

FSL Immersion: Gr. 1, 2, 3 Oral Communication

Overall Expectations		<ul style="list-style-type: none"> listen and respond to short, simple spoken texts and media works talk about familiar topics, using simple vocabulary and expressions <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 	<ul style="list-style-type: none"> listen and respond to simple spoken texts and media works talk about a variety of familiar topics, using simple vocabulary and expressions <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 	<ul style="list-style-type: none"> listen and respond to a variety of simple spoken texts and media works express ideas, feelings, and opinions on a variety of familiar topics, using correct pronunciation and appropriate intonation identify and use appropriate language conventions during oral communication activities, in their responses to reading materials, and in their written work
Knowledge & Skills	Key Concepts	Grade 1 Specific Expectations	Grade 2 Specific Expectations	Grade 3 Specific Expectations
Communication (Expressive)	<ul style="list-style-type: none"> pronunciation and intonation clarity and precision of ideas and information knowledge of required forms, structures and vocabulary 	<ul style="list-style-type: none"> follow instructions to perform simple tasks repeat and recite a variety of short, simple spoken texts (e.g., poems, comptines, songs) to develop vocabulary, pronunciation, and knowledge of language structures ask and answer simple questions about familiar topics (e.g., classroom routines, the school environment, the weather) use visual cues (e.g., gestures, facial expressions) to communicate needs and express feelings use simple vocabulary and language structures to communicate needs and express likes and dislikes listen and react to stories (e.g., comment on event, characters) and recount personal experiences 	<ul style="list-style-type: none"> follow instructions to perform a sequence of tasks use visual and verbal cues (e.g., gestures, facial expressions, tone of voice) to communicate needs and convey meaning use simple vocabulary and language structures to communicate needs and express feelings give a short presentation (e.g., a dialogue, a description) on a familiar topic, following a model identify rhymes and language patterns in familiar contexts (e.g., poems, comptines, songs) 	<ul style="list-style-type: none"> follow detailed instructions to perform a task use visual and verbal cues (e.g., gestures, facial expressions, tone of voice) to communicate information use simple and compound sentences to express feelings, opinions, and ideas give short presentations on a variety of topics participate in classroom activities by asking and answering questions and expressing feelings about familiar topics communicate ideas and opinions during small group activities (e.g., assign roles, indicate agreement or disagreement)
Comprehension (Receptive)	<ul style="list-style-type: none"> understand spoken French listen and respond react, interpret 	<ul style="list-style-type: none"> demonstrate an understanding of short, simple spoken texts and media works (e.g., stories, songs, audiotapes, videos) (by answering short, simple questions; acting out the words of a song; illustrating the events described) recognize and interpret visual and verbal cues (e.g., gestures, facial expressions, tone of voice) to aid in understanding what they hear listen and react to stories (e.g., comment on events, characters) and recount personal experiences dramatize stories, using their own words and appropriate expressions and gestures 	<ul style="list-style-type: none"> demonstrate an understanding of short, spoken texts and media works (e.g., stories, songs, audiotapes, videos) (by identifying words and expressions, retelling the story, identifying the main topic, predicting outcomes) recognize and interpret visual and verbal cues (e.g., gestures, facial expressions, tone of voice) to aid in understanding what they hear ask and answer simple questions to clarify understanding of familiar topics use visual and verbal cues (e.g., gestures, facial expressions, tone of voice) to communicate needs and convey meaning 	<ul style="list-style-type: none"> demonstrate an understanding of short, spoken texts and media works (e.g., stories, plays, children television programs) (e.g., by completing cloze exercises, identifying main ideas and supporting details, predicting outcomes, drawing conclusions) recognize and interpret visual and verbal cues (e.g., gestures, facial expressions, tone of voice) to aid in understanding what they hear retell stories, demonstrating an understanding of basic story structure listen to discussions and ask questions to clarify meaning
Organization of Ideas	<ul style="list-style-type: none"> sequence 	<ul style="list-style-type: none"> identify rhymes and word patterns in familiar contexts (e.g., poems, comptines, songs) listen and react to stories (e.g., comment on events, characters), and recount personal experiences 	<ul style="list-style-type: none"> retell stories and recount personal experiences, presenting events in a coherent sequence repeat and recite a variety of simple spoken texts (e.g., poems, comptines, songs) to develop vocabulary, pronunciation, and knowledge of language structures 	<ul style="list-style-type: none"> retell stories, demonstrating an understanding of basic story structure present ideas and information in logical sequence
Application of Language Conventions	<ul style="list-style-type: none"> pronunciation, intonation, expression vocabulary grammar sentence type and structure 	<ul style="list-style-type: none"> recognize and use appropriate language structures in oral communications activities pronounce familiar vocabulary correctly recognize and use masculine and feminine word endings in adjectives (e.g., <i>grand/grande, rond/ronde, petit/petite</i>) 	<ul style="list-style-type: none"> recognize and use appropriate language structures in oral communications activities pronounce familiar vocabulary correctly 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 use linking words such as <i>et, ou, puis</i> and <i>mais</i> to connect ideas in speech 	<ul style="list-style-type: none"> recognize and use appropriate language structures in oral communications activities use correct pronunciation and appropriate intonation in familiar contexts recognize and use liaison in speech (e.g., <i>les enfants, nous avons</i>) use linking words such as <i>parce que, après, avant</i> to organize ideas in speech identify and correct common Anglicisms (e.g., <i>il</i>) <i>a donné moi/il m'a donné</i>) with the teacher assistance

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