

***En avant Séries 8-10* correlated to
Grade 3 Ontario Ministry of Education learning outcomes in
French Immersion:
Oral Communication, Reading, and Writing**

OVERALL EXPECTATIONS

By the end of Grade 3, student will:

<ul style="list-style-type: none"> listen and respond to a variety of simple spoken texts and media works; 	
<ul style="list-style-type: none"> express ideas, feelings, and opinions on a variety of familiar topics, using correct pronunciation and appropriate intonation; 	<i>Les insectes; Les reptiles; Les oiseaux; Les mammifères; Les plantes; Les fleurs; Les arbres; Les plantes qu'on mange; Les océans; La vie marine; L'être humain et la mer; Les récifs coralliens</i>
<ul style="list-style-type: none"> read a variety of simple written materials and demonstrate understanding through oral and brief written responses; 	<i>Les insectes; Les reptiles; Les oiseaux; Les mammifères; Les plantes; Les fleurs; Les arbres; Les plantes qu'on mange; Les océans; La vie marine; L'être humain et la mer; Les récifs coralliens</i>
<ul style="list-style-type: none"> produce short pieces of writing in a variety of forms; 	<i>Les insectes; Les reptiles; Les oiseaux; Les mammifères; Les plantes; Les fleurs; Les arbres; Les plantes qu'on mange; Les océans; La vie marine; L'être humain et la mer; Les récifs coralliens</i>
<ul style="list-style-type: none"> identify and use appropriate language conventions during oral communication activities, in their responses to reading materials, and in their written work. 	

SPECIFIC EXPECTATIONS

Oral Communication

Listening

By the end of Grade 3, students will:

<ul style="list-style-type: none"> follow detailed instructions to perform a task; 	<i>Les insectes; Les reptiles; Les oiseaux; Les mammifères; Les plantes; Les fleurs; Les arbres; Les plantes qu'on mange; Les océans; La vie marine; L'être humain et la mer; Les récifs coralliens</i>
<ul style="list-style-type: none"> demonstrate an understanding of short spoken texts and media works (e.g., 	

stories, plays, children's television programs) (e.g., by completing cloze exercises, identifying main ideas and some supporting details, predicting outcomes, drawing conclusions);	
• listen to discussions and ask questions to clarify meaning;	
• recognize and interpret visual and verbal cues (e.g., gestures, facial expressions, tone of voice) to aid in understanding what they hear	

Speaking

By the end of Grade 3, students will:

• participate in classroom activities by asking and answering questions and expressing feelings about familiar topics;	<i>Les insectes; Les reptiles; Les oiseaux; Les mammifères; Les plantes; Les fleurs; Les arbres; Les plantes qu'on mange; Les océans; La vie marine; L'être humain et la mer; Les récifs coralliens</i>
• present ideas and information in logical sequence;	
• use visual and verbal cues (e.g., gestures, facial expressions, tone of voice) to communicate information;	<i>Les récifs coralliens</i>
• use simple and some compound sentences to express feelings, opinions, and ideas;	
• retell stories, demonstrating an understanding of basic story structure;	<i>Les plantes</i>
• communicate ideas and opinions during small-group activities (e.g., assign roles, indicate agreement or disagreement);	<i>Les fleurs</i>
• give short presentations on a variety of topics.	

Application of Language Conventions

By the end of Grade 3, students will:

• recognize and use appropriate language structures in oral communication activities;	
• use correct pronunciation and appropriate intonation in familiar contexts;	
• use linking words such as <i>parce que</i> , <i>après</i> , <i>avant</i> to organize ideas in	

speech;	
• recognize and use liaison in speech ;	
• identify and correct common anglicisms (e.g., <i>il a donné moi/il m'a donné</i>), with the teacher's assistance.	

Reading

Comprehension and Response to Text

By the end of Grade 3, students will:

• read a variety of simple written materials (e.g., stories, poems, chapter books, children's reference books) for different purposes (e.g., to obtain information, to build vocabulary and knowledge of language structures);	<i>Les insectes; Les reptiles; Les oiseaux; Les mammifères; Les plantes; Les fleurs; Les arbres; Les plantes qu'on mange; Les océans; La vie marine; L'être humain et la mer; Les récifs coralliens</i>
• demonstrate comprehension of text read independently by identifying and discussing features of the text (e.g., descriptions, opinions, ideas) and by summarizing its content;	<i>Les insectes; Les reptiles; Les oiseaux; Les mammifères; Les plantes; Les fleurs; Les arbres; Les plantes qu'on mange; Les océans; La vie marine; L'être humain et la mer; Les récifs coralliens</i>
• express their opinions of written texts, relating the content to their own knowledge and experiences;	
• follow written instructions (e.g., to play a game, complete a task, solve a problem);	
• demonstrate an understanding of simple texts (e.g., complete cloze exercises, select correct answers, restate the main idea and some supporting details);	<i>Les insectes; Les reptiles; Les plantes; Les arbres</i>
• extend their understanding of a text through follow-up activities (e.g., illustrate a character or an action, role play, create an alternative ending);	<i>Les insectes; Les reptiles; Les oiseaux; Les mammifères; Les plantes; Les fleurs; Les arbres; Les plantes qu'on mange; Les océans; La vie marine; L'être humain et la mer; Les récifs coralliens</i>
• identify and describe different forms of writing (e.g., plays, stories, poems);	<i>Les insectes; Les reptiles; Les plantes; Les fleurs</i>
• identify the key elements of a story (e.g., setting, plot, characters).	

Application of Language Conventions:

By the end of Grade 3, students will:

• recognize and use appropriate language structures in their response to written texts;	
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<ul style="list-style-type: none"> use reading strategies (e.g., visual cues, language and word patterns, context clues, knowledge of cognates, phonics) to determine the meaning of unfamiliar words and expressions; 	<i>Les insectes; Les reptiles; Les oiseaux; Les mammifères; Les plantes; Les fleurs; Les arbres; Les plantes qu'on mange; Les océans; La vie marine; L'être humain et la mer; Les récifs coralliens</i>
<ul style="list-style-type: none"> read aloud, observing the rules of pronunciation and intonation; 	
<ul style="list-style-type: none"> recognize and use punctuation as an aid to comprehension; 	<i>Les récifs coralliens</i>
<ul style="list-style-type: none"> use and interpret basic conventions of text (e.g., table of contents, headings, illustrations, diagrams) to find information and aid comprehension; 	<i>Les insectes; Les reptiles; Les oiseaux; Les mammifères; Les plantes; Les fleurs; Les arbres; Les plantes qu'on mange; Les océans; La vie marine; L'être humain et la mer; Les récifs coralliens</i>
<ul style="list-style-type: none"> use French-English dictionaries to determine the meaning of unfamiliar vocabulary. 	

Writing

Communication of Information and Ideas

By the end of Grade 3, students will:

<ul style="list-style-type: none"> create short written texts for specific purposes (e.g., a story, an invitation or simple letter, a description of a school trip, poems), adapting familiar models; 	<i>Les insectes; Les reptiles; Les oiseaux; Les mammifères; Les plantes; Les fleurs; Les arbres; Les plantes qu'on mange; Les océans; La vie marine; L'être humain et la mer; Les récifs coralliens</i>
<ul style="list-style-type: none"> create short written texts (e.g., journal notes) in which they express a point of view and reflect on their experiences; 	
<ul style="list-style-type: none"> organize information into short paragraphs that contain a main idea and related details; 	<i>Les insectes; Les reptiles; Les oiseaux; Les fleurs; Les arbres; Les océans; La vie marine; L'être humain et la mer; Les récifs coralliens</i>
<ul style="list-style-type: none"> produce short written text (e.g., titles, captions, labels) to accompany visual information (e.g., simple charts, illustrations). 	<i>Les insectes; Les oiseaux; Les fleurs; Les arbres; Les océans; L'être humain et la mer</i>

Application of Language Conventions

By the end of Grade 3, students will:

<ul style="list-style-type: none"> use appropriate language structures in their writing; 	
<ul style="list-style-type: none"> use and spell correctly the vocabulary appropriate for this grade level; 	<i>Les oiseaux; Les arbres; Les plantes qu'on mange; Les récifs coralliens</i>
<ul style="list-style-type: none"> print legibly and begin to use cursive 	

writing;	
• begin to use compound sentences and use sentences of varying length;	
• revise, edit, and proofread their writing, with the teacher's assistance, focusing on grammar, spelling, punctuation, and conventions of style;	<i>Les oiseaux; Les arbres; Les plantes qu'on mange; Les récifs coralliens</i>
• use appropriate resources to verify spelling (e.g., word lists, French-English dictionaries).	

Language Structures

Nouns and Pronouns

• interrogative pronouns <i>qu'est-ce qui/que</i>	<i>Les mammifères; Les océans</i>
• addition of 'x' to form the plural of nouns (e.g., <i>un feu/des feux, un chapeau/des chapeaux</i>)	<i>Les oiseaux</i>

Verbs

• <i>présent</i> of irregular verbs <i>venir, partir, sortir, voir, vouloir, devoir, savoir, prendre</i>	
• <i>passé composé</i> of regular <i>-er</i> verbs	
• <i>passé composé</i> of <i>aller</i>	

Adjectives

• comparative form of adjectives (<i>plus, moins</i>)	<i>La vie marine</i>
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Adverbs

• use and position of frequently used adverbs (e.g., <i>bien, vite, lentement, souvent</i>)	
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Prepositions and Conjunctions

• use of <i>comme, après, avant, derrière, sans, parce que</i>	<i>Les reptiles; Les oiseaux; Les fleurs; La vie marine; L'être humain et la mer</i>
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Interrogative Constructions

• questions starting with question words <i>comment, pourquoi</i>	<i>Les mammifères; Les océans</i>
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Sentence Structure

• compound sentences using simple connecting words (e.g., <i>et, ou, mais,</i>	<i>Les reptiles; Les oiseaux; Les fleurs; La vie marine; L'être humain et la mer</i>
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<i>puis</i>)	
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