

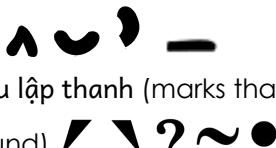
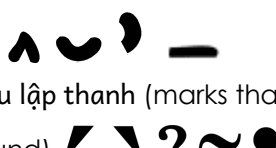
# DeMille Vietnamese


## Dual Language Overview TK-8




CCSS and VLD Vertical Alignment			
	Trimester 1 (Vietnamese)	Trimester 2 (Vietnamese)	Trimester 3 (Vietnamese)
<b>TK</b>  <b>1.0 Language Use and Conventions</b>  <b>2.0 Vocabulary</b>  <b>3.0 Grammar</b>  <b>4.0 Comprehension and analysis</b>	<b>Phonological Awareness</b> 3.1 Recognize own first name or other common words in print, all upper and lower case letters  <b>Comprehension and Analysis of Age-Appropriate Text</b> 4.1 Demonstrate knowledge of main characters or events in a familiar story (e.g., who, what, where) through answering questions (e.g., recall and simple inferencing), retelling, reenacting, or creating artwork (48 mo.). 4.2 Demonstrate knowledge from informational text in a variety of ways (describing, labeling, playing, creating art) <b>Writing</b> 1.3 Write first name correctly	<b>Phonological Awareness</b> 3.1 Recognize own name or other common words in print 3.2 Match some letter names to their printed form 3.3 Begin to recognize that letters have sounds (not assessed, introduction only)  <b>Comprehension and Analysis of Age-Appropriate Text</b> 4.1 Demonstrate knowledge of main characters of events in a familiar story (60 mo.) 4.2 Demonstrate knowledge from informational text in a variety of ways (describing, labeling, playing, creating art) <b>Writing</b> 1.2 write letters or letter-like shapes to represent words or ideas 1.3 Write first name correctly	<b>Phonological Awareness</b> 3.1 Recognize own name or other common words in print 3.2 Match some letter names to their printed form (assessed) 3.3 Begin to recognize that letters have sounds (assessed)  <b>Comprehension and Analysis of Age-Appropriate Text</b> 4.1 Demonstrate knowledge of main characters of events in a familiar story. Identify story setting, problem, resolution (60 mo) 4.2 Demonstrate knowledge from informational text in a variety of ways (describing, labeling, playing, creating art) <b>Writing</b> 1.2 write letters or letter-like shapes to represent words or ideas 1.3 Write first and last name correctly
<b>KDG</b>	<b>Reading (Literature and informational Text)</b> <b>RL.K.1</b> With prompting and support, identify the main topic and retell key details of a text  <b>Reading (foundational skills)</b> <ul style="list-style-type: none"> <li>a-d. Recognize and name all</li> </ul>	<b>Reading (Literature and informational Text)</b> <b>RL.K.1,2,3,7</b> Demonstrate knowledge of main characters of events in a familiar story. Identify story setting, problem, resolution  <b>Reading (foundational skills)</b>	<b>Reading (Literature and informational Text)</b> <b>RL.K.1,2,3,7</b> Demonstrate knowledge of main characters of events in a familiar story. Identify story setting, problem, resolution  <b>Reading (foundational skills)</b>

	<p>upper and lowercase letters of the alphabet</p> <p><b>RF.K.3</b> Demonstrate basic knowledge of one-to-one letter-sound correspondences</p> <p><b>RF.K.3.c</b> Read common high-frequency words by sight (50 English HFW)</p> <p><b>Fluency</b> <b>RF.K.4</b> Read emergent-reader and decodable texts with purpose and understanding.</p> <p><b>Diacritical Marks</b></p> <ul style="list-style-type: none"> <li>- Dấu lập chữ (marks that form a letter)</li> </ul>  <ul style="list-style-type: none"> <li>- Dấu lập thanh (marks that form the sound) / \ ? ~ ●</li> </ul> <p><b>Phonics and Word Recognition</b> <b>RF.K.3.c</b> Read common high-frequency words by sight (60 Vietnamese HFW)</p> <p><b>Fluency</b> <b>RF.K.4</b> Read emergent-reader texts with purpose and understanding</p> <p><b>W.K.3 Writing</b> Informational (Tri-1)</p> <p>Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about</p>	<p><b>a-d.</b> Recognize and name all upper and lowercase letters of the alphabet</p> <p><b>RF.K.3</b> Demonstrate basic knowledge of one-to-one letter-sound correspondences</p> <p><b>Diacritical Marks</b></p> <ul style="list-style-type: none"> <li>- Dấu lập chữ (marks that form a letter)</li> </ul>  <ul style="list-style-type: none"> <li>- Dấu lập thanh (marks that form the sound) / \ ? ~ ●</li> </ul> <p><b>Blending to Make Words</b> <b>RF.K.2</b> Blending Demonstrate understanding of spoken words and sounds (phonemes). a. Recognize and produce rhyming words. c. Blend and segment onsets and rimes of single-syllable spoken words. e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. f. Blend two to three phonemes into recognizable words.</p> <p><b>W.K.3 Writing</b> <b>Opinion (Tri-2)</b> Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p>	<p><b>a-d.</b> Recognize and name all upper and lowercase letters of the alphabet</p> <p><b>RL.K.3</b> Describes connections between text</p> <p><b>Diacritical Marks</b></p> <ul style="list-style-type: none"> <li>- Dấu lập chữ (marks that form a letter)</li> </ul>  <ul style="list-style-type: none"> <li>- Dấu lập thanh (marks that form the sound) / \ ? ~ ●</li> </ul> <p><b>Blending to Make Words</b> <b>RF.K.2</b> Blending Demonstrate understanding of spoken words and sounds (phonemes). a. Recognize and produce rhyming words. c. Blend and segment onsets and rimes of single-syllable spoken words. e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. f. Blend two to three phonemes into recognizable words.</p> <p><b>Reading (foundational skills)</b> <b>a-d.</b> Recognize and name all upper and lowercase letters of the alphabet</p> <p><b>W.K.3 Writing</b> Narrative (T-3)) Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred,</p>
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	<p>the events in the order in which they occurred, and provide a reaction to what happened.</p> <p><b>Language</b>  <b>K.1.a</b> Prints upper &amp; lowercase letters  <b>K.1.f</b> Produces &amp; expands complete sentences</p>	<p><b>Fluency</b>  <b>RF.K.4</b> Read emergent-reader texts with purpose and understanding</p> <p><b>Language</b>  <b>K.1.a</b> Prints upper &amp; lowercase letters  <b>K.1.f</b> Produces &amp; expands complete sentences</p>	<p>and provide a reaction to what happened.</p> <p><b>Language</b>  <b>K.1.a</b> Prints upper &amp; lowercase letters  <b>K.1.f</b> Produces &amp; expands complete sentences</p>
1st	<p><b>Reading (Informational Text)</b>            RI.1.1. Asks &amp; answers questions about key details in a text            RL.1.2. Identify the main topic and retell key details of a text.            R.I. 1.3 Describes the connection between two individuals, events, ideas, or pieces of information in a text            RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. (See grade 1 Language standards 4–6 for additional expectations.) CA            RI.1.5. Know and use various text structures (e.g., sequence) and text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. CA            RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.            RI.1.7. Use the illustrations and details in a text to describe its key ideas.</p>	<p><b>Reading (Literature)</b>            RL.1.1 Ask and answer questions about key details in a text.              RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.              RL.1.2. Retells stories, including key details, central message/lesson &amp; identifies the main topic.              RL.1.3. Describe characters, settings, and major events in a story, using key details.              RL. 1.9 Identifies similarities and differences in texts on the same topic</p> <p><b>Writing (Narrative)</b>            W.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p>	<p><b>Reading</b>            RL.1.3. Describe characters, settings, and major events in a story, using key details.              RI.2. Identify the main topic and retell key details of a text.</p> <p><b>Writing (Opinion)</b>            W.1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p> <p><b>Foundational Skills (Fluency)</b>            (Vietnamese)            R.F.1.1.b Recognizes that the diacritical mark is placed over a vowel to indicate intonation            RF.1.1.c Recognizes diacritical marks change meaning            (Vietnamese &amp; English)            RF.1.2. Demonstrate understanding of the organization and basic features of print.</p>

	<p>RI.1.8. Identify the reasons an author gives to support points in a text.</p> <p>RI.1.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> <p>RI.1.10. With prompting and support, read informational texts appropriately complex for grade 1. a. Activate prior knowledge related to the information and events in a text. CA b. Confirm predictions about what will happen next in a text. CA</p> <p><b>Writing (Informative)</b></p> <p>W.2 Write informative/explanatory text in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p><b>Foundational Skills (Fluency)</b> (Vietnamese)</p> <p>R.F.1.1.b Recognizes that the diacritical mark is placed over a vowel to indicate intonation</p> <p>RF.1.1.c Recognizes diacritical marks change meaning (Vietnamese &amp; English)</p> <p>RF.1.2. Demonstrate understanding of the organization and basic features of print.</p> <p>a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p> <p><b>Diacritical Marks</b></p> <ul style="list-style-type: none"> <li>- Dấu lập chữ (marks that form a letter)</li> </ul>	<p><b>Foundational Skills</b></p> <p>RF.3. Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text.</p> <p><b>Diacritical Marks</b></p> <ul style="list-style-type: none"> <li>- Dấu lập chữ (marks that form a letter)</li> </ul>  <ul style="list-style-type: none"> <li>- Dấu lập thanh (marks that form the sound)</li> </ul> <p><b>(fluency)</b></p> <p>RF.4.b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p><b>(Syllables - Vietnamese)</b></p> <p>RF.3.e. Decode consonant and vowel digraphs following basic patterns by breaking the words into phonemes.</p>	<p>a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p> <p><b>Diacritical Marks</b></p> <ul style="list-style-type: none"> <li>- Dấu lập chữ (marks that form a letter)</li> </ul>  <ul style="list-style-type: none"> <li>- Dấu lập thanh (marks that form the sound)</li> </ul> <p>RF.1.3 Knows and applies grade-level phonics and word analysis skills in decoding words</p> <p><b>(fluency)</b></p> <p>RF.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p><b>(Syllables)</b></p> <p>RF.3. Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text.</p>
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	 <p>- Dấu lập thanh (marks that form the sound) / ʌ ʊ ʏ ɨ</p> <p>RF.1.3 Knows and applies grade-level phonics and word analysis skills in decoding words</p> <p><b>(fluency)</b></p> <p>RF.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p><b>(Syllables)</b></p> <p>RF.3. Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text.</p>		
<p>2nd</p> <p><a href="#">Second Report Card</a></p>	<p><b>Reading: Literature</b></p> <p>RL 2.1. Ask &amp; answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text</p> <p>RL 2.3 Describe how characters in a story respond to major events and challenges</p> <p>RL 2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action</p> <p>RL 2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot</p>	<p><b>Reading Informational Text</b></p> <p>RI 2.1 Ask &amp; answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text</p> <p>RI 2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</p> <p>RI 2.3. Describe the connection between a series of historical events, scientific idea or concepts, or steps in technical procedures in a texts</p> <p>RI 2.6 Identify the main purpose of the text, including what the author wants to answer, explain, or describe</p>	<p><b>Reading (Literature &amp; Informational Text)</b></p> <p>RL 2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud</p> <p>RI 2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area</p> <p>RI 2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text</p> <p><b>Foundational Skills</b></p> <p>RF 2.4 Read with sufficient accuracy and fluency to support comprehension</p>

	<p><b>Foundational Skills</b></p> <p>RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF 2.4 Read with sufficient accuracy and fluency to support comprehension</p> <p><b>Diacritical Marks</b></p> <ul style="list-style-type: none"> <li>- Dấu lập chữ (marks that form a letter)</li> </ul>  <ul style="list-style-type: none"> <li>- Dấu lập thanh (marks that form the sound) / \ ? ~ ●</li> </ul> <p><b>Writing</b></p> <p>W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p>W 2.8 Recall information from experiences or gather information from provided sources to answer a question</p> <p>W 2.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences</p> <p>W 2.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences</p>	<p>RI 2.8 Describe how reasons support specific points the author makes in a text</p> <p><b>Foundational Skills</b></p> <p>RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>b. Know spelling-sound correspondences for additional common vowel teams.</p> <p><b>Diacritical Marks</b></p> <ul style="list-style-type: none"> <li>- Dấu lập chữ (marks that form a letter)</li> </ul>  <ul style="list-style-type: none"> <li>- Dấu lập thanh (marks that form the sound) / \ ? ~ ●</li> </ul> <p><b>Writing</b></p> <p>W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p> <p>W 2.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences</p>	<p><b>Diacritical Marks</b></p> <ul style="list-style-type: none"> <li>- Dấu lập chữ (marks that form a letter)</li> </ul>  <ul style="list-style-type: none"> <li>- Dấu lập thanh (marks that form the sound) / \ ? ~ ●</li> </ul> <p><b>Writing</b></p> <p>W 2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and also) to connect opinion and reasons, and provide a concluding statement or section</p> <p>W 2.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences</p>
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<p>3rd</p> <p><a href="#">Report Card Link:</a></p>	<p><b>Reading Literature</b></p> <p><b>RL3.1</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers</p> <p><b>RL3.3</b> Describe the characters in a story and explain how their actions contribute to the sequence of events</p> <p><b>3. RL.1</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p><b>3. RL. 2</b> Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p> <p><b>Foundational Skills</b></p> <p><b>RF3.4</b> Read with sufficient accuracy and fluency to support comprehension</p> <p><b>Language</b></p> <p><b>L3.1a</b> Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences</p> <p><b>L3.1i</b> Produce simple, compound, and complex sentences</p> <p><b>L3.2</b> Demonstrate command of the conventions of standard English</p>	<p><b>Reading Literature</b></p> <p><b>3. RL.1</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p><b>Reading Informational</b></p> <p><b>RI3.1</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers</p> <p><b>RI3.2</b> Determine the main idea of a text; recount the key details and explain how they support the main idea</p> <p><b>3. RI.2</b> Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p><b>Foundational Skills</b></p> <p><b>RF3.4</b> Read with sufficient accuracy and fluency to support comprehension</p> <p><b>Language</b></p> <p><b>L3.1a</b> Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences</p> <p><b>L3.1i</b> Produce simple, compound, and complex sentences</p> <p><b>L3.2</b> Demonstrate command of the conventions of standard English</p>	<p><b>Reading Informational</b></p> <p><b>RI 3.1.</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p><b>Foundational Skills</b></p> <p><b>RF3.4</b> Read with sufficient accuracy and fluency to support comprehension</p> <p><b>Language</b></p> <p><b>L3.1a</b> Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences</p> <p><b>L3.1i</b> Produce simple, compound, and complex sentences</p> <p><b>L3.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</p> <p><b>L3.4a</b> Use sentence-level context as a clue to the meaning of a word or phrase</p>
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	<p>capitalization, punctuation, and spelling when writing</p> <p><b>L3.4a</b> Use sentence-level context as a clue to the meaning of a word or phrase</p> <p><b>L3.1a.</b> Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p> <p><b>L3.1 e.</b> Form and use the simple verb tenses</p> <p><b>L3.1i.</b> Produce simple, compound, and complex sentences.</p> <p><b>Writing</b>  <b>W3.3</b> Write narratives to develop <b>real</b> or imagined experiences or events using effective technique, descriptive details, and clear event sequences</p> <p>Writing 3.1: Writes opinion pieces with topic, reason, linking words and conclusion.</p> <p>Writing 3.2: Write informative/explanatory texts on a topic to convey ideas and information clearly using details, linking verbs, and a conclusion.</p>	<p>capitalization, punctuation, and spelling when writing</p> <p><b>L3.4a</b> Use sentence-level context as a clue to the meaning of a word or phrase</p> <p><b>Writing</b>  <b>W3.2</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly</p> <p><b>W3.3</b> Write narratives to develop <b>real</b> or imagined experiences or events using effective technique, descriptive details, and clear event sequences</p> <p><b>W.3.1.</b> Write <b>opinion</b> pieces on topics or texts, supporting a point of view with reasons.</p> <p><b>W3.3</b> Write narratives to develop <b>imagined</b> experiences or events using effective technique, descriptive details, and clear event sequences.</p>	<p><b>Writing</b>  <b>W3.2</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly</p> <p><b>W3.3</b> Write narratives to develop <b>real</b> or imagined experiences or events using effective technique, descriptive details, and clear event sequences</p> <p><b>W.3.1.</b> Write <b>opinion</b> pieces on topics or texts, supporting a point of view with reasons.</p>
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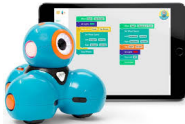




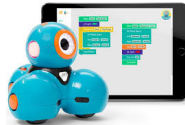


<p><b>4th</b></p> <p><a href="#">Report card link</a></p>	<p><b>Reading Literature</b>  <b>RL.4.1:</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.            4.1 Tham khảo các chi tiết &amp; ví dụ trong bài đọc khi suy luận.</p> <p><b>RL.4.2:</b> Determines theme; summarizes text            4.2 Xác định chủ đề; tóm tắt bài đọc</p> <p><b>RL.4.3:</b> Describe in depth a character, editing, or event in a story or drama, drawing on specific details in the text (eg. a character's thoughts, words, or actions)            4.3 Dùng các chi tiết để mô tả (các) nhân vật, bối cảnh &amp; sự kiện</p> <p><b>RL.4.4:</b> Determines the meaning of words/phrases in a text            4.4 Nhận định nghĩa của từ ngữ và cụm từ trong bài đọc</p> <p><b>Reading Informational</b>            RI.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.            4.1 Tham khảo các chi tiết &amp; ví dụ trong bài đọc khi suy luận</p> <p>RI.4.2: Determine the main idea of a text and explain how it is supported by key</p>	<p><b>Reading Literature</b>  <b>RL.4.6:</b> Compares /contrasts point of view from narrated stories            4.6 So sánh/tương phản quan điểm từ các câu truyện được kể lại</p> <p><b>Reading Informational</b>            4.2 Determines main idea &amp; supporting details; summarizes text            4.3 Explains events, procedures or concepts based on info.            4.5 Describes overall text structure</p> <p><b>Reading Foundational Skills:</b>  <b>RF.4.4:</b> Read with sufficient accuracy and fluency to support comprehension.</p> <p><b>Language:</b>            4.4 Determines meaning of unknown &amp; multiple-meaning words            4.4 Xác định ý nghĩa của từ mới &amp; từ đa nghĩa</p> <p>4.5.b. Recognizes and explains common idioms, adages, &amp; proverbs            4.5.b Nhận ra và giải thích những thành ngữ, châm ngôn, ngạn ngữ thông dụng</p> <p><b>Writing:</b>            4.2 Writes informative/explanatory text to examine topic &amp; convey ideas            4.2 Viết bài theo thể loại trình bày chi tiết/giải thích để xem xét một đề tài &amp;</p>	<p><b>Reading Literature</b>  <b>RL.4.1:</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.            4.1 Tham khảo các chi tiết &amp; ví dụ trong bài đọc khi suy luận.</p> <p><b>RL.4.2:</b> Determines theme; summarizes text            4.2 Xác định chủ đề; tóm tắt bài đọc</p> <p><b>RL.4.3:</b> Describe in depth a character, editing, or event in a story or drama, drawing on specific details in the text (eg. a character's thoughts, words, or actions)            4.3 Dùng các chi tiết để mô tả (các) nhân vật, bối cảnh &amp; sự kiện</p> <p><b>RL.4.4:</b> Determines the meaning of words/phrases in a text            4.4 Nhận định nghĩa của từ ngữ và cụm từ trong bài đọc</p> <p><b>Reading Informational</b>            4.8 Explains how author's reasons support points in text            4.8 Giải thích những lập luận của tác giả đã hỗ trợ cho các quan điểm nêu ra trong bài đọc như thế nào</p> <p>4.9 Integrates information from two texts on the same topic            4.9 Kết hợp chi tiết từ hai bài đọc vào cùng</p>

	<p>details; summarize the text. 4.2 Nhận định ý chính và những chi tiết hỗ trợ; tóm tắt bài đọc</p> <p><b>Reading Foundational Skills:</b> RF.4.4: Read with sufficient accuracy and fluency to support comprehension.</p> <p><b>Language:</b> 4.1 Demonstrates command of the conventions of standard English/Vietnamese grammar and usage 4.1 Biết quy luật về văn phạm &amp; cách sử dụng Anh Ngữ/Việt Ngữ theo tiêu chuẩn 4.3.a Chooses words/phrases to convey ideas precisely 4.3.a. Chọn từ ngữ/cụm từ để diễn đạt ý tưởng một cách chính xác</p> <p><b>Writing:</b> 4.3 Writes narratives to develop real or imagined experiences, using descriptive details &amp; clear sequence 4.3 Viết những câu chuyện có thật hoặc tưởng tượng từ kinh nghiệm bản thân, dùng các chi tiết có tính miêu tả &amp; trình tự rõ ràng 4.4 Produces coherent writing with organization 4.4 Viết bài mạch lạc, có sắp xếp 4.5 Strengthens writing by planning revising, editing, and rewriting 4.5 Củng cố kỹ năng viết gồm các bước hoạch định, xem lại, chỉnh sửa, và viết lại.</p>	<p>trình bày các ý tưởng 4.4 Produces coherent writing with organization 4.4 Viết bài mạch lạc, có sắp xếp 4.5 Strengthens writing by planning revising, editing, and rewriting 4.5 Củng cố kỹ năng viết gồm các bước hoạch định, xem lại, chỉnh sửa, và viết lại.</p>	<p>một chủ đề</p> <p><b>Reading Foundational Skills:</b> <b>RF.4.4:</b> Read with sufficient accuracy and fluency to support comprehension.</p> <p><b>Language:</b> 4.4.c. Consults references to find pronunciations/definitions 4.4.a Dùng bối cảnh làm mạnh mối để tìm ý nghĩa của từ/cụm từ</p> <p><b>Writing:</b> 4.1 Writes opinion pieces on topics or texts, supporting a point of view with reasons/information 4.1 Viết bài trình bày ý kiến về đề tài hoặc bài đọc, bảo vệ quan điểm bằng những lập luận/chi tiết 4.4 Produces coherent writing with organization 4.4 Viết bài mạch lạc, có sắp xếp 4.5 Strengthens writing by planning revising, editing, and rewriting 4.5 Củng cố kỹ năng viết gồm các bước hoạch định, xem lại, chỉnh sửa, và viết lại.</p>
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<p><b>5th</b></p> <p>(<a href="#">Report Card</a>)</p>	<p><b>Reading: Literature</b>  <b>RL.5.1:</b> Accurately quotes &amp; infers from text  <b>RL.5.2:</b> Determines theme/impact of characters' actions; summarizes text</p> <p><b>Reading: Informational Text</b>  <b>RI.5.1:</b> Quotes accurately when drawing inferences from text  <b>RI.5.2:</b> Determines 2+ main ideas with supporting details</p> <p><b>Reading: Foundational Skills</b>  <b>RFS.5.4:</b> Reads grade-level text accurately and fluently  <b>RFS.5.4V1:</b> Recognizes that the diacritical mark is a mark placed over a vowel to indicate intonation (Vietnamese only)  <b>RFS.5.4V2:</b> Recognizes diacritical marks change meaning (Vietnamese only)</p> <p><b>Writing</b>  <b>W.5.2:</b> Writes informational/ explanatory text to examine topic and convey ideas and information clearly  <b>W.5.4:</b> Produces coherent writing with organization  <b>W.5.5:</b> Strengthens writing by planning, revising, editing, and rewriting  <b>W.5.7:</b> Conducts research using several sources to investigate a topic  <b>W.5.8:</b> Summarizes or paraphrase information and provided a list of sources  <b>W.5.9:</b> Draws evidence from text to support writing</p>	<p><b>Reading: Literature</b>  <b>RL.5.3:</b> Uses details to compare/contrast characters, settings, events</p> <p><b>Reading: Informational Text</b>  <b>RI.5.3:</b> Explains relationships between individuals, events, ideas or concepts  <b>RI.5.5:</b> Compares/contrasts overall structure of multiple texts  <b>RI.5.6:</b> Analyzes point of view using multiple accounts of same topic</p> <p><b>Reading: Foundational Skills</b>  <b>RFS.5.4:</b> Reads grade-level text accurately and fluently  <b>RFS.5.4V1:</b> Recognizes that the diacritical mark is a mark placed over a vowel to indicate intonation (Vietnamese only)  <b>RFS.5.4V2:</b> Recognizes diacritical marks change meaning (Vietnamese only)</p> <p><b>Writing</b>  <b>W.5.3:</b> Writes opinion pieces on topics or texts, supporting a point of view with reasons/information  <b>W.5.6:</b> Uses technology to produce &amp; publish writing with guidance  <b>W.5.7:</b> Conducts research using several sources to investigate a topic</p> <p><b>Speaking &amp; Listening</b>  <b>SL.5.1:</b> Engages in collaborative discussions on topics &amp; texts  <b>SL.5.1.a-b:</b> Comes to discussions prepared &amp; follows agreed-upon rules</p>	<p><b>Reading: Literature</b>  <b>RL.5.4:</b> Determines meanings of words/phrases; figurative language</p> <p><b>Reading: Informational Text</b>  <b>RI.5.7:</b> Draws on information from multiple print/digital sources to answer  <b>RI.5.8:</b> Explains how authors/ points are supported with evidence</p> <p><b>Reading: Foundational Skills</b>  <b>RFS.5.4:</b> Reads grade-level text accurately and fluently  <b>RFS.5.4V1:</b> Recognizes that the diacritical mark is a mark placed over a vowel to indicate intonation (Vietnamese only)  <b>RFS.5.4V2:</b> Recognizes diacritical marks change meaning (Vietnamese only)</p> <p><b>Writing</b>  <b>W.5.1:</b> Writes narratives to develop real or imagined experiences using descriptive details and clear sequence  <b>W.5.8:</b> Summarizes or paraphrases information and provided a list of sources  <b>W.5.9:</b> Draws evidence from text to support writing</p> <p><b>Speaking &amp; Listening</b>  <b>SL.5.1.c-d:</b> Asks/answers questions to clarify; links comments to others</p> <p><b>Language</b>  <b>L.5.4.b:</b> Uses Sino-Vietnamese roots to determine word meanings</p>

	<p><b>Speaking &amp; Listening</b>  <b>SL.5.4:</b> Logically reports relevant information on a topic; text or opinion</p> <p><b>Language</b>  <b>L.5.1:</b> Demonstrates command of the conventions of standard English grammar and usage (and Vietnamese)  <b>L.5.4:</b> Determines unknown &amp; multiple-meaning words  <b>L.5.4.a:</b> Uses context as a clue to the meaning of a word or phrase  <b>L.5.5.b:</b> Recognizes and explains common idioms, adages and proverbs</p>	<p><b>Language</b>  <b>L.5.3.a:</b> Expands, combines, and reduces sentences for meaning/style  <b>L.5.5.b:</b> Recognizes and explains common idioms, adages and proverbs  <b>L.5.5.c:</b> Uses word relationships (synonyms, antonym, homographs)</p>	<p><b>L.5.4.c:</b> Consults references to find pronunciations &amp; definitions  <b>L.5.5.b:</b> Recognizes and explains common idioms, adages and proverbs</p>
<p><b>6th</b>  <a href="#">(Report Card)</a></p>	<p><b>Reading</b>  <b>(Literature and informational Text)</b>  <b>6.1</b> Cites textual evidence to support analysis and inferences <b>6.2</b> Determines theme or central idea of text; summarizes text</p> <p><b>Writing</b>  <b>6.2</b> Writes informative/explanatory texts  <b>6.6</b> Uses technology to produce &amp; publish writing</p> <p><b>Language</b>  <b>6.1V.</b> Understands that the diacritical mark is a mark placed with a vowel to indicate intonation and has a role in the meaning of the word</p> <p><b>Speaking &amp; Listening</b>  <b>6.1</b> Engages in collaborative discussions</p>	<p><b>Reading</b>  <b>(Literature Text)</b>  <b>6.3</b> Describes plot &amp; characters' responses and changes</p> <p><b>(Informational)</b>  <b>6.2</b> Xác định chủ đề hoặc ý chính của bài đọc; tóm tắt bài đọc  <b>6.3</b> Analyzes in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in text</p> <p><b>Writing</b>  <b>6.1</b> Writes arguments to support claims with relevant evidence  <b>6.5</b> Strengthens writing by planning, revising, editing, rewriting or trying a new approach</p> <p><b>Language</b></p>	<p><b>Reading</b>  <b>(Literature)</b>  <b>6.4</b> Determines figurative and connotative meanings, analyzes the impact of a specific word choice on meaning and tone</p> <p><b>(Informational)</b>  <b>6.4</b> Determines the meaning of words and phrases as they are used in the text, including figurative, connotative, and technical meanings</p> <p><b>Writing</b>  <b>6.3</b> Writes narratives using relevant, descriptive details, and structured event sequences  <b>6.4</b> Produces coherent writing with organization that is task, purpose &amp; audience specific</p>

	on topics & texts	<p><b>6.4</b> Determines the meaning of unknown &amp; multiple meaning words using context/resources</p> <p><b>Speaking &amp; Listening</b> 6.1.c-d Poses/responds to questions to elaborate on others' perspectives</p>	<p><b>Language</b> <b>6.5</b> Interprets figurative language, relationships, and nuances</p> <p><b>Speaking &amp; Listening</b> 6.4 Clearly presents logically sequenced information &amp; descriptions</p>
Curriculum	<p>*<a href="#">VLA TK-5th- Con Tim Việt Nam</a> *<a href="#">VLA 6th-7th- Tiếng Việt Mến Yêu</a></p> <p>*<a href="#">VLA adopted workbooks TK-5th (3)</a> *<a href="#">Wonders &amp; TCM Translated materials</a> *<a href="#">Reading A-Z</a> *<a href="#">NRCAL</a></p>	<p>*<a href="#">VLA TK-5th- Trung Tâm Văn Hoá Việt Nam</a> *<a href="#">VLA 6th-7th- Tiếng Việt Mến Yêu</a></p>	<p>*<a href="#">VLA TK-5th- Ban Đại Diện Trung Tâm Việt Ngữ</a> *<a href="#">VLA 6th-7th- Tiếng Việt Mến Yêu</a></p>
Assessment	<p><a href="#">Reading Fluency</a>- Trimester I <a href="#">Benchmarks I</a> <a href="#">Writing- WFTB Rubric</a> Consider <a href="#">holistic writing rubric?</a></p>	<p><a href="#">Reading Fluency</a>- Trimester II <a href="#">Benchmarks II</a> <a href="#">Writing- WFTB Rubric</a></p>	<p><a href="#">Reading Fluency</a>- Trimester III <a href="#">Benchmarks III</a> <a href="#">Writing- WFTB Rubric</a></p>
Intervention			
Resources/ Partnerships	  <p> <b>common sense</b> education®</p>	  <p> <b>common sense</b> education®</p> 	   <p> <b>common sense</b> education®</p> 

7th	Tri 1 (Viet)	Tri 2 (Viet)	Tri 3 (Viet)	CCSS ELA
	Thematic Readings (Informational) Sept: Ch. 19 Quê Hương BDD: B9 Địa Lý Oct: Ch. 14 Hội Nhập (AVID Integration) NRCAL: Refugee Experiences  Literature: NYT Henry Kamm Articles  Movie: Disney's Elemental Director's Spotlight  Tri 1 Benchmark	Thematic Readings (Informational) Nov/Dec: Bữa Ăn / Gia Đình Jan: Ch. 12 Ý Phục  Tết Lunar New Year Unit  Feb: Ch. 15 Tìm Việc Làm (AVID Integration)  Tri 2 Benchmark	Thematic Readings (Informational) Mar: Goal Setting (AVID), Healthy Routines, SEL  April: Poetry Landscape, Earth Day  May: Ch. 17 Du Lịch  Tri 3 Benchmark	<div>           Reading Literature           <ul style="list-style-type: none"> <li>• Key Ideas and Details</li> <li>• Craft and Structure</li> <li>• Integration of Knowledge and Ideas</li> <li>• Range of Reading and Level of Text Complexity</li> </ul> </div> <div>           Reading Informational           <ul style="list-style-type: none"> <li>• Key Ideas and Details</li> <li>• Craft and Structure</li> <li>• Integration of Knowledge and Ideas</li> <li>• Range of Reading and Level of Text Complexity</li> </ul> </div>
	Thematic Weekly Writing (Informational) Sept: Ch. 19 Quê Hương Bài Thơ "Tôi Đến Từ" Oct: Ch. 14 Hội Nhập (AVID Integration)  Writing Assessment (Expository) The Benefits of Multilingualism	Thematic Weekly Writing (Informational) Nov/Dec: Bữa Ăn / Gia Đình Jan: Ý Phục Tết Lunar New Year Unit Feb: Xin Việc Làm  Writing Assessment (Narrative) "Day in the Life of..." Project	Thematic Weekly Writing (Informational) Mar: Goal Setting (AVID), Healthy Routines, SEL April: Poetry Landscape, Earth Day May: Ch. 17 Du Lịch  Writing Assessment (Opinion) Best City to Travel To!	<div>           Writing           <ul style="list-style-type: none"> <li>• Text Types and Purposes</li> <li>• Production and Distribution of Writing</li> <li>• Research to Build and Present Knowledge</li> <li>• Range of Writing</li> </ul> </div>
	Thematic Group Activities & Presentations Sept: Ch. 19 Quê Hương Oct: Ch. 14 Hội Nhập (AVID Integration)	Thematic Group Activities & Presentations Nov/Dec: Bữa Ăn / Gia Đình Jan: Ý Phục / Tết Feb: Xin Việc Làm	Thematic Group Activities & Presentations Mar: SMART Goals / SEL April: School Activities May: Du Lịch	<div>           Speaking &amp; Listening           <ul style="list-style-type: none"> <li>• Comprehension and Collaboration</li> <li>• Presentation of Knowledge and Ideas</li> </ul> </div>
	Review Basic Grammar Weekly Vocabulary ( <b>L7.4</b> ) Spelling & Dictation (embedded in TVMY book)	Focus on Conventions from Writing Assessment ( <b>L7.1, L7.3</b> )	<b>(L7.6)</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	<div>           Language           <ul style="list-style-type: none"> <li>• Conventions of Standard English</li> <li>• Knowledge of Language</li> <li>• Vocabulary Acquisition and Use</li> </ul> </div>

## Advanced Elementary Computer Science

	Third Grade	Fourth Grade	Fifth Grade
<b>Unit 1</b> Sept	<b>“A” in STEAM</b> Using Sphero robots, students will use the draw and block canvas to paint, write poetry, compose music and dance.	<b>Empathy</b> With their robots and block programming skills, students will learn to communicate clearly with their partners, offer praise and encouragement and grow their classroom community.	<b>Missions</b> In this unit, students will become critical thinkers and problem-solvers as they puzzle through obstacle courses, lockboxes, secret codes and more.
<b>Unit 2</b> Oct	<b>Shapes and Numbers</b> As students learn advanced programming, they will learn how to connect number in equations, play dice games, design guessing games and create their own figure skating routines	<b>Story Telling</b> Students will use their robots to represent the elements of a story, develop dialogue, retell historical events, and even overcome writer's block.	<b>Navigation</b> From exploring how animals migrate to planning a road trip, this series of lessons bring the world of navigation to life for students through hands-on programming with their robot.
<b>Unit 3</b> Nov/Dec	<b>Nature</b> Students will use their polycarbonate robotic ball to understand the natural world by mimicking the movement of animals, programming a school of fish, and modeling sleep patterns.	<b>Game Design</b> Students will study the career of game designer and use their block coding skills to create games, including Bingo, hidden treasure and dice games.	<b>Brain Breakers</b> In this unit, students develop their problem-solving and collaboration skills while creating secret codes, solving riddles, and cracking a bank robbery.
<b>Unit 4</b> <b>Applied Robotics</b> Flexible schedule aligned with competition window	<b>Wonder League Robotics Competition</b> Students will participate in a beginning robotics competition with teams from around the world. Through a series of story-based missions, students will develop problem-solving, growth mindset, and creativity skills while refining their coding skills. Submissions will be made electronically by video and within Team Engineering Design Notebooks.  Submissions due Jan. 15, 2022	<b>Bolt Space Mission Global Challenge</b> Through collaboration, and critical thinking students will unleash their inner engineer as they work to identify problems and develop solutions using littleBits and their Invention Cycle: Create, Play, Share. This event progresses students through mission objectives that promote computational thinking, problem-solving, and collaboration. Students will be challenged to complete the mission objectives while developing or learning different programming skills including: Loops, Conditionals, Variables, Functions. Students can take their skills and inventions to the next level with the incorporation of programming as part of their solutions. <a href="#">Learn About the Space Mission Challenge here</a> Students will showcase their solutions and inventions with a creative infographic and video	<b>Programming &amp; Engineering: RVR + Little Bits Mars Mission</b> Students will design, build, and engineer solutions using RVR and littleBits. Throughout this event students will work on programming and debugging skills, engineering beginning to intermediate circuits with littleBits, and then combining the two in order to complete the mission objectives. Students will focus on: Algorithms, Circuitry, Engineering design, Debugging. Students will demonstrate their skills in their final submission for judging and evaluation. <a href="#">Learn About the 2021 Challenge Here</a>  Submissions Due March 15th, 2022

		as part of their event submission. Submissions Due March 15th, 2022	
<b>Unit 5</b> <b>Engineering Design</b> Jan/Feb	<b>Simple Input Circuits</b> Student will explore fundamental scientific concepts related to polarity, energy transfer and circuit connectivity. They will use the Invention Cycle to construct an art machine that draws on its own or a chain reaction contraption.	<b>NAME of Unit</b> Students will use the invention and engineering design process to construct a self-driving, two wheeled car and create an invention for the classroom of the future.	<b>Name of Unit</b> Students will explore the scientific concepts of polarity, energy transfer and circuit connectivity by using the invention and engineering design process to construct a launcher that flings projectiles towards a target.
<b>Unit 6</b> <b>Collaborating around Computers &amp; The Impacts of Computing</b> April/May	<b>Build Your Own Computer</b> Students build a working computer using diagrams on a blueprint, discover circuitry and electronics concepts in Raspberry Pi.	<b>Software Development</b> Students rebuild their own computer and extend their design thinking by exploring creative games, projects, hackathons and design challenges.	<b>Software Development To Solve A Real World Problem</b> Students refine their computer building skills and participate in a software design challenge to solve a real-life challenge. .
<b>Programming Skills Development</b>	<b>Draw:</b> Manual Movements, Distance, Direction, Speed, Color <b>Beginning Block:</b> Roll, Delay, Sound, Speak, Main LED <b>Intermediate Block:</b> Simple Controls (Loops) Sensors, Comments	<b>Intermediate Block:</b> Simple Controls (Loops) Sensors, Comments <b>Advanced Block:</b> Functions, Variables, Complex Controls (If, then) and Comparators <b>Block-Text Transition:</b> JavaScript Syntax, Punctuation, and Asynchronous Programming	<b>Advanced Block:</b> Functions, Variables, Complex Controls (If, then) and Comparators <b>Block-Text Transition:</b> JavaScript Syntax, Punctuation, and Asynchronous Programming <b>Beginning Text:</b> JavaScript Movements, Lights, Sounds
<b>Resources/ Partnerships</b>	