**Year Long Standards for**

**Hmong Language Development**



Designed by

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| **Standards** | **Order of Standards** | **No. Order** | **Month** | **HLD** |
| --- | --- | --- | --- | --- |
| Recognize, say, and write the single vowels  (a, e, i, o, u, w) | 2 | 1 | September | Literacy |
| a | 3 | 2 |  |  |
| e | 4 | 3 |  |  |
| i | 5 | 4 |  |  |
| o | 6 | 5 |  |  |
| u | 7 | 6 |  |  |
| w | 8 | 7 |  |  |
| Recognize, say, and write the double vowels  (aa, ai, au, aw, ee, ia, oo, ua) | 9 | 1 | October | Literacy |
| aa | 10 | 2 |  |  |
| ai | 11 | 3 |  |  |
| au | 12 | 4 |  |  |
| aw | 13 | 5 |  |  |
| ee | 14 | 6 |  |  |
| ia | 15 | 7 |  |  |
| oo | 16 | 8 |  |  |
| ua | 17 | 9 |  |  |
| Recognize, say, and write the single consonants (F, H, L, M, N, V, Y) | 18 | 1 | November | Literacy |
| F | 19 | 2 |  |  |
| H | 20 | 3 |  |  |
| L | 21 | 4 |  |  |
| M | 22 | 5 |  |  |
| N | 23 | 6 |  |  |
| V | 24 | 7 |  |  |
| Y | 25 | 8 |  |  |
| Recognize, say, and write the single consonants (P, S, X, Z) | 26 | 1 | December | Literacy |
| p | 27 | 2 |  |  |
| S | 28 | 3 |  |  |
| X | 29 | 4 |  |  |
| Z | 30 | 5 |  |  |
| Recognize, say, and write the single consonants  (C, D, K, Q, R, T) | 31 | 1 | January | Literacy |
| C | 32 | 2 |  |  |
| D | 33 | 3 |  |  |
| K | 34 | 4 |  |  |
| Q | 35 | 5 |  |  |
| R | 36 | 6 |  |  |
| T | 37 | 7 |  |  |
| Recognize, say, and write the double consonants  (NC, NK, NP, NQ, NR, NT, NY) | 38 | 1 | February | Literacy |
| NC | 39 | 2 |  |  |
| NK | 40 | 3 |  |  |
| NP | 41 | 4 |  |  |
| NQ | 42 | 5 |  |  |
| NR | 43 | 6 |  |  |
| NT | 44 | 7 |  |  |
| NY | 45 | 8 |  |  |
| Recognize, say, and write the double consonants  (CH, DH, KH, QH, PH, TH, RH) | 46 | 1 | March | Literacy |
| CH | 47 | 2 |  |  |
| DH | 48 | 3 |  |  |
| KH | 49 | 4 |  |  |
| QH | 50 | 5 |  |  |
| PH | 51 | 6 |  |  |
| TH | 52 | 7 |  |  |
| RH | 53 | 8 |  |  |
| Recognize, say, and write (DL,HL,HM,HN,ML,PL) | 54 | 1 | April | Literacy |
| DL | 55 | 2 |  |  |
| HL | 56 | 3 |  |  |
| HM | 57 | 4 |  |  |
| HN | 58 | 5 |  |  |
| ML | 59 | 6 |  |  |
| PL | 60 | 7 |  |  |
| Recognize, say, and write the double consonants (TS, TX, XY) | 61 | 1 | May | Literacy |
| TS | 62 | 2 |  |  |
| TX | 63 | 3 |  |  |
| XY | 64 | 4 |  |  |
| Review (All order standards 2-10) | 65 | 1 | June | Literacy |
| Relationship building | 66 | 1 | August | Procedures |
| Review the 14 vowels  (a, e, i, o, u, w, aa, ai, au, aw, ee, ia, oo, ua) | 67 | 1 | September | Literacy |
| Review the 17 single consonsants  (c, d, f, h, k, l, m, n, p, q, r, s, t, v, x, y, z) | 68 | 2 | September | Literacy |
| Review the 23 double consonants  (ch, dh, dl, hl, hm, hn, kh, ml, nc, nk, np, nq, nr, nt, ny, ph, pl, qh, rh, th, ts, tx, xy) | 69 | 1 | October | Literacy |
| Recognize, say and write the triple consonants (DLH, HML, HNY, NDL) | 70 | 1 | November | Literacy |
| DLH | 71 | 2 |  |  |
| HML | 72 | 3 |  |  |
| HNY | 73 | 4 |  |  |
| NDL | 74 | 5 |  |  |
| Recognize, say and write the triple consonants (NPH, NPL, PLH) | 75 | 1 | December | Literacy |
| NPH | 76 | 2 |  |  |
| NPL | 77 | 3 |  |  |
| PLH | 78 | 4 |  |  |
| Recognize, say and write the triple consonants  (NCH, NKH, NQH, NRH, NTH) | 79 | 1 | January | Literacy |
| NCH | 80 | 2 |  |  |
| NKH | 81 | 3 |  |  |
| NQH | 82 | 4 |  |  |
| NRH | 83 | 5 |  |  |
| NTH | 84 | 6 |  |  |
| Recognize, say and write the triple consonants  (NTS, NTX, TSH, TXH) | 85 | 1 | February | Literacy |
| NTS | 86 | 2 |  |  |
| NTX | 87 | 3 |  |  |
| TSH | 88 | 4 |  |  |
| TXH | 89 | 5 |  |  |
| Recognize, say and write the quadruple consonants (NPLH, NDLH, NTSH, NTXH) | 90 | 1 | March | Literacy |
| NDLH | 91 | 2 |  |  |
| NPLH | 92 | 3 |  |  |
| NTSH | 93 | 4 |  |  |
| Recognize, say and write the tones  (d, g, m, v) | 94 | 1 | April | Literacy |
| d | 95 | 2 |  |  |
| g | 96 | 3 |  |  |
| m | 97 | 4 |  |  |
| v | 98 | 5 |  |  |
| Recognize, say and write the tones  (\_\_, b, j, s) | 99 | 1 | May | Literacy |
| \_\_ | 100 | 2 |  |  |
| b | 101 | 3 |  |  |
| j | 102 | 4 |  |  |
| s | 103 | 5 |  |  |
| Review (All order standards 13-22) | 104 | 1 | June | Literacy |
| Relationship building | 105 | 1 | August | Procedures |
| Blend single consonants (F, H, L, M, N, P, V, Y) with vowels (a, e, i, o, u, w, aa, ai, au, aw, ee, ia, oo, ua) and tones (v, m, s, \_\_, g, j, b, d) | 106 | 1 | September | Literacy |
| F | 107 | 2 |  |  |
| H | 108 | 3 |  |  |
| L | 109 | 4 |  |  |
| M | 110 | 5 |  |  |
| N | 111 | 6 |  |  |
| P | 112 | 7 |  |  |
| V | 113 | 8 |  |  |
| Y | 114 | 9 |  |  |
| a | 115 | 10 |  |  |
| e | 116 | 11 |  |  |
| i | 117 | 12 |  |  |
| o | 118 | 13 |  |  |
| u | 119 | 14 |  |  |
| w | 120 | 15 |  |  |
| aa | 121 | 16 |  |  |
| ai | 122 | 17 |  |  |
| au | 123 | 18 |  |  |
| aw | 124 | 19 |  |  |
| ee | 125 | 20 |  |  |
| ia | 126 | 21 |  |  |
| oo | 127 | 22 |  |  |
| ua | 128 | 23 |  |  |
| v | 129 | 24 |  |  |
| m | 130 | 25 |  |  |
| s | 131 | 26 |  |  |
| \_\_ | 132 | 27 |  |  |
| g | 133 | 28 |  |  |
| j | 134 | 29 |  |  |
| b | 135 | 30 |  |  |
| d | 136 | 31 |  |  |
| Blend single consonants (C, D, K, Q, R, S, T, X, Z) with vowels (a, e, i, o, u, w, aa, ai, au, aw, ee, ia, oo, ua) and tones (v, m, s, \_\_, g, j, b, d) | 137 | 1 | October | Literacy |
| C | 138 | 2 |  |  |
| D | 139 | 3 |  |  |
| K | 140 | 4 |  |  |
| Q | 141 | 5 |  |  |
| R | 142 | 6 |  |  |
| S | 143 | 7 |  |  |
| T | 144 | 8 |  |  |
| X | 145 | 9 |  |  |
| Z | 146 | 10 |  |  |
| a | 147 | 11 |  |  |
| e | 148 | 12 |  |  |
| i | 149 | 13 |  |  |
| o | 150 | 14 |  |  |
| u | 151 | 15 |  |  |
| w | 152 | 16 |  |  |
| aa | 153 | 17 |  |  |
| ai | 154 | 18 |  |  |
| au | 155 | 19 |  |  |
| aw | 156 | 20 |  |  |
| ee | 157 | 21 |  |  |
| ia | 158 | 22 |  |  |
| oo | 159 | 23 |  |  |
| ua | 160 | 24 |  |  |
| v | 161 | 25 |  |  |
| m | 162 | 26 |  |  |
| s | 163 | 27 |  |  |
| \_\_ | 164 | 28 |  |  |
| g | 165 | 29 |  |  |
| j | 166 | 30 |  |  |
| b | 167 | 31 |  |  |
| d | 168 | 32 |  |  |
| Blend double consonants (NC, NK, NP, NQ, NR, NT, NY) with vowels (a, e, i, o, u, w, aa, ai, au, aw, ee, ia, oo, ua) and tones (v, m, s, \_\_, g, j, b, d) | 169 | 1 | November | Literacy |
| NC | 170 | 2 |  |  |
| NK | 171 | 3 |  |  |
| NP | 172 | 4 |  |  |
| NQ | 173 | 5 |  |  |
| NR | 174 | 6 |  |  |
| NT | 175 | 7 |  |  |
| NY | 176 | 8 |  |  |
| a | 177 | 9 |  |  |
| e | 178 | 10 |  |  |
| i | 179 | 11 |  |  |
| o | 180 | 12 |  |  |
| u | 181 | 13 |  |  |
| w | 182 | 14 |  |  |
| aa | 183 | 15 |  |  |
| ai | 184 | 16 |  |  |
| au | 185 | 17 |  |  |
| aw | 186 | 18 |  |  |
| ee | 187 | 19 |  |  |
| ia | 188 | 20 |  |  |
| oo | 189 | 21 |  |  |
| ua | 190 | 22 |  |  |
| v | 191 | 23 |  |  |
| m | 192 | 24 |  |  |
| s | 193 | 25 |  |  |
| \_\_ | 194 | 26 |  |  |
| g | 195 | 27 |  |  |
| j | 196 | 28 |  |  |
| b | 197 | 29 |  |  |
| d | 198 | 30 |  |  |
| Blend double consonants (CH, DH, KH, QH, PH, TH, RH) with vowels (a, e, i, o, u, w, aa, ai, au, aw, ee, ia, oo, ua) and tones (v, m, s, \_\_, g, j, b, d) | 199 | 1 | December | Literacy |
| CH | 200 | 2 |  |  |
| DH | 201 | 3 |  |  |
| KH | 202 | 4 |  |  |
| QH | 203 | 5 |  |  |
| PH | 204 | 6 |  |  |
| TH | 205 | 7 |  |  |
| a | 206 | 8 |  |  |
| e | 207 | 9 |  |  |
| i | 208 | 10 |  |  |
| o | 209 | 11 |  |  |
| u | 210 | 12 |  |  |
| w | 211 | 13 |  |  |
| aa | 212 | 14 |  |  |
| ai | 213 | 15 |  |  |
| au | 214 | 16 |  |  |
| aw | 215 | 17 |  |  |
| ee | 216 | 18 |  |  |
| ia | 217 | 19 |  |  |
| oo | 218 | 20 |  |  |
| ua | 219 | 21 |  |  |
| v | 220 | 22 |  |  |
| m | 221 | 23 |  |  |
| s | 222 | 24 |  |  |
| \_\_ | 223 | 25 |  |  |
| g | 224 | 26 |  |  |
| j | 225 | 27 |  |  |
| b | 226 | 28 |  |  |
| d | 227 | 29 |  |  |
| Blend double consonants (DL, HL, HM, HN, ML, PL, TS, TX, XY) with vowels (a, e, i, o, u, w, aa, ai, au, aw, ee, ia, oo, ua) and tones (v, m, s, \_\_, g, j, b, d) | 228 | 1 | January | Literacy |
| DL | 229 | 2 |  |  |
| HL | 230 | 3 |  |  |
| HM | 231 | 4 |  |  |
| HN | 232 | 5 |  |  |
| ML | 233 | 6 |  |  |
| PL | 234 | 7 |  |  |
| TS | 235 | 8 |  |  |
| TX | 236 | 9 |  |  |
| XY | 237 | 10 |  |  |
| a | 238 | 11 |  |  |
| e | 239 | 12 |  |  |
| i | 240 | 13 |  |  |
| o | 241 | 14 |  |  |
| u | 242 | 15 |  |  |
| w | 243 | 16 |  |  |
| aa | 244 | 17 |  |  |
| ai | 245 | 18 |  |  |
| au | 246 | 19 |  |  |
| aw | 247 | 20 |  |  |
| ee | 248 | 21 |  |  |
| ia | 249 | 22 |  |  |
| oo | 250 | 23 |  |  |
| ua | 251 | 24 |  |  |
| v | 252 | 25 |  |  |
| m | 253 | 26 |  |  |
| s | 254 | 27 |  |  |
| \_\_ | 255 | 28 |  |  |
| g | 256 | 29 |  |  |
| j | 257 | 30 |  |  |
| b | 258 | 31 |  |  |
| d | 259 | 32 |  |  |
| Blend triple consonants (DLH, HML, HNY, NDL, NPH, NPL, PLH) with vowels (a, e, i, o, u, w, aa, ai, au, aw, ee, ia, oo, ua) and tones (v, m, s, \_\_, g, j, b, d) | 260 | 1 | February | Literacy |
| DLH | 261 | 2 |  |  |
| HML | 262 | 3 |  |  |
| HNY | 263 | 4 |  |  |
| NDL | 264 | 5 |  |  |
| NPH | 265 | 6 |  |  |
| NPL | 266 | 7 |  |  |
| PLH | 267 | 8 |  |  |
| a | 268 | 9 |  |  |
| e | 269 | 10 |  |  |
| i | 270 | 11 |  |  |
| o | 271 | 12 |  |  |
| u | 272 | 13 |  |  |
| w | 273 | 14 |  |  |
| aa | 274 | 15 |  |  |
| ai | 275 | 16 |  |  |
| au | 276 | 17 |  |  |
| aw | 277 | 18 |  |  |
| ee | 278 | 19 |  |  |
| ia | 279 | 20 |  |  |
| oo | 280 | 21 |  |  |
| ua | 281 | 22 |  |  |
| v | 282 | 23 |  |  |
| m | 283 | 24 |  |  |
| s | 284 | 25 |  |  |
| \_\_ | 285 | 26 |  |  |
| g | 286 | 27 |  |  |
| j | 287 | 28 |  |  |
| b | 288 | 29 |  |  |
| d | 289 | 30 |  |  |
| Blend triple consonants (NCH, NKH, NQH, NRH, NTH) with vowels (a, e, i, o, u, w, aa, ai, au, aw, ee, ia, oo, ua) and tones (v, m, s, \_\_, g, j, b, d) | 290 | 1 | March | Literacy |
| NCH | 291 | 2 |  |  |
| NKH | 292 | 3 |  |  |
| NQH | 293 | 4 |  |  |
| NRH | 294 | 5 |  |  |
| NTH | 295 | 6 |  |  |
| a | 296 | 7 |  |  |
| e | 297 | 8 |  |  |
| i | 298 | 9 |  |  |
| o | 299 | 10 |  |  |
| u | 300 | 11 |  |  |
| w | 301 | 12 |  |  |
| aa | 302 | 13 |  |  |
| ai | 303 | 14 |  |  |
| au | 304 | 15 |  |  |
| aw | 305 | 16 |  |  |
| ee | 306 | 17 |  |  |
| ia | 307 | 18 |  |  |
| oo | 308 | 19 |  |  |
| ua | 309 | 20 |  |  |
| v | 310 | 21 |  |  |
| m | 311 | 22 |  |  |
| s | 312 | 23 |  |  |
| \_\_ | 313 | 24 |  |  |
| g | 314 | 25 |  |  |
| j | 315 | 26 |  |  |
| b | 316 | 27 |  |  |
| d | 317 | 28 |  |  |
| Blend triple consonants (NTS, NTX, TSH, TXH) with vowels (a, e, i, o, u, w, aa, ai, au, aw, ee, ia, oo, ua) and tones (v, m, s, \_\_, g, j, b, d) | 318 | 1 | April | Literacy |
| NTS | 319 | 2 |  |  |
| NTX | 320 | 3 |  |  |
| TSH | 321 | 4 |  |  |
| TXH | 322 | 5 |  |  |
| a | 323 | 6 |  |  |
| e | 324 | 7 |  |  |
| i | 325 | 8 |  |  |
| o | 326 | 9 |  |  |
| u | 327 | 10 |  |  |
| w | 328 | 11 |  |  |
| aa | 329 | 12 |  |  |
| ai | 330 | 13 |  |  |
| au | 331 | 14 |  |  |
| aw | 332 | 15 |  |  |
| ee | 333 | 16 |  |  |
| ia | 334 | 17 |  |  |
| oo | 335 | 18 |  |  |
| ua | 336 | 19 |  |  |
| v | 337 | 20 |  |  |
| m | 338 | 21 |  |  |
| s | 339 | 22 |  |  |
| \_\_ | 340 | 23 |  |  |
| g | 341 | 24 |  |  |
| j | 342 | 25 |  |  |
| b | 343 | 26 |  |  |
| d | 344 | 27 |  |  |
| Blend quadruple consonants (NDLH, NPLH, NTSH, NTXH) with vowels (a, e, i, o, u, w, aa, ai, au, aw, ee, ia, oo, ua) and tones (v, m, s, \_\_, g, j, b, d) | 345 | 1 | May | Literacy |
| NDLH | 346 | 2 |  |  |
| NPLH | 347 | 3 |  |  |
| NTSH | 348 | 4 |  |  |
| NTXH | 349 | 5 |  |  |
| a | 350 | 6 |  |  |
| e | 351 | 7 |  |  |
| i | 352 | 8 |  |  |
| o | 353 | 9 |  |  |
| u | 354 | 10 |  |  |
| w | 355 | 11 |  |  |
| aa | 356 | 12 |  |  |
| ai | 357 | 13 |  |  |
| au | 358 | 14 |  |  |
| aw | 359 | 15 |  |  |
| ee | 360 | 16 |  |  |
| ia | 361 | 17 |  |  |
| oo | 362 | 18 |  |  |
| ua | 363 | 19 |  |  |
| v | 364 | 20 |  |  |
| m | 365 | 21 |  |  |
| s | 366 | 22 |  |  |
| \_\_ | 367 | 23 |  |  |
| g | 368 | 24 |  |  |
| j | 369 | 25 |  |  |
| b | 370 | 26 |  |  |
| d | 371 | 27 |  |  |
| Review (All order standards 25-33) | 372 | 1 | June | Literacy |
| Relationship building | 373 | 1 | August | Procedures |
| Define and apply personal pronouns, first person (kuv, wb, peb) orally into a complete sentence | 374 | 1 | September | Literacy |
| Apply personal pronouns, first person (kuv, wb, peb) into a written sentence | 375 | 2 | September | Literacy |
| Define and apply personal pronouns, second person (koj, neb, nej) orally into a complete sentence | 376 | 1 | October | Literacy |
| Apply personal pronouns, second person (koj, neb, nej) into a written sentence | 377 | 2 | October | Literacy |
| Define and apply personal pronouns, third person (nws, nkawv, lawv) orally into a complete sentence | 378 | 1 | November | Literacy |
| Apply personal pronouns, third person (nws, nkawv, lawv) into a written sentence | 379 | 2 | November | Literacy |
| Write a simple phrase consists of "verb + object" in a structured sentence pattern of "subject + verb + object" E.g. 1) Muab lub khob. E.g. 2) Tshem daim ntawv. | 380 | 1 | December | Literacy |
| Write a sentence consist of "subject + verb + object" in a structured sentence pattern of "subject + verb + object" E.g. 1) Kuv muab lub khob. E.g. 2) Koj tshem daim ntawv. | 381 | 2 | December | Literacy |
| Write a sentence consist of "subject + verb + object + preposition + noun" in a structured sentence pattern E.g. 1) Kuv muab lub khob saum lub rooj. E.g. 2) Koj tshem daim ntawv rau kuv niam. | 382 | 1 | January | Literacy |
| Write a sentence consists of a preposition E.g. 1) Kuv muab lub khob saum lub rooj rau xib hwb. E.g. 2) Xib hwb xa ntawv rau kuv. | 383 | 1 | February | Literacy |
| Write a sentence consists of a conjunction  E.g. 1) Kuv muab lub khob saum lub rooj rau xib hwb vim hais tias nws yuav haus dej. E.g. 2). Kuv mus kawm ntawv thiab kawm seev cev. | 384 | 1 | March | Literacy |
| Write a sentence consists of an adjective E.g. 1) Kuv muab lub khob liab liab saum lub rooj. E.g. 2) Kuv tshem daim ntawv ntuag ntuag nraum zoov. | 385 | 1 | April | Literacy |
| Review and practice writing sentences (All order of standard 36 - 47) | 386 | 1 | May - June | Literacy |
| Relationship building | 387 | 1 | August | Procedures |
| Write one paragraph with 5-8 coherent sentences that use the appropriate punctuation marks (period, comma, question mark, exclamation point) | 388 | 1 | September | Literacy |
| Write one paragraph with 5-8 coherent sentences that use the appropriate punctuation marks (quotation marks) | 389 | 2 | September | Literacy |
| Write one paragraph consists of 5-8 "subject + verb + object" coherent sentences | 390 | 1 | October | Literacy |
| Write one paragraph consists of 5-8 "subject + verb + object + preposition + noun" coherent sentences | 391 | 2 | October | Literacy |
| Write one paragraph that focus on one main idea or topic that flows sequentially | 392 | 1 | November | Literacy |
| Write one paragraph that include an opening topic sentence, three supporting details, and a concluding sentence | 393 | 1 | December | Literacy |
| Identify the key components of a prompt (leej twg, dab tsi, qhov twg, thaum twg, vim li cas, ua li cas) | 394 | 1 | January | Literacy |
| Identify the vocabulary used in a prompt E.g. 1) Lub caij ntuj no nyob rau lub nroog Sacramento, yog neeg tawm mus nraum zoov lawv yuav hnav khaub ncaws li cas? | 395 | 1 | February | Literacy |
| Use a set of vocabulary to answer a prompt (# of vocabulary) | 396 | 1 | March | Literacy |
| Write one paragraph that includes an introductory sentence, three supporting detailed sentences, and a concluding sentence to answer prompt #1 | 397 | 1 | April | Literacy |
| Write one paragraph that includes an introductory sentence, three supporting detailed sentences, and a concluding sentence to answer prompt #2 | 398 | 1 | May | Literacy |
| Demonstrate understanding of writing a paragraph independently | 399 | 1 | June | Literacy |
| Relationship building | 400 | 1 | August | Procedures |
| Identify the key components of a journal  (Define the meaning of a journal, what is narrative) | 401 | 1 | September | Literacy |
| Write a three paragraph response to journal prompt #1 | 402 | 1 | October | Literacy |
| Write a three paragraph response to journal prompt #2 | 403 | 1 | November | Literacy |
| Identify the key components of an essay  (5 coherent paragraphs, introductory paragraph, 3 supporting paragraphs, and one concluding paragraph) | 404 | 1 | December | Literacy |
| Write a five paragraph response to essay prompt #1 | 405 | 1 | January | Literacy |
| Write a five paragraph response to essay prompt #2 | 406 | 1 | February | Literacy |
| Identify the key components of a speech (Introduce with a purpose, provide three supporting body paragraphs with facts, examples, or experiences, and close with a recommendation) | 407 | 1 | March | Literacy |
| Draft a five paragraph speech to the topic: Lub tsev kawm ntawv Yav Pem Suab Academy pab tau koj npaum li cas? (How has YPSA impacted you?) | 408 | 1 | April | Literacy |
| Revise the five paragraph speech to the topic: Lub tsev kawm ntawv Yav Pem Suab Academy pab tau koj npaum li cas? (How has YPSA impacted you?) | 409 | 1 | May | Literacy |
| Finalize and present the five paragraph speech to peers, staffs, and parents Topic: Lub tsev kawm ntawv Yav Pem Suab Academy pab tau koj npaum li cas? (How has YPSA impacted you?) | 410 | 1 | June | Literacy |
| Listening: Identify the correct visual that matches the stated vocabulary. | 411 | 1 | September-June | Language |
| Speaking: Respond using vocabulary words or phrases. | 412 | 2 | September-June | Language |
| Reading: Recognize and read (# ) vocabulary words, with the prompt and support of the teacher | 413 | 3 | September-June | Language |
| Writing: Write (# ) of vocabulary with the prompt and support of the teacher | 414 | 4 | September-June | Language |
| Listening: Demonstrate 1-2 steps direction correctly | 415 | 5 | September-June | Language |
| Speaking: Respond by using 2-3 vocabulary words or short phrases with prompt and support from teacher | 416 | 6 | September-June | Language |
| Reading: Recognize and read (# ) vocabulary words, with the prompt and support of the teacher | 417 | 7 | September-June | Language |
| Writing: Write (# ) of vocabulary with the prompt and support of the teacher | 418 | 8 | September-June | Language |
| Listening: Demonstrate 2-3 steps direction correctly | 419 | 9 | September-June | Language |
| Speaking: Respond by using 4-5 vocabulary words or short phrases with prompt and support from teacher | 420 | 10 | September-June | Language |
| Reading: Blend and read (# ) vocabulary words, with the prompt and support of the teacher | 421 | 11 | September-June | Language |
| Writing: Write (# ) of vocabulary with the prompt and support of the teacher | 422 | 12 | September-June | Language |
| Listening: Identify the correct vocabulary that matches the stated sentences. E.g. 1) Kuv mus tom \_\_\_\_ mus yuav ib lub txiaj teev.  A. khw C. tsev teev ntuj  B. tsev kawm ntawv D. tsev kho mob | 423 | 13 | September-June | Language |
| Speaking: Recount an experience or an event using complete sentence | 424 | 14 | September-June | Language |
| Reading: Blend and read a complete sentence independently | 425 | 15 | September-June | Language |
| Writing: Write a complete sentence independently with prompt and support from teacher | 426 | 16 | September-June | Language |
| Listening: Identify the correct sequence from the stated paragraph | 427 | 17 | September-June | Language |
| Speaking: Express using appropriate facts or details to support an opinion or claim with the support of sentence starters | 428 | 18 | September-June | Language |
| Reading: Determine the main point in the paragraph | 429 | 19 | September-June | Language |
| Writing: Write a narrative paragraph with 5-8 coherent sentences describing an event or experiences | 430 | 20 | September-June | Language |
| Listening: Identify the correct sequence logically from the stated text | 431 | 21 | September-June | Language |
| Speaking: Present facts and experiences with details using appropriate eye contact, adequate volume, and clear pronunciation | 432 | 22 | September-June | Language |
| Reading: Determine the theme and main point and how it is conveys through particular detail | 433 | 23 | September-June | Language |
| Writing: Write narrative using transition words or clauses to convey sequences of an experience or event. | 434 | 24 | September-June | Language |