

BASIC EDUCATION
CYCLES 2-4

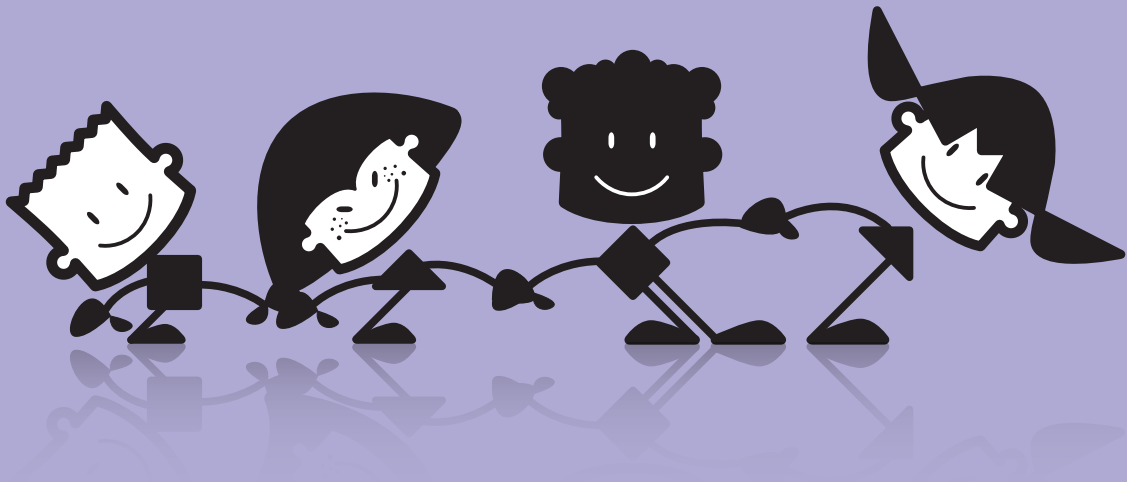
WELCOMING AND INTEGRATION

LEVELS
of competence

WELCOMING CLASSES

INTENSIVE LANGUAGE COURSES

GERMAN / FRENCH



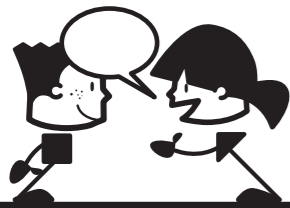
LE GOUVERNEMENT
DU GRAND-DUCHÉ DE LUXEMBOURG
Ministère de l'Éducation nationale
de l'Enfance et de la Jeunesse

The German language

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The German language
Oral production

Competences	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
Speaking interaction	The pupil says hello in common parlance, as well as "yes", "no", "sorry!", "please", "thank you".	The pupil knows how to express a need (May I go to the toilet?, ...) and how to communicate on school matters (school supplies, orders, to present oneself, ...).	Answering questions in the context of the welcoming and homeroom classes, the pupil resorts to short sentences and basic expressions.	The pupil asks for information and explanations, he answers questions and provides information on subjects dealing with school life and everyday life.	The pupil is able to express himself in his homeroom class and to ask the teacher or a peer for a helping hand.	The pupil talks with classmates about real life and he adheres to the rules as agreed upon.	The pupil takes part in short and simple exchanges prepared in class, dealing with everyday occurrences (leisure, holidays, animals, shopping...).	The pupil takes part in conversations dealing with topics he is interested in or related to everyday life.
Addressing an audience	The pupil says whether he feels at ease or not, he provides some basic information about himself using simple words, but he might have recourse to gestures or to words from his mother tongue.	The pupil makes a very short self-presentation (e.g. he tells his name, he says where he comes from, he talks about his school), even if he needs some help from his interlocutor.	The pupil gives some basic information about himself and his family circle, if his interlocutor provides an appropriate help.	The pupil provides comprehensible information on a topic he is interested in; he expresses his personal feelings and ideas ("Ich bin heute froh, weil ...").	In the course of a presentation and according to a given example ("Paralleltext"), the pupil presents a subject he is interested in, even if the development remains elementary.	The pupil describes spontaneously, in some sentences and using simple means, a newly made experience (at home, at school...).		
Respect of the form through the mobilization of the lexical, grammatical and phonological knowledge	The pupil articulates all phonemes clearly and correctly.	The pupil uses rather correctly a series of memorized expressions and formulations (basic vocabulary of the maths lessons and of everyday life at school).	When speaking freely, the pupil uses syntactic structures and elementary grammatical forms belonging to a memorized basic repertoire, but he still makes all kinds of mistakes.	The pupil uses a basic repertoire of memorized words, expressions and formulations, but he still makes elementary mistakes regarding syntax and morphology.	The pupil expresses himself in a comprehensible way at school and in class, and he uses a basic vocabulary dealt with in class, but he still makes some mistakes regarding syntax and morphology.	The pupil makes himself understood; he uses a basic vocabulary (words: very frequent) and elementary syntactic structures stemming from a repertoire worked on at the welcoming class, but he still makes some mistakes regarding syntax and morphology.		
Staging of texts	The pupil takes part in mini-dialogues (to present oneself, to greet each other, ...).	The pupil participates in a creative way in interactional games (playing phone or playing store...).	The pupil repeats short and simple sentences studied in the context of a role-play.	The pupil assumes a role within the context of a simple role-play in the welcoming class, and he describes spontaneously some personal experiences.	The pupil repeats aloud or plays a short story dealt with in the welcome class, even if he sometimes forgets one or another detail.			



The German language
Listening comprehension

Competences	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Comprehension of the interlocutor	The pupil understands simple and very common tasks and orders within the context of the class, provided that pictures or gestures are used to explain him what to do.	The pupil understands short and simple messages relating to his person, to life in class ... if they are formulated within a well-known context.	The pupil understands short conversations dealing with well-known topics, provided that the interlocutor speaks slowly and clearly.	The pupil gets involved in a short conversation with several participants, dealing with a subject prepared in the welcoming class.	The pupil understands the essence of a discussion - provided the situation was prepared in the welcoming class - or of basic and well-articulated messages in common parlance.	The pupil participates through some personal contributions in conversations with several interlocutors and dealing with subjects covered in class.
Comprehension of an audio-text	The pupil understands simple words (basic vocabulary and figures) and very short sentences relating to his family, to the school or to his own person, provided the interlocutor speaks slowly and clearly.	The pupil generally understands the action or the subject of an audio-text, if the topics were addressed at the welcoming class (tales, short narrative texts).	The pupil listens to easy and short texts of different kinds, he understands their topics and the main information, on condition that the text is spoken rather slowly and that the topic is not unknown.	The pupil brings out and reproduces some details of a simple audio-text (DAZ methods).	The pupil understands a new audio-text, based upon the vocabulary acquired in the welcoming class.	
Mobilization of listening strategies and techniques	The pupil expresses his incomprehension. He resorts to available non-verbal devices (gestures, facial expressions, illustrations...).	The pupil confirms his understanding. He resorts to available non-verbal devices (gestures, facial expressions, illustrations...).	The pupil resorts to previously acquired knowledge (e.g. expressions learnt in the welcoming class) and he uses it to understand the context of the audio-text.	The pupil considers the intonation, the rhythm, the sound level and/or the non-verbal language to develop the meaning autonomously (joy, fear, anger...).	The pupil draws the attention on the main elements and he puts pointed questions.	
Identification and/or analysis as well as exploitation of the pieces of information in a text	The pupil understands basic information relating to an object (size, colour, whom it belongs to, where it is) even if frequent repeats, pictures, gestures as well as the translation of some words are required.	The pupil reproduces the thread of an audio- text with the help of three or four pictures.	The pupil identifies the place and describes one or the other character appearing in an audio-text, provided he can resort to precise indications and to repeated listening, and the topic was already addressed at the welcoming class.	The pupil brings out and reproduces word by word some details of an elementary audio-text, without receiving any help.	The pupil precisely identifies several pieces of information, provided he can resort to specific indications and to repeated listening.	The pupil identifies the different speakers in an audio-text and he reconstructs the course of the events (illustrations, true-false, cloze, oral production).
Analysis, comparison and appraisal of audio-texts	The pupil says whether he likes an audio-text or not.	The pupil reproduces the thread of an audio- text with the help of three or four pictures.	The pupil gives an elementary personal assessment, expressed in one or two sentences.	The pupil portrays characters found in an easy audio-text.	The pupil knows the difference between informative audio-texts and light fiction.	



The German language

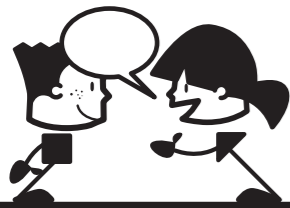
Written production

Competences	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7
Elaboration and use of the handwriting technique and of the instruments of written communication	The pupil writes neatly and legibly.	The pupil uses the relationships between letter and sound that differ from his own language, and he respects the sounds when writing.	The pupil divides words into letters or groups of letters and he reconstructs them.	The pupil uses graphemes composed of several letters (e.g. ch, sch, chs, nk, ng ...) quite correctly.			
Writing different kinds of texts	The pupil writes some very common words correctly, for instance to designate people, animals or objects on pictures or diagrams.	The pupil freely writes words and some basic sentences belonging to a studied and memorized repertoire, although he still makes mistakes.	The pupil writes basic messages (postcard, personal data, e-mail, ...) legibly and fluently.	The pupil copies fluently and without any mistakes short and simple texts whose vocabulary was studied in class.	The pupil writes down short experiences or stories related to pictures, provided that he gets instructions and help, but he still makes some mistakes.	The pupil uses simple sentences and expressions when writing about people and the little things in life (school, family, hobbies...); the subject is dealt with in a satisfying manner, even if there is no further development.	Using a series of pictures, the pupil makes up and writes down simple little stories about a well-known subject; he writes down some personal experiences within a known context or a context previously worked out in class.
Mobilization of writing strategies and techniques	The pupil differentiates between the notions of "letter", "word" and "sentence".	The pupil structures series of sentences in a rudimentary way (spaces between the words, punctuation marks).	Reading over his text, the pupil finds and corrects some mistakes that might hinder comprehension (syntax, comparison with his mother tongue).	The pupil makes a revision with regard to formal criteria (grammar; spelling, punctuation marks).	The pupil revises his text using the available tools (basic vocabulary, dictionary, correction sheet, electronic spell checker).	The pupil looks autonomously after the correct spelling of the words and expressions learnt in class, he resorts to appropriate auxiliary means (monolingual or bilingual dictionary...).	The pupil resorts to elementary planning strategies (e.g. "Parallelgeschichten", gathering of ideas on a subject, ...).
Respect of the form through the mobilization of the lexical, grammatical and phonological knowledge	The pupil writes proper nouns and the beginning of a sentence in capital letters.	The pupil uses one or the other spelling or grammar strategy - e.g.: Kind - Kinder - articles (memorizing: article-noun-strategies with regard to the plural form)	The pupil memorizes and structures words, he thinks about their structure, their gender, ... even if he sometimes resorts to the wrong strategy (äu - eu).	The pupil uses a limited vocabulary consisting only of words frequently used in the welcoming class, he expresses himself continuously in some basic sentences, but he makes mistakes in free writing, in particular because of the use of non-studied words or expressions, even if the text is always understood.	The pupil uses a basic vocabulary and elementary grammatical structures (e.g. affirmative positive and negative sentences, interrogative sentences); systematic elementary grammar (conjugation tense, preposition, declension) and spelling mistakes are tolerated in free writing.	In his free productions, the pupil uses both a basic vocabulary relating to concrete daily needs and elementary grammatical structures (simple tenses, coordinate sentences with the most usual conjunctions); he still makes elementary mistakes (conjugation, declension, syntax), but the general meaning remains clear.	



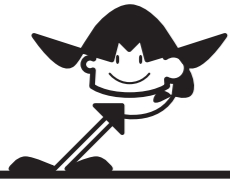
The German language Reading comprehension

Competences	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8	Level 9
Elaboration and use of the language codes	The pupil knows all letters of the Latin alphabet.	The pupil makes the link between letters and sounds that differ from his own language.	The pupil reads all graphemes, he differentiates between consonants and vowels.	The pupil makes the phonological decoding, which means that he also reads unknown words.					
Reading various texts	The pupil reads and understands very short and easy passages of a text, but he has difficulties in reading unknown words or expressions.	The pupil reads aloud and understands very short sentences with a familiar content dealing with subjects of everyday life.	The pupil gets an idea of the content of a very short (4-5 sentences) and rather basic text, if there are pictures to make understanding easier.	The pupil understands a very short (4-5 sentences) and rather simple text, provided that he can resort to some pictures.	The pupil reads fluently and he articulates correctly when reading easy texts, recipes, blurbs, postcards, tinkering tips.	The pupil reads and understands the essential elements of short and well-structured texts, if they are written in very simple terms and in everyday language (based upon the vocabulary used in the welcoming class), even if he needs some time to succeed.	The pupil reads and understands texts comprising several paragraphs, e.g. functional texts such as definitions given in the dictionary, comments or easy literary texts (stories, tales and fables).	The pupil reads and understands all in all texts running over several pages and dealing with a familiar topic, even if the subject was not covered in the welcoming class; he uses reference books.	
Mobilization of reading techniques and strategies	The pupil reads simple words; he breaks them down and reconstructs them.	The pupil acts and reacts, following a written instruction.	The pupil has recourse to the previously (at the welcoming class) acquired knowledge on the subject the text is dealing with.	The pupil reads the heading and the beginning of a text, he looks at the pictures and makes a prediction on the kind of text he is dealing with.	The pupil reorders the paragraphs of a very short and very simple text which is based upon a well-known vocabulary.	The pupil knows how to mark incomprehensible passages.	The pupil refers to lists or to dictionaries to find the required information autonomously.	The pupil marks important passages in the text and he writes down the key words.	The pupil resorts to the context to clear up any misunderstandings - he scans the text to find specific information
Identification and exploitation of the information in a text or in a book	The pupil finds specific words in a sentence or in a very short text; they will allow him to answer very easy questions.	In easy contexts, the pupil finds and renders some specific information explicitly mentioned in the text.	The pupil identifies and determines the main pieces of information in a text (e.g. the designation of the main characters).	After a previous preparation, the pupil identifies the main events in a short story, the course of the events and the significant details.	The pupil identifies essential messages of parts of the text and he renders them as form of headings.	The pupil works on his own to identify the main idea of a text dealing with his everyday life, the general facts (author, place, time, characters, organization of the text) as well as explicitly formulated information.	The pupil reads a book written in simple language and with pictures illustrating the text.		
Analysis, comparison and appraisal of texts	The pupil restores simple and short sentences with the help of word cards.	The pupil combines sentences and/or passages of a text with pictures.	The pupil identifies significant types of texts, such as poems or tales.	The pupil draws simple conclusions based upon specific information found in the text or on relating pictures (true/false).	The pupil outlines the context of an easy text, e.g. he specifies and describes the setting of the story and he portrays some characters.				



The French language
Oral production

Competences	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
Speaking interaction	The pupil says hello in common parlance, as well as "yes", "no", "sorry!", "please", "thank you".	The pupil formulates a simple question to get something (for instance: May I have some water, please).	Answering questions asked in the context of the class or dealing with topics covered in the welcoming class, the pupil resorts to short sentences and to basic expressions ("chunks").	The pupil asks for information and explanations, he answers questions and provides information on subjects dealing with school life and everyday life.	The pupil is able to express himself in his homeroom class and to ask the teacher or a peer for a helping hand.	The pupil speaks from his own experience in the homeroom or the welcoming class, and he adheres to the rules as agreed upon.	The pupil takes part in short and simple exchanges prepared in the welcoming class and dealing with everyday occurrences (shopping...).	The pupil asks for information, answers questions, provides information quite simply and shortly; he sometimes uses single words or a series of sentences dealing with well-known topics and in general, he resorts to familiar formulations.
Addressing an audience	The pupil says whether he feels at ease or not, he provides some basic information about himself using simple words, but he might have recourse to gestures or to words from his mother tongue.	The pupil makes a very short self-presentation (e.g. he tells his name, he says where he comes from, he talks about his school) even if he needs some help from his interlocutor.	The pupil provides some basic information about himself and his family circle, if his interlocutor provides some appropriate help.	The pupil provides comprehensible information on a topic he is interested in and he expresses his personal feelings and ideas.	The pupil makes simple sentences to express what he did see, hear or read on topics he is interested in.	In the course of a previously prepared short presentation, the pupil presents a well-known topic.		
Respect of the form through the mobilization of the lexical, grammatical and phonological knowledge	The pupil articulates all phonemes clearly and correctly.	The pupil uses rather correctly a series of memorized words, expressions and formulations (basic vocabulary of the maths lessons and of everyday life at school).	When speaking freely, the pupil uses some simple syntactic structures and grammatical forms belonging to a memorized basic repertoire, but he still makes all kinds of mistakes.	When speaking freely, the pupil uses a basic repertoire of memorized words, expressions and formulations, but he still makes lots of elementary mistakes regarding syntax and morphology (affirmative, positive and negative sentences, interrogative sentences).	The pupil expresses himself in a comprehensible way at school and in class, and he uses a basic vocabulary dealt with in class, but he still makes elementary mistakes regarding syntax and morphology.	The pupil makes himself understood; he uses a basic vocabulary and elementary syntactic structures stemming from a repertoire worked on at the welcoming class, but he still makes mistakes regarding syntax and morphology.	Talking freely on topics dealing with everyday life, the pupil uses a basic vocabulary and basic structures, even if he still makes some elementary mistakes, but the audience will understand him.	
Staging of texts	The pupil takes part in mini-dialogues (to present oneself, to greet each other, ...).	The pupil participates in a creative way in interactional games (playing phone, playing store...).	The pupil repeats short and simple sentences studied in the context of a role-play.	The pupil assumes a role within the context of a simple role-play in class, and he describes spontaneously some personal experiences.	The pupil repeats aloud or plays a short story dealt with in the welcoming class, even if he sometimes forgets one or another detail.	In accordance with the given instructions (for instance a series of pictures), the pupil makes up and tells stories, and he is able to reproduce them in a role play.		



The French language
Listening comprehension

Competences	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Comprehension of the interlocutor	The pupil understands simple and very common tasks and orders within the context of the class, provided that pictures or gestures are used to explain him what to do.	The pupil understands short and simple messages relating to his person, to life in class ... if they are formulated within a well-known context.	The pupil understands short conversations dealing with well-known topics, provided that the interlocutor speaks slowly and clearly.	The pupil gets involved in a short conversation with several participants, dealing with a subject prepared in the welcoming class.	The pupil understands the essence of a discussion - provided the situation was prepared in the welcoming class - or of basic and well-articulated messages in common parlance.	The pupil participates through some personal contributions in conversations dealing with subjects covered in class.
Comprehension of an audio-text	The pupil understands simple words (basic vocabulary and figures) and very short sentences relating to his family, to the school or to his own person, provided the interlocutor speaks slowly and clearly.	The pupil generally understands the action or the subject of an audio-text, if the topics were addressed at the welcoming class (tales, short narrative texts).	The pupil listens to easy and short texts of different kinds, he understands their topics and the main information, on condition that the text is spoken rather slowly and that the topic is not unknown.	The pupil brings out and reproduces some details of a simple audio-text (FLE methods).	The pupil understands a new audio-text, based upon the vocabulary acquired in the welcoming class.	
Mobilization of listening strategies and techniques	The pupil expresses his incomprehension. He resorts to available non-verbal devices (gestures, facial expressions, illustrations...).	The pupil confirms his understanding. He resorts to available non-verbal devices (gestures, facial expressions, illustrations...).	The pupil resorts to previously acquired knowledge (e.g. expressions learnt in the welcoming class) and he uses it to understand the context of the audio-text.	The pupil considers the intonation, the rhythm, the sound level and/or the non-verbal language to develop the meaning autonomously (joy, fear, anger ...).	The pupil draws the attention on the main elements and he puts pointed questions.	
Identification and/or analysis as well as exploitation of the pieces of information in a text	The pupil understands basic information relating to an object (size, colour, whom it belongs to, where it is) even if frequent repeats, pictures, gestures as well as the translation of some words are required.	The pupil reproduces the thread of an audio-text with the help of three or four pictures.	The pupil identifies the place and describes one or the other character appearing in an audio-text, provided he can resort to precise indications and to repeated listening, and the topic was already addressed at the welcoming class.	The pupil brings out and reproduces word by word some details of an elementary audio-text, without receiving any help.	The pupil precisely identifies several pieces of information, provided he can resort to specific indications and to repeated listening.	The pupil identifies the different speakers in an audio-text and he reconstructs the course of the events (illustrations, true-false, cloze).
Analysis, comparison and appraisal of audio-texts	The pupil says whether he likes an audio-text or not.	The pupil reproduces the thread of an audio-text with the help of three or four pictures.	The pupil gives an elementary personal assessment, expressed in one or two sentences.	The pupil portrays characters found in an easy audio-text.	The pupil knows the difference between informative audio-texts and light fiction.	



The French language

Written production

Competences	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
Elaboration and use of the handwriting technique and of the instruments of written communication	The pupil writes neatly and legibly.	The pupil uses the relationships between letter and sound that differ from his own language, and he respects the sounds when writing.	The pupil divides words into letters or groups of letters and he reconstructs them.	The pupil correctly uses graphemes composed of several letters (e.g. eau, au, ou, eu ...).				
Writing different kinds of texts	The pupil copies some very common words correctly, for instance to designate people, animals or objects on pictures or diagrams.	The pupil freely writes words and some basic messages belonging to a studied and memorized repertoire, although he still makes mistakes.	The pupil writes basic messages (postcard, personal data, e-mail, ...) legibly and fluently, and within the context of closed exercises he accurately copies frequently used words and questions.	The pupil copies without any mistakes short and simple texts whose vocabulary was studied in the welcoming class.	The pupil writes down short experiences or stories related to pictures, provided that he gets instructions and help, although he still makes some mistakes.	The pupil uses simple sentences and expressions when writing about people and the little things in life (school, family, hobbies...); the subject is dealt with in a satisfying manner, even if there is no further development.	Using a series of pictures, the pupil makes up and writes down simple little stories about a well-known subject; he writes some sentences relating to personal experiences (for instance a recipe), but the topic is developed in a rudimentary way.	
Mobilization of writing strategies and techniques	The pupil differentiates between the notions of "letter", "word" and "sentence".	The pupil structures series of sentences in a rudimentary way (spaces between the words, punctuation marks) and he reads them out to get suggestions for improvement.	The pupil checks whether his freely written words and short sentences are comprehensible.	Reading over his text, the pupil finds and corrects some mistakes that might hinder comprehension.	The pupil makes a revision with regard to formal criteria (punctuation marks, usual spelling, grammar).	The pupil revises his text using the available tools (basic vocabulary, dictionary, correction sheet, electronic spell checker,...).	The pupil looks autonomously after the correct spelling of the words and expressions learnt in class, he resorts to appropriate auxiliary means (e.g. monolingual/bilingual dictionary...).	The pupil resorts to modest planning strategies (e.g. he gathers some ideas on a topic) and he checks his texts using a correction sheet.
Respect of the form through the mobilization of the lexical, grammatical and phonological knowledge	The pupil knows how to use the most common graphemes (un, u, ou, oi, oin, on, ais, en, an, eu...).	Dealing with closed exercises, the pupil reuses words and expressions studied in the welcoming class, but he still makes mistakes that do not hinder comprehension.	To express himself and to make himself understood, the pupil uses a basic vocabulary and elementary grammatical structures (present tense, affirmative, negative and simple interrogative sentences with "est-ce que"...) learnt in the welcoming class, but he still makes systematic mistakes regarding elementary grammar (syntax, conjugation) and spelling.	In his free productions the pupil uses a limited vocabulary that only consists of words frequently used in the welcoming class, he expresses himself continuously in some basic sentences, but he makes mistakes, in particular because of the use of non-studied words or expressions, even if the text is always understood.	In his free productions, the pupil uses a basic vocabulary dealing with his daily concrete needs and elementary grammatical structures [simple tenses (passé composé), sentences with an adverbial clause including "when" and "because"...]; he always makes elementary mistakes as he uses words not dealt with in the welcoming class (conjugation, plural and feminine markers), but the general meaning remains obvious.	The pupil expresses himself properly, he varies the sentence structure as well as the word order and he uses connectors (coordinate sentences with the most frequent conjunctions : et, mais, ensuite ...), there are still some mistakes as regards morphology, syntax and spelling, but understanding is always possible.		
Putting forward one's opinion	The pupil expresses a simple appraisal dealing with a topic linked to his everyday life (for instance: good, ...)	The pupil expresses an appraisal dealing with a topic linked to his everyday life (for instance: good, because ...).						



The French language

Reading comprehension

Competences	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7
Elaboration and use of the language codes	The pupil knows all letters of the Latin alphabet, he associates phonemes with the corresponding graphemes (or vice-versa) and he understands the interaction between letter and sound differing from his own language	The pupil makes the phonological decoding, i.e. he also reads unknown words.					
Reading various kinds of texts	On the whole, the pupil recognizes words in connection with his daily life.	The pupil reads and understands very short and easy sentences, but he has difficulties in reading unknown words or expressions.	The pupil reads aloud and he understands very short messages dealing with subjects of everyday life, provided their content was prepared in the welcoming class.	The pupil gets an idea of the content of a very short (4-5 sentences) and rather basic text, especially if there are pictures to make understanding easier.	The pupil reads and understands short and well-structured texts, if they are written in an easy language with very common terms, but he still needs some time to succeed.	The pupil reads fluently and articulates easy texts quite correctly: easy stories, recipes, blurbs, postcards, tinkering tips, easy-to-read booklets.	The pupil reads and understands texts comprising several paragraphs, e.g. functional texts such as definitions given in the dictionary, ads and comments or easy literary texts (stories, tales and fables).
Mobilization of reading techniques and strategies	The pupil understands the meaning if he has a look at the pictures.	The pupil has recourse to the previously (for instance at the welcoming class) acquired knowledge on the subject the text is dealing with.	The pupil reads the heading, he listens to the beginning of the text, he looks at the pictures and makes a prediction on the kind of text he is dealing with.	The pupil knows how to mark passages he doesn't understand.	The pupil refers to lists or to dictionaries to find the required information autonomously.	The pupil resorts to the context to clear up any misunderstandings - he scans the text to find specific information.	The pupil marks important passages in the text and he writes down the key words - he skims through the text to get its essence, he finds key words which are evidence of important or new elements.
Identification and exploitation of the information in a text or in a book	The pupil acts and reacts, following a written instruction.	The pupil finds specific words in a sentence or in a very short text, allowing him to answer very easy questions.	In easy contexts, the pupil finds and renders some specific information explicitly mentioned in the text.	The pupil identifies and determines the main information, the topic of the text (e.g. he designates the main characters).	The pupil identifies essential messages of parts of the text and he renders them as headings.	After a previous preparation, the pupil identifies the main events in a short story, the course of the events and the significant details.	The pupil identifies the main idea of a text dealing with everyday life, the general facts (author, place, time, characters, structure of the text) as well as explicitly formulated information.
Analysis, comparison and appraisal of texts	The pupil restores simple and short sentences with the help of word cards.	The pupil combines sentences and/or passages of a text with pictures.	The pupil draws simple conclusions based upon specific information found in the text or on relevant pictures.	The pupil identifies significant types of texts, such as poems or tales.	The pupil outlines the context of an easy text, e.g. he specifies and describes the setting of the story and he portrays some characters.		

