

These are **sample** comments that I use on my report cards for grade 1, French Immersion. Always ensure that you customize your own comments and languaging to match your unique, and individual students.

Mastering/Advancing - FLA/ELA

Term 1

^Name demonstrates an incredibly positive attitude towards the French language. ^He/She enjoys learning new words and using them in sentences whenever possible, and demonstrates good understanding of spoken French. ^Name is beginning to demonstrate emerging reading abilities in French. ^He/She uses picture clues, ^his/her strong knowledge of French phonics and ^his/her large bank of sight words to attempt to read simple sentences and short books. ^Name is also beginning to write independently in French. ^He/She copies French sentences from a model, inserting chosen words from a word bank. ^He/She can also write a range of simple French words independently and is beginning to use them in context. I would like to see ^Name begin to write simple sentences in French using known words and using her phonics skills to attempt unknown words.

Term 2

^Name continues to demonstrate an incredibly positive attitude towards the French language. ^He/She always makes an effort to use as many French words as possible when asking and answering questions to ^his/her peers and teachers. ^He/She demonstrates great understanding of oral instructions and often supports ^his/her peers. ^He/She continues to learn new vocabulary at an exceptionally fast rate and ^he/she is able to transfer vocabulary learned to new situations. ^Name can already read almost all of the grade 1 high frequency words and this knowledge definitely supports ^him/her when reading in French. ^He/She is reading simple French books with fluency and understanding, and is moving towards books of increased complexity and with less repeated words. ^Name enjoys writing and works diligently to produce excellent work. ^He/She uses her knowledge of sight words and attempts to sound out new and unknown words. Moving forward, ^Name should practice using basic sentence conventions (capitals and periods) to make ^his/her written ideas easier to understand. Further, ^Name can work on adding more complexity to ^his/her sentences by using basic conjunctions such as: and (et) and because (parce que).

Term 3

Throughout the year, ^Name has demonstrated a continually positive attitude towards French. Whether ^he/she is reading, writing or speaking he/she endeavours to use as much French as possible. ^He/She is reading at a grade 1 mastery level and demonstrates excellent knowledge of letter sounds, a large variety of sound blends and an extensive list of sight words. ^Name regularly sounds out new words independently, using contextual and picture clues to understand if ^his/her first attempt was accurate. It is clear that ^he/she really enjoys writing, and ^his/her writing is indicative of ^his/her high reading level. ^Name pulls vocabulary, writing conventions and ideas from the books ^he/she reads, as well as ^his/her own experiences, and includes them in ^his/her writing. Moving forward, ^Name can continue to work on writing longer narrative texts with a clear story arc, and adding in more descriptive words to expand on ^his/her already great ideas.

^Next, ^he/she can work to make her amazing ideas easier to understand by attending carefully to conventions, breaking ^his/her ideas up into clear sentences using capital letters and periods.

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