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**Learning through reading and multimodal literacy in French L1  
classrooms: The SLAME project**

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The SLAME project (Cartier & al., 2018) aimed at the enhancement of learning through reading (Cartier & Butler, 2016) & multimodal literacy (Lacelle, Boutin & Lebrun, 2017; Martel, 2018) teaching in French L1 (FL1) classrooms. Two objectives are discussed here: 1) we describe learning through reading support and activities planned and deployed by teachers, counselors, etc. in order to activate learning through reading in multimodal contexts; 2) we look at the interaction between those practices and students' learning through the reading process. Results from this multiple cases study (Yin, 2009 / N = 8) show that teachers initially integrated some knowledge learning through reading, and mobilised some multimodal ensembles to support their students' assignments. Afterwards, they began to provide some support to students' learning through reading processes and multimodal skills. Results also indicate that students' engagement in learning through reading activities in a multimodal context is not a simple task for most of them. Although contemporary forms of literacy and literacy practices are a major part of students' daily life, their integration into FL1 classrooms remains a challenge.