li>ask and answer simple questions to clarify understanding of familiar topics;</li> </ul>	<i>Le printemps; L'été; L'automne; L'hiver; Les bateaux; Sur la route; Les avions; Les trains; La transformation des aliments; La ferme; Une alimentation saine; De la ferme à l'assiette</i>
<ul style="list-style-type: none"> <li>use visual and verbal cues (e.g., gestures, facial expressions, tone of voice) to communicate needs and convey meaning;</li> </ul>	
<ul style="list-style-type: none"> <li>use simple vocabulary and language structures to communicate needs and express feelings;</li> </ul>	
<ul style="list-style-type: none"> <li>retell stories and recount personal experiences, presenting events in a coherent sequence;</li> </ul>	
<ul style="list-style-type: none"> <li>give a short presentation (e.g., a dialogue, a description) on a familiar topic, following a model.</li> </ul>	

### Application of Language Conventions

By the end of Grade 2, students will:

<ul style="list-style-type: none"> <li>recognize and use appropriate language structures in oral communication activities;</li> </ul>	
<ul style="list-style-type: none"> <li>pronounce familiar vocabulary correctly;</li> </ul>	
<ul style="list-style-type: none"> <li>use linking words such as <i>et, ou, puis,</i></li> </ul>	

and <i>mais</i> to connect ideas in speech;	
<ul style="list-style-type: none"> <li>recognize silent word endings in nouns (e.g., <i>chat</i> ) and the silent "s" in plurals (e.g., <i>tables</i> ), and correctly pronounce words with silent endings.</li> </ul>	

### Reading

#### Comprehension and Response to Text

By the end of Grade 2, students will:

<ul style="list-style-type: none"> <li>read a variety of simple written materials (e.g., stories, poems, children's reference books) for different purposes (e.g., to obtain information, to build vocabulary and knowledge of word structures);</li> </ul>	<i>Le printemps; L'été; L'automne; L'hiver; Les bateaux; Sur la route; Les avions; Les trains; La transformation des aliments; La ferme; Une alimentation saine; De la ferme à l'assiette</i>
<ul style="list-style-type: none"> <li>express their reactions to texts read independently (e.g., comment on facts, descriptions);</li> </ul>	<i>Le printemps; L'été; L'automne; L'hiver; Les bateaux; Sur la route; Les avions; Les trains; La transformation des aliments; La ferme; Une alimentation saine; De la ferme à l'assiette</i>
<ul style="list-style-type: none"> <li>express clear responses to written texts, relating the content to personal experiences;</li> </ul>	
<ul style="list-style-type: none"> <li>follow written instructions (e.g., solve word problems, follow directions for crafts);</li> </ul>	<i>La transformation des aliments</i>
<ul style="list-style-type: none"> <li>demonstrate an understanding of simple texts (e.g., select correct answers, sequence sentences, restate information);</li> </ul>	<i>Le printemps; L'été; L'automne; L'hiver; Les bateaux; Sur la route; Les avions; Les trains; La transformation des aliments; La ferme; Une alimentation saine; De la ferme à l'assiette</i>
<ul style="list-style-type: none"> <li>extend their understanding of a text through follow-up activities (e.g., illustrate a character or an action, role play);</li> </ul>	<i>Le printemps; L'été; L'automne; L'hiver; Les bateaux; Sur la route; Les avions; Les trains; La transformation des aliments; La ferme; Une alimentation saine; De la ferme à l'assiette</i>
<ul style="list-style-type: none"> <li>identify characteristics of different forms of written materials (e.g., poems, stories, simple dictionaries);</li> </ul>	<i>Le printemps; L'été; Les trains</i>
<ul style="list-style-type: none"> <li>identify the key elements of a story (e.g., setting, plot, characters).</li> </ul>	

#### Application of Language Conventions

By the end of Grade 2, students will:

<ul style="list-style-type: none"> <li>recognize and use appropriate language</li> </ul>	
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structures in their response to written texts;	
<ul style="list-style-type: none"> <li>use reading strategies (e.g., visual cues, language and word patterns, context clues, phonics, word lists) to determine the meaning of unfamiliar vocabulary and expressions;</li> </ul>	<i>Le printemps; L'été; L'automne; L'hiver; Les bateaux; Sur la route; Les avions; Les trains; La transformation des aliments; La ferme; Une alimentation saine; De la ferme à l'assiette</i>
<ul style="list-style-type: none"> <li>read aloud, observing the rules of pronunciation and intonation;</li> </ul>	<i>Le printemps; L'automne</i>
<ul style="list-style-type: none"> <li>recognize and use punctuation as an aid to comprehension;</li> </ul>	
<ul style="list-style-type: none"> <li>use and interpret basic conventions of text (e.g., illustrations, diagrams, headings) to find information.</li> </ul>	<i>Le printemps; L'été; L'automne; L'hiver; Les bateaux; Sur la route; Les avions; Les trains; La transformation des aliments; La ferme; Une alimentation saine; De la ferme à l'assiette</i>

### Writing

#### Communication of Information and Ideas

By the end of Grade 2, students will:

<ul style="list-style-type: none"> <li>create short written texts for specific purposes (e.g., a story, a pattern book, an invitation, a thank-you note, a personal dictionary), following a model;</li> </ul>	<i>Le printemps; L'été; L'automne; L'hiver; Les bateaux; Sur la route; Les avions; Les trains; La transformation des aliments; La ferme; Une alimentation saine; De la ferme à l'assiette</i>
<ul style="list-style-type: none"> <li>organize ideas in a logical sequence (e.g., write stories that have a beginning, a middle, and an end);</li> </ul>	<i>L'été; L'automne; L'hiver; Les bateaux; La transformation des aliments; La ferme; Une alimentation saine; De la ferme à l'assiette</i>
<ul style="list-style-type: none"> <li>use materials from various media (e.g., photographs, drawings, collages) to clarify and enhance a written message.</li> </ul>	<i>L'automne</i>

#### Application of Language Conventions

By the end of Grade 2, students will:

<ul style="list-style-type: none"> <li>use appropriate language structures in their writing;</li> </ul>	
<ul style="list-style-type: none"> <li>use and spell correctly the vocabulary appropriate for this grade level;</li> </ul>	<i>L'été; L'hiver; Les trains; De la ferme à l'assiette</i>
<ul style="list-style-type: none"> <li>print legibly;</li> </ul>	
<ul style="list-style-type: none"> <li>use complete simple sentences in their writing;</li> </ul>	<i>L'automne; L'hiver; Les trains</i>
<ul style="list-style-type: none"> <li>use commas to separate a series of items in a sentence, and in addresses;</li> </ul>	
<ul style="list-style-type: none"> <li>use question marks at the end of</li> </ul>	<i>L'automne; Les trains</i>

questions;	
• use capitals for personal names;	<i>Les trains</i>
• revise and proofread their writing (e.g., correct errors in spelling, punctuation), with the teacher's assistance;	<i>L'hiver; De la ferme à l'assiette</i>
• use appropriate resources to verify spelling (e.g., word lists, dictionaries).	<i>L'été; Les trains; De la ferme à l'assiette</i>

### Language Structures

#### *Nouns and Pronouns*

• agreement of partitive articles ( <i>du, de la, de l', des</i> ) with nouns	<i>Le printemps; L'été; L'automne; L'hiver; Les bateaux; Sur la route; Les avions; Les trains; La transformation des aliments; La ferme; Une alimentation saine; De la ferme à l'assiette</i>
• simple feminine forms of nouns (e.g., <i>chat/chatte, lion/lionne</i> )	<i>Le printemps; La ferme</i>

#### *Verbs*

• subject/verb agreement	<i>Le printemps; L'été; L'automne; L'hiver; Les bateaux; Sur la route; Les avions; Les trains; La transformation des aliments; La ferme; Une alimentation saine; De la ferme à l'assiette</i>
• <i>présent</i> of regular <i>-er</i> verbs	<i>Le printemps; L'été; L'automne; L'hiver; Les bateaux; Sur la route; Les avions; Les trains; La transformation des aliments; La ferme; Une alimentation saine; De la ferme à l'assiette</i>
• <i>présent</i> of frequently used verbs <i>faire, pouvoir</i>	<i>Le printemps; L'été; L'automne; L'hiver; Les bateaux; Sur la route; Les avions; Les trains; La transformation des aliments; La ferme; Une alimentation saine; De la ferme à l'assiette</i>

#### *Adjectives*

• possessive adjectives <i>mon/ma/mes, ton/ta/tes, son/sa/ses</i>	<i>De la ferme à l'assiette</i>
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#### *Prepositions and Conjunctions*

• use of <i>pour</i>	<i>Le printemps; L'été; L'automne; L'hiver; Les bateaux; Sur la route; Les avions; Les trains; La transformation des aliments; La ferme; Une alimentation saine; De la ferme à l'assiette</i>
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***Interrogative Constructions***

<ul style="list-style-type: none"><li>• questions starting with question words <i>quel/quelle</i></li></ul>	<i>Le printemps; L'été; L'automne; L'hiver</i>
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***Sentence Structure***

<ul style="list-style-type: none"><li>• simple sentences consisting of subject + verb + complement (e.g., <i>Elle est jeune.</i>)</li></ul>	<i>L'hiver</i>
<ul style="list-style-type: none"><li>• negative form <i>ne ... pas</i></li></ul>	<i>Les bateaux; Sur la route; Une alimentation saine</i>