

# Grade 6 Learning Expectations covered in *On y Va! 1*

Expectations	Textbook / Livre (pages)	Workbook / Cahier (pages)	Compact Disc / Disque compact (unit: track number)
<b>Overall Expectations (OE)</b>			
OE 1 Participate in dialogues about familiar topics, and listen to and talk about short oral texts;	6–7; 16–17; 30–31; 50–51; 59; 60–61; 74–75; 82; 88; 94–95; 102; 112; 119; 123	12; 13; 20; 21; 30; 33; 37; 42–43; 54; 61; 70; 75; 76; 81; 90; 97; 102; 108; 119; 124; 128; 129; 130	1:1; 2:1; 2:6; 2:7; 2:11; 3:1; 3:4; 3:6; 4:1; 4:2; 5:1; 5:3; 5:6; 6:1; 6:6; 6:10; 7:1; 8:6; 8:8; 8:9
OE 2 Read a variety of classroom and simple authentic materials, 150 to 200 words long, containing familiar and new vocabulary, and demonstrate understanding;	8–11; 18–19; 20; 24–26; 32–34; 38–41; 52–55; 62–63; 64; 68–70; 76–79; 83–85; 89; 90; 96–99; 106–109; 113–115; 116; 120–121	7; 18; 25; 55; 65; 72; 82; 89; 95; 103; 114; 115; 120; 126	
OE 3 Communicate ideas and facts in writing for specific purposes;	14; 15; 23; 29; 37; 49; 59; 67; 73; 82; 93; 103; 112; 123	21; 30; 38; 61; 62; 78; 99; 110; 119; 125; 130	
OE 4 Identify and use the vocabulary and the grammar and language conventions appropriate for this grade level.	Throughout (e.g., 37; 49; 102; 103; 112; 119)	Throughout (e.g., 108; 110; 119; 124)	Throughout
<b>Specific Expectations</b>			
<b>Oral Communication (OC)</b>			
OC 1 Ask and answer simple questions using complete sentences (e.g., <i>Quelle est ton adresse?</i> );	8; 18; 24; 52; 59; 62; 67; 68; 70; 73; 76; 83; 89; 96; 102; 103; 113; 120; 123	61; 62; 67; 70; 75; 77; 105; 110	
OC 2 Use appropriate pronunciation, liaison (e.g., <i>nous<sup>h</sup>avons</i> ), intonation, and language in familiar contexts;	Throughout (e.g., 32; 37; 44; 45; 49; 112; 113; 118; 120)	Throughout (e.g., 44–45; 49; 119; 127)	Throughout
OC 3 Respond to oral texts (e.g., answer questions from a tape);	6–7; 16–17; 30–31; 50–51; 52; 60–61; 74–75; 76; 89; 94–95; 96; 106; 120	27; 29; 33; 81; 93; 102; 107	1:1; 2:1; 2:9; 2:10; 3:1; 4:1; 4:2; 5:1; 6:1; 7:1; 8:1
OC 4 Give an oral presentation of ten to fifteen sentences in length (e.g., the results of a survey);	14; 15; 23; 29; 44; 49; 59; 67; 73; 93; 103; 123	30; 44–45; 62; 70; 77; 99; 110	
OC 5 Make revisions to oral language in form, content, and organization (e.g., add details, change the order of words), using appropriate resources and feedback from the teacher and their peers.	14; 15; 29; 59; 82; 88; 102; 103; 112	20; 61; 108; 110; 119	

# Grade 6 Learning Expectations covered in *On y Va! 1*

Expectations (continued)	Textbook / Livre (pages)	Workbook / Cahier (pages)	Compact Disc / Disque compact (unit: track ) number)
<b>Reading (R)</b>			
R 1 Read at least nine simple passages or stories (e.g., pamphlets, booklets);	8–11; 18–19; 20; 24–26; 32–34; 38–41; 45; 46; 52–55; 62–63; 68–70; 76–79; 83–85; 89; 96–99; 106–109; 113–115; 116; 120–121	32; 34; 40; 46; 55; 82; 89; 95; 103; 114; 115; 120; 126	
R 2 Participate in a variety of reading situations, such as guided, shared, and choral reading, using expression, correct pronunciation, and intonation;	8–11; 18–19; 20; 24–26; 52–55; 62–63; 68–70; 76–79; 83–85; 89; 96–99; 106–109; 113–115; 116; 120–121	21; 30; 55; 76	
R 3 Read and produce simple, structured responses that convey understanding of written text (e.g., arrange sentences in proper sequence, illustrate a few sentences);	11; 20; 26; 29; 37; 44; 49; 59; 64; 70; 79; 99	7; 18; 25; 28; 38; 55; 61; 62; 65; 72; 82; 89; 95; 103; 109; 114; 115; 120; 122; 126	
R 4 Identify the main idea and a few supporting details;	11; 20; 26; 32–34; 38–41; 45; 46; 52–55; 64; 70; 76–79; 83–85; 89; 90; 96–99; 106–109; 113–115	7; 18; 25; 32; 34; 40; 46; 55; 65; 72; 82; 89; 95; 103; 114; 115; 120; 126	
R 5 Use various reading strategies to determine meaning (e.g., the glossary at the back of a book, various dictionaries).	Throughout (e.g., 8; 32; 38–41; 52; 76; 83; 96; 106; 113–115; 122)	Throughout (e.g., 108; 114; 115; 120; 122; 126)	
<b>Writing (W)</b>			
W 1 Write sentences and questions that contain learned vocabulary and familiar language structures;	14; 15; 23; 29; 37; 49; 59; 67; 73; 82; 93; 102; 103; 112; 123	7; 8; 12; 14; 18; 24; 25; 26; 34; 36; 38; 40; 41; 46; 48; 55; 61; 62; 65; 68; 69; 72; 78; 82; 85; 89; 91; 92; 95; 98; 99; 103; 104; 105; 108; 110; 114; 115; 119; 120; 125; 126	
W 2 Write in different forms (e.g., paragraphs, dialogues, directions);	14; 15; 23; 29; 37; 44; 49; 59; 67; 73; 82; 88; 93; 102; 103; 112; 119; 123	19; 21; 38; 61; 62; 71; 78; 99; 108; 110; 119; 124; 125; 130	

# Grade 6 Learning Expectations covered in *On y Va! 1*

Expectations (continued)	Textbook / Livre (pages)	Workbook / Cahier (pages)	Compact Disc / Disqu compact (unit: track number)
<b>Writing (W)</b> (continued)			
W 3 Write, using a model, a first draft and corrected version in guided and cooperative writing tasks (e.g., pamphlets, booklets);	14; 15; 23; 29; 37; 44; 49; 59; 67; 73; 82; 88; 93; 102; 103; 112; 123	19; 22; 23; 30; 38; 61; 62; 71; 78; 99; 108; 110; 119; 125; 130	
W 4 Use and spell the vocabulary appropriate for this grade level.	Throughout (e.g., 15; 37; 44; 49; 102; 103; 112; 123)	Throughout (e.g., 5; 9; 32; 38; 44–45; 50; 51; 110; 119; 125; 130)	
<b>Grammar, Language Conventions, and Vocabulary (G)</b>			
<b>Nouns and Pronouns</b>			
G 1 Agreement of the partitive article ( <i>du, de la, de l', des</i> ) with nouns.	*Incidental 62–63; 68–69; 76–79; 83–85		
<b>Verbs</b>			
G 2 Present tense of some regular <i>–ir</i> and <i>–re</i> verbs, and <i>faire</i> and <i>aller</i> , with singular and plural pronoun or noun subjects (e.g., <i>Pauline et Catou choisissent</i> );	8–11; 12; 13; 112; 122 *Incidental 18–19; 24–25; 52–56; 62–63; 68–70; 76–79; 83–85	12; 13; 84; 85; 86; 87; 88; 91; 92; 119; 128	1:3; 1:5; 1:6; 2:3; 2:8; 8:10
G 3 Expressions with <i>faire</i> (e.g., <i>faire du ski</i> );	*Incidental 68–70	92	
G 4 Imperative forms of known verbs (e.g., <i>chantons, arrêtez</i> ).	8–11; 12; 21; 22; 23 *Incidental 18–19; 97; 98; 100; 103	11	1:3; 2:3; 7:2
<b>Adjectives</b>			
G 5 Possessive adjectives ( <i>mon / ma / mes, ton / ta / tes, son / sa / ses</i> ).	8–11; 12 *Incidental 52–57	9	1:3
<b>Conjunctions</b>			
G 6 Conjunctions ( <i>mais, et, parce que / parce qu'</i> ).	8–11; 12 *Incidental 38–41	10	1:3; 1:4; 3:5

\*This language structure is incidental. You may wish to formally teach this language structure using the examples and explanations provided in the *Références* section.

# Grade 6 Learning Expectations covered in *On y Va! 1*

Expectations (continued)	Textbook / Livre (pages)	Workbook / Cahier (pages)	Compact Disc / Disque compact (unit: track number)
<b>Adverbs</b>			
G 7 Common adverbs (e.g., <i>peu, assez, beaucoup, trop</i> ) and expressions of quantity (e.g., <i>un verre, un morceau, une boîte, une canette</i> ).	8–11; 12	9	1:3
<b>Vocabulary</b>			
G 8 Basic vocabulary (e.g., numbers from 1 to 100; words associated with meals, menus, restaurants, home, space);	Throughout (e.g., 116)	Throughout (e.g., 112)	Throughout
G 9 Words from units under study and from oral vocabulary, personal word lists, and class lists;	Throughout (e.g., 11; 34; 41; 46; 94–95; 99; 102; 106; 109; 116; 119; 121; 123)	Throughout (e.g., 5; 6; 8; 32; 39; 51; 96; 101; 102; 107; 108; 109; 112; 116; 123; 124; 130)	Throughout 7:1; 7:3; 7:4
G 10 Use of an English-French dictionary to expand vocabulary.	Throughout	Throughout	
<b>Spelling Rules and Strategies</b>			
G 11 Use basic sounds and their related spelling patterns in French (e.g., <i>beau / chaud / aujourd’hui</i> );	Throughout	Throughout	Throughout
G 12 Use of resources (e.g., classroom-displayed vocabulary, text, French-English dictionary) to check spelling.	Throughout (e.g., 129–131; 134–135; 145– 146; 148–152)	Throughout	

# Grade 7 Learning Expectations covered in *On y Va! 1*

Expectations	Textbook / Livre (pages)	Workbook / Cahier (pages)	Compact Disc / Disque compact (unit: track number)
<b>Overall Expectations (OE)</b>			
OE 1 Listen to and talk about short, oral texts in structured and open-ended situations;	6–7; 16–17; 30–31; 50–51; 59; 60–61; 73; 74–75; 82; 88; 94–95; 104–105; 112; 119; 123	12; 13; 20; 21; 30; 33; 37; 42–43; 54; 61; 77; 81; 90; 97; 107; 113; 118; 119; 124; 128; 129; 130	1:1; 2:1; 2:6; 2:7; 3:1; 3:4; 3:6; 4:1; 4:2; 5:1; 5:7; 6:1; 6:6; 6:10; 7:1; 8:1; 8:2; 8:4; 8:6; 8:8; 8:9
OE 2 Read a variety of classroom and simple authentic materials, 200 to 400 words long, and demonstrate understanding;	8–11; 18–19; 20; 24–26; 32–34; 38–41; 52–55; 62–63; 64; 68–70; 76–79; 83–85; 89; 90; 96–99; 106–109; 113–115; 116	7; 18; 25; 55; 65; 72; 82; 89; 95; 103; 114; 115; 120; 126	
OE 3 Communicate information and ideas in writing, in structured and open-ended situations, for different purposes;	14; 15; 23; 29; 37; 49; 59; 67; 73; 82; 88; 93; 102; 103; 112; 123	14; 23; 38; 61; 62; 71; 78; 99; 108; 110; 115; 119; 125; 130	
OE 4 Identify and use the vocabulary and the grammar and language conventions appropriate for this grade level.	Throughout (e.g., 37; 49; 54; 56; 59; 61; 102; 103; 112; 119)	Throughout (e.g., 108; 110; 119; 124)	Throughout

## Specific Expectations

### Oral Communication (OC)

OC 1 Use compound sentences in conversations and dialogues (e.g., <i>Les enfants jouent dans la cour et ils s'amuse beaucoup.</i> );	8; 13; 15; 23; 29; 44; 49; 52; 59; 62; 67; 68; 73; 76; 82; 83; 85; 88; 89; 90; 93; 96; 102; 103; 105; 106; 112; 113; 120; 124; 125; 126; 127; 128	10; 14; 21; 44–45; 49; 60; 61; 62; 70; 71; 75; 77; 99; 105; 108; 110; 115; 119; 136; 137	
OC 2 Use language appropriately in a variety of rehearsed, routine, and open-ended situations (e.g., a cassette letter, an anti-smoking or anti-drinking message);	8; 13; 14; 15; 18; 22; 23; 24; 28; 29; 30–31; 32; 36; 37; 38; 43; 44; 48; 49; 52; 56–58; 59; 62; 66; 67; 68; 72; 73; 76; 81; 82; 83; 85; 87; 88; 89; 90; 92; 93; 96; 101; 102; 103; 106; 110–111; 112; 113; 117–118; 120; 122; 124; 125; 126; 127; 128	14; 21; 30; 38; 44–45; 49; 57; 59; 60; 61; 62; 67; 70; 75; 77; 86; 88; 105; 108; 110; 115; 119; 122; 127; 136; 137	

# Grade 7 Learning Expectations covered in *On y Va! 1*

Expectations (continued)	Textbook / Livre (pages)	Workbook / Cahier (pages)	Compact Disc / Disque compact (unit: track number)
<b>Oral Communication (OC)</b> (continued)			
OC 3 Respond to oral texts (e.g., express opinions) and connect to personal experience;	6–7; 16–17; 18; 24; 30–31; 50–51; 52; 60–61; 62; 68; 74–75; 76; 89; 94–95; 96; 104–105; 106; 120	33; 81; 89; 103	1:1; 2:1; 3:1; 4:1; 4:2; 5:1; 6:1; 8:1
OC 4 Give an oral presentation of fifteen to twenty sentences in length (e.g., report on reading material);	15; 23; 29; 44; 49; 59; 67; 73; 93; 103; 112; 123	44–45; 62; 70; 77; 99; 110; 131	
OC 5 Make revisions to oral language in form, content, and organization (e.g., sequence of sentences, agreement of irregular adjectives), using resources and feedback.	29; 49; 59; 82; 88; 102; 103; 112	57; 61; 108; 110; 119	
<b>Reading (R)</b>			
R 1 Read at least twelve simple texts (e.g., letters, descriptions, essays), and identify main ideas and some supporting details;	8–11; 18–19; 20; 24–26; 32–34; 38–41; 45; 46; 52–55; 62–63; 64; 68–70; 76–79; 83–85; 89; 90; 96–99; 106–109; 113–115; 116; 120–121	7; 18; 25; 32; 34; 40; 46; 55; 65; 72; 82; 89; 95; 103; 114; 115; 120; 126	
R 2 Produce a variety of simple responses, in structured and open-ended situations, to convey understanding of written text in a different form (e.g., design a biography card);	11; 14; 20; 23; 26; 37; 44; 49; 59; 64; 70; 79; 99; 103	19; 20; 22; 23; 24; 38; 55; 61; 62; 65; 72; 82; 89; 95; 103; 109; 110; 114; 115; 120; 122; 126; 136	
R 3 Use various reading strategies to determine meaning, such as verbal cues, structures (e.g., inversion), personal experience, and resources;	8; 14; 18; 24; 32; 38–41; 52–55; 57; 58; 62; 68; 76; 81; 83; 89; 92; 96; 101; 106; 111; 113–115; 118; 120; 122	8; 55; 65; 67; 72; 81; 82; 89; 95; 103; 108; 114; 115; 120; 122; 126	
R 4 Express personal preferences or reactions to a text.	62; 68	7; 9; 18; 25; 34; 40; 46; 55; 65; 72; 82; 89; 95; 103; 114; 115; 120; 126	

# Grade 7 Learning Expectations covered in *On y Va! 1*

Expectations (continued)	Textbook / Livre (pages)	Workbook / Cahier (pages)	Compact Disc / Disque compact (unit: track number)
<b>Writing (W)</b>			
W 1 Write simple and some compound sentences and questions, using familiar and new vocabulary;	15; 23; 29; 37; 44; 49; 59; 67; 73; 82; 88; 93; 102; 103; 112; 119	7; 8; 12; 14; 18; 24; 25; 26; 34; 36; 38; 40; 46; 48; 55; 61; 62; 65; 68; 69; 71; 72; 78; 82; 85; 88; 89; 91; 92; 95; 98; 99; 103; 104; 105; 108; 110; 114; 115; 119; 120; 121; 125; 126; 131; 136; 138; 139	
W 2 Write in a variety of simple forms (e.g., letters, poems, descriptions), following a model and making substitutions and minor adaptations to the model;	23; 29; 37; 44; 49; 59; 67; 73; 82; 88; 93; 102; 103; 112; 119; 123	23; 30; 38; 61; 62; 70; 71; 78; 99; 108; 110; 119; 124; 125; 130	
W 3 Revise and edit personal writing, using feedback from the teacher and peers, and using resources including technology;	15; 23; 29; 49; 59; 82; 93; 102; 103; 112	23; 30; 61; 62; 99; 108; 110; 119; 124; 125; 131	
W 4 Use and spell the vocabulary appropriate for this grade level.	Throughout (e.g., 15; 37; 44; 49; 54; 56; 59; 61; 101; 102; 103; 112; 123)	Throughout (e.g., 5; 9; 32; 38; 44–45; 50; 51; 108; 110; 119; 125; 130)	
<b>Grammar, Language Conventions, and Vocabulary (G)</b>			
<b>Verbs</b>			
G 1 Present tense of the irregular verbs <i>vouloir</i> , <i>pouvoir</i> , <i>partir</i> , <i>sortir</i> , and <i>devoir</i> , with singular and plural subjects;	27; 28; 29; 42; 43; 49; 52–57; 100; 101; 103; 120; 122; 124; 125; 126; 145–146; 148–152 *Incidental 76–79; 83–85	26; 28; 29; 30; 41; 42–43; 49; 58; 104; 106; 110; 129; 133–134; 135–136; 137; 138–139; 142	2:10; 2:11; 3:6; 8:11; Ça marche! : 1
G 2 Double verb constructions (e.g., <i>Je veux écouter de la musique.</i> );	27; 28; 29; 42; 43; 45; 56–57; 122; 125; 126; 143; 145–146 *Incidental 8–11; 32–34; 38–41; 45; 68–70; 76–79; 97–99; 120–122	26; 28; 29; 30; 58; 61–62; 128–129; 131; 137; 138–139; 142	1:3; 2:10; 2:11; 7:2; 8:10
G 3 <i>Aller</i> plus an infinitive to form <i>le futur proche</i> (e.g., <i>Je vais manger.</i> );	80; 81; 82; 122; 125; 126; 142–143 *Incidental 120–121	84; 85; 86; 87; 88; 98; 128; 131; 133–134; 138–139	6:3; 6:4

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# Grade 7 Learning Expectations covered in *On y Va! 1*

Expectations (continued)	Textbook / Livre (pages)	Workbook / Cahier (pages)	Compact Disc / Disque compact (unit: track number)
<b>Verbs (continued)</b>			
G 4 Agreement of verb with compound subject (e.g., <i>Mon ami et moi allons au cinéma</i> );	100; 101; 103; 127; 147	105; 106; 110; 127; 137; 138; 139	
G 5 Imperative of some regular <i>-er</i> , <i>-ir</i> , and <i>-re</i> verbs.	8–11; 12; 18–19; 21; 22; 23; 29; 52–57; 103; 124; 125; 126; 127; 128; 142; 148–152 *Incidental 97; 98; 100; 103	11; 19; 20; 21; 22; 24; 30; 57; 110; 135–136; 142	1:3; 2:3; 2:6; 2:7; 2:11; 7:2; Ça marche! : 1
<b>Adjectives</b>			
G 6 Demonstrative adjectives ( <i>ce / cet / cette / ces</i> );	68–70; 71; 72; 73; 110–115; 124; 125; 126; 127; 128; 129 *Incidental 32–34; 38–41	74; 75; 77; 78; 117; 137; 142	3:2; 3:5; 5:6; 5:7
G 7 Adjectives that precede the noun (e.g., <i>grand, petit, nouveau</i> );	35; 36; 38–41; 52–56; 58; 113–118; 119; 134–135 *Incidental 96–98	35; 36; 59; 121; 122; 124; 137; 140–141	3:2; 3:3; 7:2; 8:8; Ça marche! : 2
G 8 Plural possessive adjectives ( <i>notre / nos, votre / vos, leur / leurs</i> );	45; 47; 48; 49; 52–58; 127; 129–131	47; 48; 49; 60	3:7; 3:9
G 9 Singular and plural, feminine and masculine, of some irregular adjectives (e.g., <i>beau / bel / beaux / belle / belles</i> );	65; 66; 67; 68–69; 73; 117–118; 119; 127; 132–134 *Incidental 32–35; 38–41; 96–98	68; 69; 77; 78; 121; 124	3:2; 3:5; 5:3; 5:4; 5:7; 7:2
G 10 Agreement, in number and gender, of irregular adjectives with nouns (e.g., <i>les beaux chandails</i> ).	65; 66; 67; 73; 117–118; 119 *Incidental 32–35; 38–41; 96–98	68; 69; 77; 78; 121; 122; 124; 137; 140–141	3:2; 3:5; 5:3; 5:4; 5:7; 7:2 Ça marche! : 2
<b>Interrogative Constructions</b>			
G 11 Subject-verb inversions (e.g., <i>Vas-tu au cinéma?</i> ).	83–86; 87; 88; 112; 124; 126; 140–141	91; 92; 93; 125; 133; 134; 137; 142	
<b>Contractions</b>			
G 12 The prepositions <i>à</i> and <i>de</i> plus the definite article (e.g., <i>au / aux, du / des</i> ).	89–91; 92; 93; 125; 126; 138–139 *Incidental 8–11	96; 97; 98; 133; 134; 135–136; 142	1:3; Ça marche! : 1

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Expectations (continued)	Textbook / Livre (pages)	Workbook / Cahier (pages)	Compact Disc / Disque compact (unit: track number)
<b>Vocabulary</b>			
G 13 Basic vocabulary (e.g., numbers from 0 to 1000; words associated with outdoor and leisure activities, shopping, current events, food, films, television, radio);	Throughout (e.g., 110–111; 116; 128)	Throughout (e.g., 112; 140–141; 142)	Throughout (e.g., Ça marche! : 2)
G 14 Vocabulary from units under study.	Throughout (e.g., 11; 34; 41; 46; 94–95; 96; 99; 102; 104–105; 106; 109; 112; 116; 119; 121; 123; 124; 125; 126; 127; 128)	Throughout (e.g., 5; 6; 8; 32; 39; 51; 101; 102; 107; 108; 109; 112; 113; 114; 116; 119; 123; 124; 130; 142)	Throughout 7:1; 7:3; 7:4
<b>Spelling Rules and Strategies</b>			
G 15 Use of related spelling patterns and sounds associated with accents (e.g., <i>aigu</i> , <i>grave</i> , <i>cédille</i> );	Throughout	Throughout	Throughout
G 16 Use of resources (e.g., dictionary, text).	Throughout (e.g., 124; 125; 126; 127; 128; 129–131; 134–135; 145–146; 148–152)	Throughout	

# Grade 8 Learning Expectations covered in *On y Va! 1*

Expectations	Textbook / Livre (pages)	Workbook / Cahier (pages)	Compact Disc / Disque compact (unit: track number)
<b>Overall Expectations (OE)</b>			
OE 1 Listen to and talk about simple oral texts in structured and open-ended situations;	6–7; 16–17; 30–31; 50–51; 59; 60–61; 74–75; 82; 88; 94–95; 102; 112; 119; 123	12; 13; 33; 37; 42–43; 54; 61; 81; 90; 97; 102; 109; 119; 124; 128; 129; 130	1:1; 2:1; 3:1; 3:4; 4:1; 4:2; 5:1; 6:1; 6:6; 6:10; 7:1; 8:8; 8:9
OE 2 Express ideas, feelings, and opinions in conversations and discussions, using learned language structures and a variety of vocabulary and expressions;	8; 32–34; 38–41; 46; 74–75; 76; 83; 89; 93	7; 86	
OE 3 Read a variety of simple materials, 400 to 600 words long, and demonstrate understanding;	76–79; 96–99; 106–109	65; 72; 82; 103; 114; 115	
OE 4 Write in a variety of forms, adjusting language to suit the audience;	14; 15; 23; 29; 37; 49; 59; 67; 73; 82; 93; 102; 103; 112; 123	21; 38; 61; 62; 70; 71; 78; 92; 99; 108; 110; 119; 125; 130	
OE 5 Identify and use the vocabulary and the grammar and language conventions appropriate for this grade level.	Throughout (e.g., 37; 49; 102; 103; 112; 119)	Throughout (e.g., 108; 110; 119; 124)	Throughout
<b>Specific Expectations</b>			
<b>Oral Communication (OC)</b>			
OC 1 Use compound and complex sentences in conversations and discussions (e.g., <i>Pauline n'a pas fait ses devoirs parce qu'elle a regardé la télé hier soir</i> );	6–7; 8; 16–17; 18; 24; 44; 49; 52; 59; 62; 67; 68; 73; 76; 82; 83; 89; 93; 96; 102; 103; 106; 112; 113; 120	21; 30; 44–45; 49; 61; 62; 70; 75; 77; 99; 105; 110; 119	
OC 2 Respond to oral texts (e.g., answer questions, role-play);	6–7; 8; 16–17; 18; 30–31; 50–51; 60–61; 74–75; 76; 89; 94–95; 96; 106; 120	21; 27; 29; 33; 93; 102	1:1; 2:7; 2:10; 3:1; 4:1; 5:1; 6:1; 7:1
OC 3 Use language appropriately in a variety of rehearsed, routine, and open-ended situations (e.g., an interview, a song lyric, an advertisement for a new restaurant);	13; 18; 23; 24; 29; 30–31; 32; 36; 37; 38; 43; 44; 45; 48; 49; 52; 56–58; 59; 62; 66; 67; 68; 72; 73; 76; 81; 82; 83; 87; 88; 89; 92; 96; 101; 102; 106; 112; 113; 118; 120; 122	10; 11; 14; 21; 30; 44–45; 49; 57; 59; 60; 61; 67; 70; 75; 77; 86; 88; 105; 108; 119; 127	
OC 4 Give an oral presentation of more than twenty sentences in length, adjusting speech to suit the audience.	14; 15; 23; 29; 44; 49; 59; 67; 73; 93; 103; 123	44–45; 62; 70; 99; 110	

# Grade 8 Learning Expectations covered in *On y Va! 1*

Expectations (continued)	Textbook / Livre (pages)	Workbook / Cahier (pages)	Compact Disc / Disque compact (unit: track number)
<b>Reading (R)</b>			
R1 Read at least fifteen simple texts (e.g., excerpts from newspapers, magazines), and identify the main idea and supporting details;	8–11; 18–19; 20; 24–26; 32–34; 38–41; 45; 46; 52–55; 62–63; 64; 68–70; 76–79; 83–85; 89; 90; 96–99; 106–109; 113–115; 116; 120–121	7; 18; 25; 32; 34; 40; 46; 55; 65; 72; 82; 89; 95; 103; 114; 115; 120; 126	
R2 Produce a variety of simple responses, in structured and open-ended situations, to convey understanding of written text in a different form (e.g., re-create a scene, design a book jacket);	8–11; 20; 23; 26; 29; 37; 44; 49; 59; 64; 70; 99	20; 22; 23; 24; 28; 38; 55; 61; 62; 65; 72; 76; 82; 89; 95; 103; 109; 114; 115; 120; 122; 126	
R3 Express personal preferences or reactions to a text (e.g., in a dramatization).	8; 103	7; 18; 25; 34; 40; 46; 65; 72; 82; 89; 95; 103; 115; 120; 126	
<b>Writing (W)</b>			
W1 Use simple and compound sentences, and organize information in paragraphs;	14; 15; 23; 29; 37; 44; 49; 59; 67; 73; 82; 93; 102; 103; 112; 123	7; 8; 12; 14; 18; 24; 25; 26; 34; 36; 38; 40; 41; 46; 48; 55; 61; 62; 65; 68; 69; 71; 72; 78; 82; 89; 91; 92; 95; 98; 99; 103; 104; 108; 110; 114; 115; 119; 120; 125; 126	
W2 Use strategies (e.g., brainstorming, mind mapping) to plan and write first and final drafts in guided and cooperative writing tasks;	14; 15; 23; 29; 49; 59; 82; 93; 102; 103	23; 61; 62; 108; 110	
W3 Produce pieces of writing in a variety of simple forms (e.g., lists, dialogues, illustrated stories), following and making adaptations to a model;	14; 15; 23; 29; 37; 44; 49; 59; 67; 73; 82; 88; 93; 102; 103; 112; 119; 123	21; 38; 61; 62; 70; 71; 78; 99; 108; 110; 119; 124; 125; 130	
W4 Proofread and correct final drafts, focussing on grammar, punctuation, and spelling;	Throughout (e.g., 14; 15; 49; 59; 82; 93; 103; 112; 123)	Throughout (e.g., 61; 62; 99; 110; 119; 125)	
W5 Use and spell the vocabulary appropriate for this grade level.	Throughout (e.g., 15; 37; 44; 49; 102; 103; 112; 123)	Throughout (e.g., 5; 9; 32; 38; 44–45; 50; 51; 108; 110; 119; 125; 130)	

## Grammar, Language Conventions, and Vocabulary (G)

### Pronouns

G 1 Object pronouns *y* and *en*;

# Grade 8 Learning Expectations covered in *On y Va! 1*

Expectations (continued)	Textbook / Livre (pages)	Workbook / Cahier (pages)	Compact Disc / Disque compact (unit: track number)
<b>Pronouns (continued)</b>			
G 2 Pronoun <i>on</i> .	*Incidental 32–34; 38–41; 62–63; 68–70; 76–78		
<b>Verbs</b>			
G 3 Subject and auxiliary verbs in <i>le passé composé</i> :			
G 4 <i>Le passé composé</i> of regular <i>-er</i> , <i>-ir</i> , and <i>-re</i> verbs, and some irregular verbs (e.g., <i>avoir</i> , <i>être</i> , <i>faire</i> , <i>prendre</i> ) with <i>avoir</i> ;			
G 5 Singular form of <i>le passé composé</i> of a few high-frequency verbs formed with the verb <i>être</i> (e.g., <i>aller</i> , <i>partir</i> ).			
<b>Adjectives</b>			
G 6 Comparative and superlative forms of adjectives (e.g., <i>Le fromage est plus cher que le pain. C'est le film le plus populaire</i> );	*Incidental 106–109; 113–116		
G 7 Partitive article with negation (e.g., <i>Je n'ai pas de...</i> ).			
<b>Adverbs</b>			
G 8 Formation of adverbs with adjectives (e.g., <i>naturelle / naturellement, heureux / heureusement</i> ).	*Incidental 96–98		7:2
<b>Vocabulary</b>			
G 9 Basic vocabulary (e.g., words associated with careers, transportation, clothing, music, films, travel);	Throughout (e.g., 116)	Throughout (e.g., 112)	Throughout
G 10 Words from units under study, phrases and expressions from oral vocabulary, personal word lists, and class lists.	Throughout (e.g., 11; 34; 41; 46; 94–95; 96; 99; 102; 106; 109; 112; 116; 121; 123)	Throughout (e.g., 5; 6; 8; 32; 51; 101; 102; 107; 108; 109; 112; 116; 119; 123; 130)	Throughout (e.g., 7:1; 7:3; 7:4)
<b>Spelling Rules and Strategies</b>			
G 11 Use of basic sounds and their related spelling pattern, knowledge of cognates (e.g., <i>adore / adorer, nutrition / nutritif, universel / universelle</i> );	Throughout (e.g., 18)	Throughout	Throughout
G 12 Use of some generalizations about spelling (e.g., word families: <i>musique / musical / musicalement / musicien / musicienne</i> );	Throughout	Throughout (e.g., 19; 22)	
G 13 Use of resources (e.g., classroom-displayed vocabulary, text, dictionary) to check spelling.	Throughout	Throughout	

\*This language structure is incidental. You may wish to formally teach this language structure using the examples and explanations provided in the *Références* section.