Critères de succès: Stratégies de lecture  
Novel Study: *Poursuite dans Paris*  
  
**Included:**

* Vocab list (unknown words throughout)
* KWL chart about Paris
* Comprehension questions:
  + Ch 1, 1
  + Ch 2, 1-2
  + Ch 3, 1
  + Ch 4, 1
  + Ch 5, 1-2 + Vocab
  + Ch 6, 1
  + Ch 7, 1
* Chapter summaries
  + 5 Ws (who, what, where, when, why?)

**Curriculum expectations**

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| --- | --- | --- | --- | --- |
|  | **Level 1** | **Level 2** | **Level 3** | **Level 4** |
| Reading comprehension | Student required frequent support and prompting to identify and apply reading comprehension strategies. Student rarely applied these strategies to understand a French text (many book study components are missing) | Student required support and prompting to identify and apply reading comprehension strategies. Student occasionally applied these strategies before, during, and after reading to understand a French text | Student identified a range of reading comprehension strategies and used them appropriately before, during, and after reading to understand a variety of French texts, with support as appropriate | Student displayed a thorough understanding of the intent and meaning of the text through use of independent and diverse strategies before, during and after reading. |
| Vocabulary | Student was unable to identify and  use a variety of different strategies to expand vocabulary throughout the reading process as evidenHe/she is encouraged to utilize a vocab list when presented with new words (e.g. slang terms) | Student struggled to identify and  use a variety of different strategies to expand vocabulary throughout the reading process. He/she is encouraged to utilize a vocab list when presented with new words (e.g. slang terms) | Student was able to identify and  use a variety of different strategies to expand vocabulary throughout the reading process with minimal support (e.g. slang terms) | Student was able to independently identify and  use a variety of different strategies to expand vocabulary throughout the reading process (e.g. slang terms) |
| Oral Reading | Student experienced difficulty when asked to read aloud or to the teacher. Student is encouraged to read regularly to develop familiarity of known structures (e.g. -ent at the end of verbs) | Student read aloud and is beginning to apply increasingly complex vocabulary and language structures with some errors. Student is encouraged to read regularly to develop expression, rate and familiarity of known structures (e.g. -ent at the end of verbs) | Student successfully read aloud and applied increasingly complex vocabulary and language structures (e.g. -ent at the end of verbs, short forms) with minimal errors Student is encouraged to read regularly to develop expression. | Student successfully read aloud and applied increasingly complex vocabulary and language structures. Student maintained a sufficient rate and employed expression to convey the sense of the text. |

**Comments:**