**Lire à haute voix**

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| Compétences de décodage |  |  |  | |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| l’élève lit des syllabes isolées |  |  |  | |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| L’élève lit des mots isolés |  |  |  | |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| L’élève reconnaît les mots outils |  |  |  | |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| L’élève lit en coupant les mots d’une phrase. |  |  |  | |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| L’élève enchaîne les mots d’une phrase. |  |  |  | |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Cache les syllabes ou les mots avec les mains |  | | |  | | | |  | | |  | | | |  | | |  | | |  | | |  | | |  | | |  | | |
| Place les arcs sous les syllabes et mots |  | | |  | | | |  | | |  | | | |  | | |  | | |  | | |  | | |  | | |  | | |
| Pointe les syllabes ou les mots avec son doigt |  | | |  | | | |  | | |  | | | |  | | |  | | |  | | |  | | |  | | |  | | |
| Enchaine les mots outils mais marque une pause devant les mots inconnus |  | | |  | | | |  | | |  | | | |  | | |  | | |  | | |  | | |  | | |  | | |

**● Critères de réussites pour atteindre la compétence.**

● Critères de réalisations : procédures mises en œuvre pour réussir.