

8th Grade

VB-MAPP Milestones Alignment to the PA Core Standards

(an * after the core standard indicates there is alternate eligible content linked to that standard at [PA Alternate Eligible Content](#))

MAND LEVEL 1

Skill	VB-MAPP Milestones & Supporting Skills List	PA Core Standards
1-M	Emits 2 words, sign, or icons but may require echoic, imitative, or other prompts, but no physical prompts (e.g. cracker, book)	CC.1.2.8.F* Analyze the influence of the words and phrases in a text including figurative and connotative, and technical meanings; and how they shape meaning and tone.
1-a	Makes eye contact (gaze shift) as a mand for attention or other reinforcers 2 times	CC.1.3.8.F* Analyze the influence of the words and phrases in a text including figurative and connotative meanings; and how they shape meaning and tone.
1-b	Moves close to a reinforcing item to indicate the presence of an MO 2 times	CC.1.4.8.L Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
1-c	Pulls an adult to get access to a reinforcing item 2 times	CC.1.4.8.Q Write with an awareness of the stylistic aspects of writing: Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects, Use sentences of varying lengths and complexities, Create tone and voice through precise language.
1-d	Points or gestures towards a reinforce in order to obtain it 2 times	CC.1.4.8.R Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling.
2-M	Emits 4 different mands without prompts (except What do you want?) – the desired item can be present (e.g. music, slinky, ball)	CC.1.4.8.X 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.
2-a	Points to 2 different reinforcers in order to obtain them 2 times	CC.1.5.8.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.
2-b	Nods or says yes or no when offered a reinforce 2 times (not an early target)	CC.1.5.8.E Adapt speech to a variety of contexts and tasks.
2-c	Emits 2 different mands without echoic prompts- can be with verbal or object prompts	CC.1.5.8.G Demonstrate command of the conventions of standard English when speaking based on grade 8 level and content.
2-d	Spontaneously emits 1 mand without echoic or imitative prompts- can be with object prompts	
2-e	Generalizes 2 known mands across 2 different people and 2 settings	
3-M	Generalizes 6 mands across 2 people, 2 settings, and 2 different examples of a reinforcers (e.g., mands bubbles	
3-a	Emits 2 spontaneous mands (no verbal prompt); — the object can be present	
3-b	Emits 5 mands without echoic or imitative prompts — can be with verbal or object prompts	
3-c	Generalizes 3 mands across 2 examples of a desired item (e.g., mands slide for 2 different slides)	
3-d	Emits 6 different mands without echoic or imitative prompts — can be with verbal or object prompts	
4-M	Spontaneously emits (no verbal prompts) 5 mands — the desired item can be present	
4-a	Mands for attention 2 times with some identifiable type of response (e.g., a tap on the arm)	
4-b	Emits 2 mands without an object present — can be with What do you want?	
4-c	Emits 2 mands without verbal prompts — can be with object prompts	
4-d	Mands for others to attend to the same stimulus that he is attending to 5 times per day	
4-e	Emits 1 mand to remove an undesirable item or activity (e.g.no)	
5-M	Emits 10 different mands without prompts (except, What do you want?) — the desired item can be present (e.g., apple, swing, car, juice)	
5-a	Emits 3 different mands without an object present — can be with a verbal prompt (e.g., mommy)	
5-b	Emits 3 different mands without verbal prompts — can be with an object prompt	
5-c	Mands contain intonations that vary and are appropriate to the current MO 2 times	
5-d	Acquires a new mand in less than 20 training trials	
5-e	Continues to emit a mand 2 times if the reinforcer is not delivered (persistence)	

MAND LEVEL 2

Skill	VB-MAPP Milestones & Supporting Skills List	PA Core Standards
6-M	Mands for 20 different missing items without prompts (except e.g., What do you need?) (e.g., mands for paper when given a crayon)	CC.1.3.8.G Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by directors or actors. CC.1.4.8.L Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. CC.1.4.8.R Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling. CC.1.4.8.U Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. CC.1.5.8.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly. CC.1.5.8.D Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation. CC.1.5.8.E Adapt speech to a variety of contexts and tasks. CC.1.5.8.G Demonstrate command of the conventions of standard English when speaking based on grade 8 level and content.
6-a	Spontaneously emits 5 mands without an object present and without verbal prompts	
6-b	Emits 10 different mands without echoic or imitative prompts — object can be present	
6-c	Mands for 5 different missing items without prompts (except a verbal prompt)	
6-d	Generalizes 4 mands to 4 different people	
6-e	Maintains a newly acquired mand for a missing item after 24 hours of no contact with the item	
7-M	Mands for others to emit 5 different actions needed to enjoy a desired activity (e.g., open to get outside, push when on a swing)	CC.1.2.8.F* Analyze the influence of the words and phrases in a text including figurative and connotative, and technical meanings; and how they shape meaning and tone. CC.1.3.8.F* Analyze the influence of the words and phrases in a text including figurative and connotative meanings; and how they shape meaning and tone. CC.1.4.8.L Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. CC.1.4.8.O Use narrative techniques such as dialogue, description, reflection, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. CC.1.4.8.Q Write with an awareness of the stylistic aspects of writing: Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects, Use sentences of varying lengths and complexities, Create tone and voice through precise language. CC.1.4.8.R Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling. CC.1.5.8.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly. CC.1.5.8.D Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation. CC.1.5.8.E Adapt speech to a variety of contexts and tasks. CC.1.5.8.G Demonstrate command of the conventions of standard English when speaking based on grade 8 level and content.
7-a	Mands 2 times with 2 words in a phrase or sentence (e.g., Drink juice.)	
7-b	Mands for other individuals to emit 2 different actions with verbal prompts (e.g., go, spin)	
7-c	Emits 2 mands to remove undesirable items or activities	
7-d	Demonstrates response generalization for two different mands (e.g., calls a filled cup both cup and drink; calls a dog both dog and Maggie)	
7-e	Mands contain varied intonation appropriate to both positive and negative MOs 5 times	
7-f	Mands for help or assistance 2 times	
7-g	Demonstrates a high frequency of manding (15 in a 5 minute period)	
8-M	Emits 5 different mands that contain 2 or more words (not including I want) (e.g., Go fast. My turn. Pour juice.) (TO: 60 min.)	CC.1.2.8.F* Analyze the influence of the words and phrases in a text including figurative and connotative, and technical meanings; and how they shape meaning and tone. CC.1.3.8.F* Analyze the influence of the words and phrases in a text including figurative and connotative meanings; and how they shape meaning and tone. CC.1.3.8.B* Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text. CC.1.4.8.L Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. CC.1.4.8.O Use narrative techniques such as dialogue, description, reflection, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
8-a	Mands 5 times with 2 words in a phrase or sentence	
8-b	Mands for information 2 times using what questions (e.g., What's that?)	
8-c	Mands with a pronoun 2 times (e.g., My train. That's yours.)	
8-d	Mands occur with 3 different carrier phrases (e.g., I want... It's my... Can I... That's my...)	
8-e	Mands with yes and no 4 times (e.g., Do you want a ride? Yes.)	
8-f	Mands for information 2 times using where questions (e.g., Where's Elmo?)	

		<p>CC.1.4.8.Q Write with an awareness of the stylistic aspects of writing: Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects, Use sentences of varying lengths and complexities, Create tone and voice through precise language.</p> <p>CC.1.4.8.R Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling.</p> <p>CC.1.5.8.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>CC.1.5.8.D Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation.</p> <p>CC.1.5.8.G Demonstrate command of the conventions of standard English when speaking based on grade 8 level and content.</p>
9-M	Spontaneously emits 15 different mands (e.g., Let's play. Open. I want book.)	CC.1.2.8.F* Analyze the influence of the words and phrases in a text including figurative and connotative, and technical meanings; and how they shape meaning and tone.
9-a	Spontaneously emits 50 mands per day (can be with objects present, but without verbal prompts)	CC.1.3.8.F* Analyze the influence of the words and phrases in a text including figurative and connotative meanings; and how they shape meaning and tone.
9-b	Acquires 2 mands from tact or echoic only training (e.g., sees and tacts a live giraffe, and later mands to go back to see the giraffe)	CC.1.4.8.L Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
9-c	Mands for information 25 times using any type of question word	CC.1.4.8.Q Write with an awareness of the stylistic aspects of writing: Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects, Use sentences of varying lengths and complexities, Create tone and voice through precise language.
9-d	Mands with an adjective 5 times (e.g., big chip, red car)	CC.1.4.8.R Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling.
9-e	Emits 5 mands in 30 seconds (e.g., during a game or fun activity such as water play)	CC.1.5.8.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.
9-f	Mands contain 3-word phrases 10 times (e.g., That's my horse.)	CC.1.5.8.D Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation.
		CC.1.5.8.E Adapt speech to a variety of contexts and tasks.
		CC.1.5.8.G Demonstrate command of the conventions of standard English when speaking based on grade 8 level and content.
10-M	Emits 10 new mands without specific mand training (e.g., spontaneously says Where kitty go? without formal mand training)	CC.1.3.8.B* Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.
10-a	Emits 2 new mands without training (e.g., says I want hot cocoa without training)	CC.1.4.8.L Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
10-b	Demonstrates response generalization for 2 different mands (e.g., Get me. Chase me. Run.)	CC.1.4.8.O Use narrative techniques such as dialogue, description, reflection, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
10-c	Mands with an adjective 5 times — can use verbal and nonverbal prompts	CC.1.4.8.P Organize an event sequence that unfolds naturally and logically using a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events.
10-d	Mands for information 3 times using who questions	CC.1.4.8.Q Write with an awareness of the stylistic aspects of writing: Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects. Use sentences of varying lengths and complexities. Create tone and voice through precise language provide a conclusion that follows from and reflects on the narrated experiences or events.
10-e	Spontaneously mands for others to emit 20 different actions (e.g., Run. Go. Push me.)	CC.1.4.8.R Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling.
10-f	Spontaneously mands to novel and unfamiliar people 2 times	CC.1.4.8.X 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.
		CC.1.5.8.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.
		CC.1.5.8.D Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation.
		CC.1.5.8.E Adapt speech to a variety of contexts and tasks.
		CC.1.5.8.G Demonstrate command of the conventions of standard English when speaking based on grade 8 level and content.

MAND LEVEL 3

Skill	VB-MAPP Milestones & Supporting Skills List	PA Core Standards
11-M	Spontaneously mands for different verbal information using a WH question or question word 5 times (e.g., What's your name? Where do I go?)	CC.1.2.8.B* Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.
11-a	Mands to peers 5 times	CC.1.2.8.F* Analyze the influence of the words and phrases in a text including figurative and connotative, and technical meanings; and how they shape meaning and tone.
11-b	Spontaneously mands for attention 5 times (e.g., Teacher! Hey! Excuse me.)	CC.1.2.8.H* Evaluate authors' arguments, reasoning, and specific claims for the soundness of the arguments and the relevance of the evidence.
11-c	The child emits 100 or more different mands in a one week period	CC.1.3.8.B* Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.
11-d	Mands contain 3-word phrases 10 times (e.g, Can I see?)	CC.1.3.8.D* Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
11-e	Mands for a specific quantity of reinforcers 2 times (e.g., two gummy bears)	CC.1.3.8.F* Analyze the influence of the words and phrases in a text including figurative and connotative meanings; and how they shape meaning and tone.
		CC.1.3.8.I* Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies and tools.
		CC.1.4.8.C Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; include graphics
		CC.1.4.8.H Introduce and state an opinion on a topic.
		CC.1.4.8.I Acknowledge and distinguish the claim(s) from alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic.
		CC.1.4.8.J Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s), counterclaims, reasons, and evidence by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented.
		CC.1.4.8.K Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic. Use sentences of varying lengths and complexities. Create tone and voice through precise language. Establish and maintain a formal style.
		CC.1.4.8.L Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
		CC.1.4.8.O Use narrative techniques such as dialogue, description, reflection, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
		CC.1.4.8.Q Write with an awareness of the stylistic aspects of writing: Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects, Use sentences of varying lengths and complexities, Create tone and voice through precise language.
		CC.1.4.8.R Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling.
		CC.1.4.8.T With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
		CC.1.4.8.U Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
		CC.1.4.8.V Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
		CC.1.4.8.W Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
		CC.1.4.8.X

		<p>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>CC.1.5.8.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>CC.1.5.8.B Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p> <p>CC.1.5.8.C Analyze the purpose of information presented in diverse media formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p> <p>CC.1.5.8.D Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation.</p> <p>CC.1.5.8.E Adapt speech to a variety of contexts and tasks.</p> <p>CC.1.5.8.G Demonstrate command of the conventions of standard English when speaking based on grade 8 level and content.</p>
12-M	Politely mands to stop an undesirable activity, or remove any aversive MO under 5 different circumstances (e.g., Please stop pushing me. No thank you. Excuse me, can you move?)	<p>CC.1.4.8.L Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.8.O Use narrative techniques such as dialogue, description, reflection, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p>
12-a	Mands to remove an aversive item or activity 2 times (e.g., Let go. Give it back.)	
12-b	Mands for others to perform a two-step action 2 times (e.g., Come here and watch me.)	
12-c	Says please and thank you with indirect adult verbal prompts (e.g., What do you say?)	<p>CC.1.4.8.R Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling.</p>
12-d	Demonstrates MO generalization by asking for 2 different reinforcers with the same words (e.g., when wanting attention saying let's draw, and when wanting to get out of work saying let's draw)	<p>CC.1.4.8.T With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p>
12-e	Mands for others to participate in an activity 2 times (e.g., Come play. Help dig.)	<p>CC.1.4.8.U Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p>
		<p>CC.1.5.8.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>CC.1.5.8.D Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation.</p> <p>CC.1.5.8.E Adapt speech to a variety of contexts and tasks.</p> <p>CC.1.5.8.G Demonstrate command of the conventions of standard English when speaking based on grade 8 level and content.</p>
13-M	Mands with 10 different adjectives, prepositions, or adverbs (e.g., My crayon is broken. Don't take it out. Go fast.)	<p>CC.1.2.8.F* Analyze the influence of the words and phrases in a text including figurative and connotative, and technical meanings; and how they shape meaning and tone.</p> <p>CC.1.3.8.F* Analyze the influence of the words and phrases in a text including figurative and connotative meanings; and how they shape meaning and tone.</p>
13-a	Spontaneously mands to use the bathroom 2 times	
13-b	Mands for others to attend to his own nonverbal behavior 2 times (e.g., watch me)	<p>CC.1.4.8.C Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.</p>
13-c	Mands for others to attend to some aspect of the environment 2 times (e.g., Look, it's a truck.)	
13-d	Mands with 2 different adjectives (e.g., I want the red gummy bear.)	<p>CC.1.4.8.L Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p>
13-e	Mands with 2 different prepositions (e.g., Put it in the house.)	<p>CC.1.4.8.O Use narrative techniques such as dialogue, description, reflection, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p>
13-f	Mands with 2 different adverbs (e.g., Slow down.)	<p>CC.1.4.8.R Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling.</p> <p>CC.1.4.8.T With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p>
		<p>CC.1.4.8.X 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>CC.1.5.8.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>CC.1.5.8.D Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound, valid reasoning, and well-chosen details;</p>

		<p>use appropriate eye contact, adequate volume and clear pronunciation. CC.1.5.8.E Adapt speech to a variety of contexts and tasks. CC.1.5.8.G Demonstrate command of the conventions of standard English when speaking based on grade 8 level and content.</p>
14-M	Gives directions, instructions, or explanations as to how to do something or how to participate in an activity 5 times (e.g., You put the glue on first, then stick it. You sit here while I get a book.)	<p>CC.1.2.8.C* Analyze how a text makes connections among and distinctions between individuals, ideas, or events. CC.1.2.8.F* Analyze the influence of the words and phrases in a text including figurative and connotative, and technical meanings; and how they shape meaning and tone. CC.1.3.8.B* Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text. CC.1.3.8.C* Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. CC.1.3.8.D* Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor. CC.1.3.8.F* Analyze the influence of the words and phrases in a text including figurative and connotative meanings; and how they shape meaning and tone. CC.1.3.8.I* Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies and tools. CC.1.4.8.A Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly. CC.1.4.8.C Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension. CC.1.4.8.G Write arguments to support claims. CC.1.4.8.H Introduce and state an opinion on a topic. CC.1.4.8.I Distinguish the claim(s) from alternate or opposing claims; develop claim(s) fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. CC.1.4.8.J Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s), counterclaims, reasons, and evidence by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented. CC.1.4.8.K Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic. Use sentences of varying lengths and complexities. Create tone and voice through precise language. Establish and maintain a formal style. CC.1.4.8.L Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. CC.1.4.8.M Write narratives to develop real or imagined experiences or events. CC.1.4.8.N Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters. CC.1.4.8.O Use narrative techniques such as dialogue, description, reflection, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. CC.1.4.8.P Organize an event sequence that unfolds naturally and logically using a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events; provide a conclusion that follows from and reflects on the narrated experiences or events. CC.1.4.8.R Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling. CC.1.4.8.T With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. CC.1.4.8.V Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. CC.1.4.8.X</p>
14-a	Mands for sympathy or other emotional support 2 times (e.g., He's mean.)	
14-b	Mands for others to deliver a specific object to another person 2 times (e.g., Give it to Sarah.)	
14-c	Mands for instructions for completing a task 2 times (e.g., Where does it go? How do I do it?)	
14-d	Spontaneously mands with 3 different major parts of speech (e.g., noun-verb-adjective) in one sentence 2 times (e.g., Push the big bike fast.)	

		<p>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>CC.1.5.8.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>CC.1.5.8.D Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation.</p> <p>CC.1.5.8.E Adapt speech to a variety of contexts and tasks.</p>
15-M	Mands for others to attend to his own intraverbal behavior 5 times (e.g., Listen to me... I'll tell you... Here's what happened... I'm telling the story...)	CC.1.2.8.A* Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
15-a	Mands contain 5 word phrases or sentences 10 times	CC.1.2.8.B*
15-b	Mands for information about future events 2 times (e.g., When are we going to the party?)	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.
15-c	Mands for attention to a private event 2 times (e.g., My stomach hurts.)	CC.1.2.8.C*
15-d	Mands for information 5 times using why questions	Analyze how a text makes connections among and distinctions between individuals, ideas, or events.
15-e	Mands for information 5 times using how questions	<p>CC.1.2.8.F* Analyze the influence of the words and phrases in a text including figurative and connotative, and technical meanings; and how they shape meaning and tone.</p> <p>CC.1.2.8.H* Evaluate authors' arguments, reasoning, and specific claims for the soundness of the arguments and the relevance of the evidence.</p> <p>CC.1.3.8.A* Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p>CC.1.3.8.B* Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.</p> <p>CC.1.3.8.D* Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</p> <p>CC.1.3.8.E* Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</p> <p>CC.1.3.8.F* Analyze the influence of the words and phrases in a text including figurative and connotative meanings; and how they shape meaning and tone.</p> <p>CC.1.3.8.G Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by directors or actors.</p> <p>CC.1.3.8.I* Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.4.8.C Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.</p> <p>CC.1.4.8.G Write arguments to support claims.</p> <p>CC.1.4.8.H Introduce and state an opinion on a topic.</p> <p>CC.1.4.8.I Acknowledge and distinguish the claim(s) from alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic.</p> <p>CC.1.4.8.J Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s), counterclaims, reasons, and evidence by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented.</p> <p>CC.1.4.8.K Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic. Use sentences of varying lengths and complexities. Create tone and voice through precise language. Establish and maintain a formal style.</p> <p>CC.1.4.8.L Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.8.M Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.8.N Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.</p>

		<p>CC.1.4.8.O Use narrative techniques such as dialogue, description, reflection, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events</p> <p>CC.1.4.8.P Organize an event sequence that unfolds naturally and logically using a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events; provide a conclusion that follows from and reflects on the narrated experiences or events</p> <p>CC.1.4.8.Q Write with an awareness of the stylistic aspects of writing: Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects, Use sentences of varying lengths and complexities, Create tone and voice through precise language</p> <p>CC.1.4.8.R Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling.</p> <p>CC.1.4.8.T With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>CC.1.4.8.U Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p> <p>CC.1.4.8.V Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>CC.1.4.8.X 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>CC.1.5.8.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>CC.1.5.8.C Analyze the purpose of information presented in diverse media formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p> <p>CC.1.5.8.D Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation.</p> <p>CC.1.5.8.E Adapt speech to a variety of contexts and tasks.</p> <p>CC.1.5.8.G Demonstrate command of the conventions of standard English when speaking based on grade 8 level and content.</p>
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TACT LEVEL 1

Skill	VB-MAPP Milestones & Supporting Skills List	PA Core Standards
1-M	Tacts 2 items with echoic and imitative prompts (e.g., people, pets, characters, or favorite objects)	CC.1.2.8.F* Analyze the influence of the words and phrases in a text including figurative and connotative, and technical meanings; and how they shape meaning and tone.
1-a	Tacts 1 familiar person, pet, or object with verbal prompts and motivation present (e.g. mama)	CC.1.5.8.E Adapt speech to a variety of contexts and tasks.
2-M	Tacts any 4 items without echoic or imitative prompts (e.g., people, pets, characters, or other objects)	CC.1.2.8.F* Analyze the influence of the words and phrases in a text including figurative and connotative, and technical meanings; and how they shape meaning and tone.
		CC.1.5.8.E Adapt speech to a variety of contexts and tasks.
3-M	Tacts 6 non-reinforcing items (e.g., shoe, hat, spoon, car, cup, bed)	CC.1.2.8.F* Analyze the influence of the words and phrases in a text including figurative and connotative, and technical meanings; and how they shape meaning and tone.
3-a	Generalizes known responses across 2 different people and 2 settings (e.g., tacts kitty for both mom and dad: tacts dada while in bed and in the kitchen)	CC.1.5.8.E Adapt speech to a variety of contexts and tasks.
3-b	Generalizes tacts across 2 examples of an item for 2 items (e.g., tacts 2 different phones)	

4-M	Spontaneously tacts (no verbal prompts) 2 different items	CC.1.2.8.F*
4-a	Looks at family photos and, with verbal prompts, tacts 2 family members	Analyze the influence of the words and phrases in a text including figurative and connotative, and technical meanings; and how they shape meaning and tone.
4-b	Tacts 2 pictures from a book or picture card (2D) (e.g., duck, ball)	CC.1.5.8.E Adapt speech to a variety of contexts and tasks.
5-M	Tacts 10 items (e.g., common objects, people, body parts, or pictures)	CC.1.2.8.F*
5-a	Tacts 5 pictures (2D)	Analyze the influence of the words and phrases in a text including figurative and connotative, and technical meanings; and how they shape meaning and tone.
5-b	Maintains a newly acquired tact after 24 hours without training	CC.1.5.8.E Adapt speech to a variety of contexts and tasks.
5-c	Generalizes tacts across 3 examples of an item for 5 items (e.g., tacts 3 different spoons)	

TACT LEVEL 2

Skill	VB-MAPP Milestones & Supporting Skills List	PA Core Standards
6-M	Tacts 25 items when asked, What's that? (e.g., book, shoe, car, dog, hat)	CC.1.2.8.A*
6-a	Tacts 4 different people, pets, or characters by their specific name (can include mama and dada)	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
6-b	Tacts 2 actions when asked, for example, What am I doing? (e.g., jumping, clapping)	CC.1.2.8.B*
6-c	Acquires a new tact in less than 20 training trials	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.
6-d	Tacts 5 items in a 15 second period (fluency)	CC.1.2.8.C*
		Analyze how a text makes connections among and distinctions between individuals, ideas, or events.
		CC.1.2.8.F*
		Analyze the influence of the words and phrases in a text including figurative and connotative, and technical meanings; and how they shape meaning and tone.
		CC.1.2.8.G
		Evaluate the advantages and disadvantages of using different mediums (e.g. print or digital text, video, multimedia) to present a particular topic or idea.
		CC.1.2.8.H*
		Evaluate authors' arguments, reasoning, and specific claims for the soundness of the arguments and the relevance of the evidence.
		CC.1.2.8.I*
		Analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
		CC.1.2.8.J*
		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.
		CC.1.2.8.K*
		Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.
		CC.1.2.8.L
		Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.
		CC.1.3.8.A*
		Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
		CC.1.3.8.B*
		Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.
		CC.1.3.8.C*
		Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
		CC.1.3.8.D*
		Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
		CC.1.3.8.F*
		Analyze the influence of the words and phrases in a text including figurative and connotative meanings; and how they shape meaning and tone.
		CC.1.3.8.G

Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by directors or actors.

CC.1.3.8.H*

Analyze how a modern work of fiction draws on themes, patterns of events, or character types from traditional works, including describing how the material is rendered new.

CC.1.3.8.I*

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies and tools.

CC.1.3.8.J*

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.

CC.1.3.8.K

Read and comprehend literary fiction on grade level, reading independently and proficiently.

CC.1.4.8.A

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.

CC.1.4.8.B

Identify and introduce the topic clearly, including a preview of what is to follow.

CC.1.4.8.C

Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.

CC.1.4.8.D

Organize ideas, concepts, and information into broader categories; use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.

CC.1.4.8.F

Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.

CC.1.4.8.H

Introduce and state an opinion on a topic.

CC.1.4.8.I

Acknowledge and distinguish the claim(s) from alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic.

CC.1.4.8.J

Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s), counterclaims, reasons, and evidence by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented

CC.1.4.8.K

Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic. Use sentences of varying lengths and complexities. Create tone and voice through precise language. Establish and maintain a formal style.

CC.1.4.8.L

Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.8.M

Write narratives to develop real or imagined experiences or events.

CC.1.4.8.N

Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.

CC.1.4.8.O

Use narrative techniques such as dialogue, description, reflection, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

CC.1.4.8.P

Organize an event sequence that unfolds naturally and logically using a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events; provide a conclusion that follows from and reflects on the narrated experiences or events.

CC.1.4.8.R

Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling.

CC.1.4.8.S

Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction.

CC.1.4.8.U

Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

CC.1.4.8.V

Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

CC.1.4.8.W

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and

		<p>quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>CC.1.5.8.B Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p> <p>CC.1.5.8.C Analyze the purpose of information presented in diverse media formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p> <p>CC.1.5.8.E Adapt speech to a variety of contexts and tasks.</p> <p>CC.1.5.8.F Integrate multimedia and visual displays into presentations to add interest, clarify information, and strengthen claims and evidence.</p> <p>CC.1.5.8.G Demonstrate command of the conventions of standard English when speaking based on grade 8 level and content.</p>
7-M	Generalizes tacts across 3 examples of 50 items, or from a list of known generalizations	CC.1.2.8.A* Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
7-a	Tacts 3 body parts (e.g., nose, eyes, mouth)	CC.1.2.8.B* Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.
7-b	Tacts 2 auditory stimuli (e.g., phone ringing, siren, dog barking)	CC.1.2.8.F* Analyze the influence of the words and phrases in a text including figurative and connotative, and technical meanings; and how they shape meaning and tone.
7-c	Spontaneously emits a tact containing two words for 5 different tacts (e.g., baby’s crying)	CC.1.2.8.I* Analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
7-d	Tacts 2 different actions when asked What he doing? (e.g., drinking, swimming)	CC.1.2.8.J* 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.
7-e	Tacts 40 items when asked What’s that? (e.g., tree, bowl, sock, crayon, apple)	CC.1.2.8.K* Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.
		<p>CC.1.3.8.B* Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.</p> <p>CC.1.3.8.C* Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p> <p>CC.1.3.8.D* Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</p> <p>CC.1.3.8.F* Analyze the influence of the words and phrases in a text including figurative and connotative meanings; and how they shape meaning and tone.</p> <p>CC.1.3.8.G Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by directors or actors.</p> <p>CC.1.3.8.H* Analyze how a modern work of fiction draws on themes, patterns of events, or character types from traditional works, including describing how the material is rendered new.</p> <p>CC.1.3.8.I* Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.3.8.J* 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.</p> <p>CC.1.3.8.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p> <p>CC.1.4.8.A Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.</p> <p>CC.1.4.8.B Identify and introduce the topic clearly, including a preview of what is to follow.</p> <p>CC.1.4.8.C Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.</p> <p>CC.1.4.8.D Organize ideas, concepts, and information into broader categories; use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.</p>

		<p>CC.1.4.8.F Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>CC.1.4.8.H Introduce and state an opinion on a topic.</p> <p>CC.1.4.8.I Acknowledge and distinguish the claim(s) from alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic.</p> <p>CC.1.4.8.J Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s), counterclaims, reasons, and evidence by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented</p> <p>CC.1.4.8.K Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic. Use sentences of varying lengths and complexities. Create tone and voice through precise language. Establish and maintain a formal style.</p> <p>CC.1.4.8.L Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.8.M Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.8.N Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.</p> <p>CC.1.4.8.O Use narrative techniques such as dialogue, description, reflection, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>CC.1.4.8.P Organize an event sequence that unfolds naturally and logically using a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events; provide a conclusion that follows from and reflects on the narrated experiences or events.</p> <p>CC.1.4.8.R Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling.</p> <p>CC.1.4.8.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction.</p> <p>CC.1.4.8.U Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p> <p>CC.1.4.8.V Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>CC.1.4.8.W Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>CC.1.5.8.B Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p> <p>CC.1.5.8.C Analyze the purpose of information presented in diverse media formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p> <p>CC.1.5.8.D Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation.</p> <p>CC.1.5.8.E Adapt speech to a variety of contexts and tasks.</p> <p>CC.1.5.8.F Integrate multimedia and visual displays into presentations to add interest, clarify information, and strengthen claims and evidence.</p> <p>CC.1.5.8.G Demonstrate command of the conventions of standard English when speaking based on grade 8 level and content.</p>
8-M	Tacts 10 actions when asked, for example, What am I doing? (e.g., jumping, sleeping, eating)	CC.1.2.8.A*
8-a	Tacts 2 tactile stimuli (e.g., says ball when feeling a ball in a bag)	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
8-b	Tacts 5 noun-verb or verb-noun combinations (e.g., dog eating, rolling ball)	CC.1.2.8.B*
8-c	Tacts two or more items from 10 different pages in a book when asked, What do you see here?	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.
8-d	Glances at a listener while tacting on 5 occasions	CC.1.2.8.C*
		Analyze how a text makes connections among and distinctions between individuals, ideas, or events.

CC.1.2.8.D*
Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

CC.1.2.8.E*
Analyze the structure of the text through evaluation of the author's use of specific sentences and paragraphs to develop and refine a concept.

CC.1.2.8.F*
Analyze the influence of the words and phrases in a text including figurative and connotative, and technical meanings; and how they shape meaning and tone.

CC.1.2.8.G
Evaluate the advantages and disadvantages of using different mediums (e.g. print or digital text, video, multimedia) to present a particular topic or idea.

CC.1.2.8.H*
Evaluate authors' arguments, reasoning, and specific claims for the soundness of the arguments and the relevance of the evidence.

CC.1.2.8.I*
Analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

CC.1.2.8.J*
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.

CC.1.2.8.K*
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.

CC.1.2.8.L
Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.

CC.1.3.8.A*
Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

CC.1.3.8.B*
Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.

CC.1.3.8.C*
Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

CC.1.3.8.D*
Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

CC.1.3.8.F*
Analyze the influence of the words and phrases in a text including figurative and connotative meanings; and how they shape meaning and tone.

CC.1.3.8.G
Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by directors or actors.

CC.1.3.8.H*
Analyze how a modern work of fiction draws on themes, patterns of events, or character types from traditional works, including describing how the material is rendered new.

CC.1.3.8.I*
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies and tools.

CC.1.3.8.J*
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.

CC.1.3.8.K
Read and comprehend literary fiction on grade level, reading independently and proficiently.

CC.1.4.8.A
Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.

CC.1.4.8.B
Identify and introduce the topic clearly, including a preview of what is to follow.

CC.1.4.8.C
Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.

CC.1.4.8.D
Organize ideas, concepts, and information into broader categories; use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.

CC.1.4.8.F
Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.

CC.1.4.8.H
Introduce and state an opinion on a topic.

CC.1.4.8.I

		<p>Acknowledge and distinguish the claim(s) from alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic.</p> <p>CC.1.4.8.J Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s), counterclaims, reasons, and evidence by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented</p> <p>CC.1.4.8.K Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic. Use sentences of varying lengths and complexities. Create tone and voice through precise language. Establish and maintain a formal style.</p> <p>CC.1.4.8.L Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.8.M Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.8.N Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.</p> <p>CC.1.4.8.O Use narrative techniques such as dialogue, description, reflection, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>CC.1.4.8.P Organize an event sequence that unfolds naturally and logically using a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events; provide a conclusion that follows from and reflects on the narrated experiences or events</p> <p>CC.1.4.8.R Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling.</p> <p>CC.1.4.8.X 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>CC.1.5.8.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>CC.1.5.8.D Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation.</p> <p>CC.1.5.8.E Adapt speech to a variety of contexts and tasks.</p> <p>CC.1.5.8.G Demonstrate command of the conventions of standard English when speaking based on grade 8 level and content.</p>
9-M	Tacts 50 two-component verb-noun, or noun-verb combinations, tested or from a list of known two-component tacts (e.g., washing face, Joe swinging, baby sleeping)	CC.1.2.8.A* Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
9-a	Tacts 25 two-component noun-noun relations (e.g., paper and pencil; car and truck)	CC.1.2.8.B* Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.
9-b	Acquires a new tact in less than 15 training trials	CC.1.2.8.F* Analyze the influence of the words and phrases in a text including figurative and connotative, and technical meanings; and how they shape meaning and tone.
9-c	Spontaneously tacts items in a book, on TV, or in a video 5 times (e.g., Cinderella)	CC.1.2.8.G Evaluate the advantages and disadvantages of using different mediums (e.g. print or digital text, video, multimedia) to present a particular topic or idea.
9-d	Learns 2 new tacts without direct training (e.g., untrained echoic to tact transfer)	CC.1.2.8.I* Analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
9-e	Shows response generalization for 5 items (i.e., tacts the same stimulus with two different words teacher and Katie; cat and Garfield; dog and Maggie)	CC.1.2.8.J* 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.
		CC.1.2.8.K* Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.
		CC.1.2.8.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.
		CC.1.3.8.A* Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
		CC.1.3.8.C* Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
		CC.1.3.8.F* Analyze the influence of the words and phrases in a text including figurative and connotative meanings; and how they shape meaning and tone.

CC.1.3.8.H*
Analyze how a modern work of fiction draws on themes, patterns of events, or character types from traditional works, including describing how the material is rendered new.

CC.1.3.8.I*
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies and tools.

CC.1.3.8.J*
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.

CC.1.3.8.K
Read and comprehend literary fiction on grade level, reading independently and proficiently.

CC.1.4.8.A
Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.

CC.1.4.8.B
Identify and introduce the topic clearly, including a preview of what is to follow.

CC.1.4.8.C
Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.

CC.1.4.8.D
Organize ideas, concepts, and information into broader categories; use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.

CC.1.4.8.E
Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic Use sentences of varying lengths and complexities. Create tone and voice through precise language. Establish and maintain a formal style.

CC.1.4.8.F
Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling

CC.1.4.8.H
Introduce and state an opinion on a topic.

CC.1.4.8.I
Acknowledge and distinguish the claim(s) from alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic.

CC.1.4.8.J
Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s), counterclaims, reasons, and evidence by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented.

CC.1.4.8.K
Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic. Use sentences of varying lengths and complexities. Create tone and voice through precise language. Establish and maintain a formal style.

CC.1.4.8.L
Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.8.M
Write narratives to develop real or imagined experiences or events.

CC.1.4.8.O
Use narrative techniques such as dialogue, description, reflection, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

CC.1.4.8.P
Organize an event sequence that unfolds naturally and logically using a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events; provide a conclusion that follows from and reflects on the narrated experiences or events.

CC.1.4.8.R
Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling.

CC.1.4.8.S
Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction.

CC.1.4.8.U
Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

CC.1.5.8.A
Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.

CC.1.5.8.C
Analyze the purpose of information presented in diverse media formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

CC.1.5.8.E

		Adapt speech to a variety of contexts and tasks. CC.1.5.8.G Demonstrate command of the conventions of standard English when speaking based on grade 8 level and content.
10-M	Tacts 200 nouns and/or verbs (or other parts of speech), tested or from an accumulated list of known tacts	CC.1.2.8.A* Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
10-a	Tacts 10 actions (e.g., climbing, playing, coloring, swimming, washing)	CC.1.2.8.B* Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.
10-b	Tacts 2 gustatory stimuli (e.g., tacts orange by tasting it)	CC.1.2.8.C* Analyze how a text makes connections among and distinctions between individuals, ideas, or events.
10-c	Tacts 20 items in a 1 minute fluency test	CC.1.2.8.D* Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
10-d	Tacts 2 different colors (e.g., red, blue)	CC.1.2.8.E* Analyze the structure of the text through evaluation of the author's use of specific sentences and paragraphs to develop and refine a concept.
10-e	Tacts 2 different shapes (e.g., circle, star)	CC.1.2.8.F* Analyze the influence of the words and phrases in a text including figurative and connotative, and technical meanings; and how they shape meaning and tone. CC.1.2.8.H* Evaluate authors' arguments, reasoning, and specific claims for the soundness of the arguments and the relevance of the evidence. CC.1.2.8.I* Analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. CC.1.2.8.J* 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. CC.1.2.8.K* Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools. CC.1.2.8.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. CC.1.3.8.A* Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. CC.1.3.8.B* Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text. CC.1.3.8.C* Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. CC.1.3.8.D* Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor. CC.1.3.8.F* Analyze the influence of the words and phrases in a text including figurative and connotative meanings; and how they shape meaning and tone. CC.1.3.8.G Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by directors or actors. CC.1.3.8.H* Analyze how a modern work of fiction draws on themes, patterns of events, or character types from traditional works, including describing how the material is rendered new. CC.1.3.8.I* Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies and tools. CC.1.3.8.J* 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. CC.1.3.8.K Read and comprehend literary fiction on grade level, reading independently and proficiently. CC.1.4.8.A Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly. CC.1.4.8.B Identify and introduce the topic clearly, including a preview of what is to follow. CC.1.4.8.C Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; include graphics

and multimedia when useful to aiding comprehension.

CC.1.4.8.D

Organize ideas, concepts, and information into broader categories; use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.

CC.1.4.8.E

Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic Use sentences of varying lengths and complexities. Create tone and voice through precise language. Establish and maintain a formal style.

CC.1.4.8.F

Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.

CC.1.4.8.H

Introduce and state an opinion on a topic.

CC.1.4.8.I

Acknowledge and distinguish the claim(s) from alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic.

CC.1.4.8.J

Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s), counterclaims, reasons, and evidence by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented.

CC.1.4.8.K

Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic. Use sentences of varying lengths and complexities. Create tone and voice through precise language. Establish and maintain a formal style.

CC.1.4.8.L

Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.8.M

Write narratives to develop real or imagined experiences or events.

CC.1.4.8.O

Use narrative techniques such as dialogue, description, reflection, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

CC.1.4.8.P

Organize an event sequence that unfolds naturally and logically using a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events; provide a conclusion that follows from and reflects on the narrated experiences or events.

CC.1.4.8.R

Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling.

CC.1.4.8.S

Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction.

CC.1.4.8.U

Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

CC.1.4.8.W

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

CC.1.5.8.A

Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.

CC.1.5.8.C

Analyze the purpose of information presented in diverse media formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

CC.1.5.8.D

Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation.

CC.1.5.8.E

Adapt speech to a variety of contexts and tasks.

CC.1.5.8.F

Integrate multimedia and visual displays into presentations to add interest, clarify information, and strengthen claims and evidence.

CC.1.5.8.G

Demonstrate command of the conventions of standard English when speaking based on grade 8 level and content.

TACT LEVEL 3

Skill	VB-MAPP Milestones & Supporting Skills List	PA Core Standards
11-M	Tacts the color, shape, and function of 5 objects (15 trials) when each object and question is presented in a mixed order (e.g., What color is the refrigerator? What shape is the valentine? What do you do with the ball?) (This is part tact and part intraverbal)	CC.1.2.8.A* Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
11-a	Tacts 2 olfactory stimuli (e.g., cookies, popcorn, flowers)	CC.1.2.8.B* Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.
11-b	Acquires 5 new tacts in a week without direct training	CC.1.2.8.C* Analyze how a text makes connections among and distinctions between individuals, ideas, or events.
11-c	Tacts 2 people (not family members) by their first names	CC.1.2.8.G Evaluate the advantages and disadvantages of using different mediums (e.g. print or digital text, video, multimedia) to present a particular topic or idea.
11-d	Tacts 5 categories or classes (e.g., animals, drinks, toys)	CC.1.2.8.H* Evaluate authors' arguments, reasoning, and specific claims for the soundness of the arguments and the relevance of the evidence.
11-e	Tacts 5 locations (e.g., kitchen, bedroom, playground, grandma's house)	CC.1.2.8.I* Analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
11-f	Tacts 25 items and/or activities with yes and no (e.g., Are these your shoes? Is her name Becky?) (part intraverbal because of adding a verbal SD to the task)	CC.1.2.8.J* 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.
11-g	Tacts the function of 25 items (e.g., Show the child a crayon and ask What do you do with this?) (part intraverbal)	CC.1.2.8.K* Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.
11-h	Tacts 2 specific features or parts of 25 items or people (e.g., wheels and doors on a car)	CC.1.2.8.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.
11-i	Generalization occurs to new examples of an item or action on the first trial, for 5 items	CC.1.3.8.A* Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
		CC.1.3.8.B* Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.
		CC.1.3.8.C* Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
		CC.1.3.8.D* Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
		CC.1.3.8.E* Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
		CC.1.3.8.G Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by directors or actors.
		CC.1.3.8.H* Analyze how a modern work of fiction draws on themes, patterns of events, or character types from traditional works, including describing how the material is rendered new.
		CC.1.3.8.I* Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies and tools.
		CC.1.3.8.J* 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.
		CC.1.3.8.K Read and comprehend literary fiction on grade level, reading independently and proficiently.
		CC.1.4.8.A Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.
		CC.1.4.8.B Identify and introduce the topic clearly, including a preview of what is to follow.
		CC.1.4.8.C

Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.

CC.1.4.8.D

Organize ideas, concepts, and information into broader categories; use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.

CC.1.4.8.E

Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic Use sentences of varying lengths and complexities. Create tone and voice through precise language. Establish and maintain a formal style.

CC.1.4.8.F

Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.

CC.1.4.8.G

Write arguments to support claims.

CC.1.4.8.H

Introduce and state an opinion on a topic.

CC.1.4.8.I

Acknowledge and distinguish the claim(s) from alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic.

CC.1.4.8.J

Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s), counterclaims, reasons, and evidence by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented.

CC.1.4.8.K

Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic. Use sentences of varying lengths and complexities. Create tone and voice through precise language. Establish and maintain a formal style.

CC.1.4.8.L

Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.8.M

Write narratives to develop real or imagined experiences or events.

CC.1.4.8.N

Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.

CC.1.4.8.O

Use narrative techniques such as dialogue, description, reflection, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

CC.1.4.8.P

Organize an event sequence that unfolds naturally and logically using a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events; provide a conclusion that follows from and reflects on the narrated experiences or events.

CC.1.4.8.R

Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling.

CC.1.4.8.S

Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction.

CC.1.4.8.U

Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

CC.1.4.8.V

Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

CC.1.4.8.W

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

CC.1.5.8.A

Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.

CC.1.5.8.B

Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

CC.1.5.8.C

Analyze the purpose of information presented in diverse media formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

CC.1.5.8.D

Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation.

CC.1.5.8.E

Adapt speech to a variety of contexts and tasks.

		<p>CC.1.5.8.F Integrate multimedia and visual displays into presentations to add interest, clarify information, and strengthen claims and evidence.</p> <p>CC.1.5.8.G Demonstrate command of the conventions of standard English when speaking based on grade 8 level and content.</p>
12-M	Tacts 4 different prepositions (e.g., in, out, on, under) and 4 pronouns (e.g., I, you, me, mine)	CC.1.2.8.A*
12-a	Tacts the class of 25 items (e.g., an adult points to a dog and says A dog is an...) (part intraverbal)	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
12-b	Tacts what's wrong or missing from 10 pictures or objects (e.g., a face without a nose)	CC.1.2.8.B*
12-c	Tacts the class and function of 10 items (e.g., show the child a cookie and say, What do you do with this? And then say to him, A cookie is a type of...) (part intraverbal)	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.
12-d	Tacts 2 prepositional relations (e.g., Where is Oscar? ...in the garbage can) (part intraverbal)	CC.1.2.8.C* Analyze how a text makes connections among and distinctions between individuals, ideas, or events.
12-e	Tacts people with 2 different pronouns (e.g., Who has the hat on? ...you do) (part intraverbal)	CC.1.2.8.F* Analyze the influence of the words and phrases in a text including figurative and connotative, and technical meanings; and how they shape meaning and tone.
12-f	Spontaneously tacts the function, feature, or class of an item for 5 items (e.g., That goes in the swimming pool.)	CC.1.2.8.G Evaluate the advantages and disadvantages of using different mediums (e.g. print or digital text, video, multimedia) to present a particular topic or idea.
12-g	Generalizes feature, function, and class tacting to 10 new members of each set (e.g., after training cow, bird, and monkey as animals, the child tacts a bear as an animal on the first trial)	CC.1.2.8.H* Evaluate authors' arguments, reasoning, and specific claims for the soundness of the arguments and the relevance of the evidence.
		<p>CC.1.2.8.I* Analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p> <p>CC.1.2.8.J* 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.</p> <p>CC.1.2.8.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</p> <p>CC.1.3.8.A* Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p>CC.1.3.8.B* Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.</p> <p>CC.1.3.8.C* Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p> <p>CC.1.3.8.D* Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</p> <p>CC.1.3.8.F* Analyze the influence of the words and phrases in a text including figurative and connotative meanings; and how they shape meaning and tone.</p> <p>CC.1.3.8.G Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by directors or actors.</p> <p>CC.1.3.8.H* Analyze how a modern work of fiction draws on themes, patterns of events, or character types from traditional works, including describing how the material is rendered new.</p> <p>CC.1.3.8.I* Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.3.8.J* 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.</p> <p>CC.1.3.8.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p> <p>CC.1.4.8.A Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.</p> <p>CC.1.4.8.B Identify and introduce the topic clearly, including a preview of what is to follow.</p> <p>CC.1.4.8.C Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.</p> <p>CC.1.4.8.D Organize ideas, concepts, and information into broader categories; use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.</p>

		<p>CC.1.4.8.F Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>CC.1.4.8.H Introduce and state an opinion on a topic.</p> <p>CC.1.4.8.G Write arguments to support claims.</p> <p>CC.1.4.8.I Acknowledge and distinguish the claim(s) from alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic.</p> <p>CC.1.4.8.J Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s), counterclaims, reasons, and evidence by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented.</p> <p>CC.1.4.8.K Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic. Use sentences of varying lengths and complexities. Create tone and voice through precise language. Establish and maintain a formal style.</p> <p>CC.1.4.8.L Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.8.M Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.8.N Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.</p> <p>CC.1.4.8.O Use narrative techniques such as dialogue, description, reflection, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>CC.1.4.8.P Organize an event sequence that unfolds naturally and logically using a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events; provide a conclusion that follows from and reflects on the narrated experiences or events.</p> <p>CC.1.4.8.R Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling.</p> <p>CC.1.4.8.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction.</p> <p>CC.1.4.8.U Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p> <p>CC.1.5.8.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>CC.1.5.8.C Analyze the purpose of information presented in diverse media formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p> <p>CC.1.5.8.E Adapt speech to a variety of contexts and tasks.</p> <p>CC.1.5.8.F Integrate multimedia and visual displays into presentations to add interest, clarify information, and strengthen claims and evidence.</p> <p>CC.1.5.8.G Demonstrate command of the conventions of standard English when speaking based on grade 8 level and content.</p>
13-M	Tacts 4 different adjectives, excluding colors and shapes (e.g., big, little, long, short) and 4 adverbs (e.g., fast, slow, quietly, gently)	
13-a	Tacts people by gender using 4 different terms (girl, boy, man, woman)	CC.1.2.8.A* Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
13-b	Spontaneously tacts the behavior of others 2 times (e.g., He's crying.)	CC.1.2.8.B* Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.
13-c	Tacts 2 pairs of relative adjectives (e.g., big and little; long and short) (part intraverbal if questions such as What size is this? are used)	CC.1.2.8.C* Analyze how a text makes connections among and distinctions between individuals, ideas, or events.
13-d	Spontaneously tacts with 2 different adjectives	CC.1.2.8.D* Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
13-e	Spontaneously tacts with 2 different adverbs	CC.1.2.8.E* Analyze the structure of the text through evaluation of the author's use of specific sentences and paragraphs to develop and refine a concept.
13-f	Spontaneously tacts possession of items 2 times (e.g., mine, yours)	CC.1.2.8.F* Analyze the influence of the words and phrases in a text including figurative and connotative, and technical meanings; and how they shape meaning and tone.

CC.1.2.8.G
Evaluate the advantages and disadvantages of using different mediums (e.g. print or digital text, video, multimedia) to present a particular topic or idea.

CC.1.2.8.H*
Evaluate authors' arguments, reasoning, and specific claims for the soundness of the arguments and the relevance of the evidence.

CC.1.2.8.I*
Analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

CC.1.2.8.J*
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.

CC.1.2.8.L
Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.

CC.1.3.8.A*
Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

CC.1.3.8.B*
Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.

CC.1.3.8.C*
Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

CC.1.3.8.F*
Analyze the influence of the words and phrases in a text including figurative and connotative meanings; and how they shape meaning and tone.

CC.1.3.8.G
Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by directors or actors.

CC.1.3.8.H*
Analyze how a modern work of fiction draws on themes, patterns of events, or character types from traditional works, including describing how the material is rendered new.

CC.1.3.8.J*
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.

CC.1.3.8.K
Read and comprehend literary fiction on grade level, reading independently and proficiently.

CC.1.4.8.A
Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.

CC.1.4.8.B
Identify and introduce the topic clearly, including a preview of what is to follow.

CC.1.4.8.C
Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.

CC.1.4.8.D
Organize ideas, concepts, and information into broader categories; use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.

CC.1.4.8.F
Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.

CC.1.4.8.H
Introduce and state an opinion on a topic.

CC.1.4.8.I
Acknowledge and distinguish the claim(s) from alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic.

CC.1.4.8.J
Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s), counterclaims, reasons, and evidence by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented

CC.1.4.8.K
Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic. Use sentences of varying lengths and complexities. Create tone and voice through precise language. Establish and maintain a formal style.

CC.1.4.8.L
Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.8.M
Write narratives to develop real or imagined experiences or events.

CC.1.4.8.N
Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.

CC.1.4.8.O

		<p>Use narrative techniques such as dialogue, description, reflection, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>CC.1.4.8.P Organize an event sequence that unfolds naturally and logically using a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events; provide a conclusion that follows from and reflects on the narrated experiences or events.</p> <p>CC.1.4.8.R Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling.</p> <p>CC.1.4.8.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction.</p> <p>CC.1.4.8.U Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p> <p>CC.1.5.8.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>CC.1.5.8.E Adapt speech to a variety of contexts and tasks.</p> <p>CC.1.5.8.F Integrate multimedia and visual displays into presentations to add interest, clarify information, and strengthen claims and evidence.</p> <p>CC.1.5.8.G Demonstrate command of the conventions of standard English when speaking based on grade 8 level and content.</p>
14-M	Tacts with complete sentences containing 4 or more words, 20 times	CC.1.2.8.A* Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
14-a	Tacts people by relationship using 4 different terms (e.g., sister, brother, grandmother, uncle) (part intraverbal if questions are used)	CC.1.2.8.D* Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
14-b	Tacts 5 adjective-noun combinations in a complete sentence (e.g., That is a big dog.)	CC.1.2.8.E* Analyze the structure of the text through evaluation of the author's use of specific sentences and paragraphs to develop and refine a concept.
	Tacts 5 verb-adverb combinations in a complete sentence (e.g., He is singing loud.)	CC.1.2.8.H* Evaluate authors' arguments, reasoning, and specific claims for the soundness of the arguments and the relevance of the evidence.
	Tacts 5 preposition-noun combinations in a complete sentence (The dog's in the house.)	CC.1.2.8.I* Analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
	Tacts 5 subject-verb-noun combinations in a complete sentence (e.g., The girl is pulling the wagon.)	CC.1.2.8.J* 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.
		CC.1.2.8.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.
		CC.1.3.8.B* Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.
		CC.1.3.8.C* Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
		CC.1.3.8.D* Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
		CC.1.3.8.F* Analyze the influence of the words and phrases in a text including figurative and connotative meanings; and how they shape meaning and tone.
		CC.1.3.8.H* Analyze how a modern work of fiction draws on themes, patterns of events, or character types from traditional works, including describing how the material is rendered new.
		CC.1.3.8.J* 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.
		CC.1.4.8.B Identify and introduce the topic clearly, including a preview of what is to follow.
		CC.1.4.8.C Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.
		CC.1.4.8.D Organize ideas, concepts, and information into broader categories; use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.

		<p>CC.1.4.8.E Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic. Use sentences of varying lengths and complexities. Create tone and voice through precise language. Establish and maintain a formal style.</p> <p>CC.1.4.8.F Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling</p> <p>CC.1.4.8.H Introduce and state an opinion on a topic.</p> <p>CC.1.4.8.I Acknowledge and distinguish the claim(s) from alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic.</p> <p>CC.1.4.8.J Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s), counterclaims, reasons, and evidence by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented</p> <p>CC.1.4.8.K Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic. Use sentences of varying lengths and complexities. Create tone and voice through precise language. Establish and maintain a formal style.</p> <p>CC.1.4.8.M Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.8.N Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.</p> <p>CC.1.4.8.O Use narrative techniques such as dialogue, description, reflection, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>CC.1.4.8.Q Write with an awareness of the stylistic aspects of writing: Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects, Use sentences of varying lengths and complexities, Create tone and voice through precise language.</p> <p>CC.1.4.8.R Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling.</p> <p>CC.1.4.8.X 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>CC.1.5.8.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>CC.1.5.8.D Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation.</p> <p>CC.1.5.8.G Demonstrate command of the conventions of standard English when speaking based on grade 8 level and content.</p>
15-M	Has a total tact vocabulary of 1000 words (nouns, verbs, adjectives, etc.), tested or from an accumulated list of known tacts	<p>CC.1.2.8.A* Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p> <p>CC.1.2.8.B* Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.</p> <p>CC.1.2.8.C* Analyze how a text makes connections among and distinctions between individuals, ideas, or events.</p> <p>CC.1.2.8.D* Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p> <p>CC.1.2.8.E* Analyze the structure of the text through evaluation of the author's use of specific sentences and paragraphs to develop and refine a concept.</p> <p>CC.1.2.8.F* Analyze the influence of the words and phrases in a text including figurative and connotative, and technical meanings; and how they shape meaning and tone.</p> <p>CC.1.2.8.G Evaluate the advantages and disadvantages of using different mediums (e.g. print or digital text, video, multimedia) to present a particular topic or idea.</p> <p>CC.1.2.8.H* Evaluate authors' arguments, reasoning, and specific claims for the soundness of the arguments and the relevance of the evidence.</p> <p>CC.1.2.8.I* Analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p> <p>CC.1.2.8.J* 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.</p> <p>CC.1.2.8.K*</p>
15-a	Tacts 3 emotional states of self or others (e.g., sad, happy, mad) (part intraverbal if questions such as How do you feel? are used)	
15-b	Tacts 5 frequently used gestures that have a verbal function (e.g., pinching their nose for a bad smell, finger over the lips for quiet, thumbs up for a good job, a fake yawn for being tired)	
15-c	Tacts 5 community helpers (e.g., policeman, fireman, nurse, doctor, garbage man)	
15-d	Tacts with 2 different negation words 5 times (e.g., That's not a cat.)	
15-e	Tacts 5 social, community, or group events (e.g., parade, party, emergency)	
15-f	Spontaneously tacts 2 different social circumstances (e.g., They are busy. They are arguing.)	
15-g	Spontaneously emits untrained tacts in sentences containing at least 5 words, 5 times	

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.

CC.1.2.8.L

Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.

CC.1.3.8.A*

Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

CC.1.3.8.B*

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.

CC.1.3.8.C*

Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

CC.1.3.8.D*

Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

CC.1.3.8.E*

Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

CC.1.3.8.F*

Analyze the influence of the words and phrases in a text including figurative and connotative meanings; and how they shape meaning and tone.

CC.1.3.8.G

Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by directors or actors.

CC.1.3.8.H*

Analyze how a modern work of fiction draws on themes, patterns of events, or character types from traditional works, including describing how the material is rendered new.

CC.1.3.8.I*

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies and tools.

CC.1.3.8.J*

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.

CC.1.3.8.K

Read and comprehend literary fiction on grade level, reading independently and proficiently.

CC.1.4.8.A

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.

CC.1.4.8.B

Identify and introduce the topic clearly, including a preview of what is to follow.

CC.1.4.8.C

Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.

CC.1.4.8.D

Organize ideas, concepts, and information into broader categories; use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.

CC.1.4.8.E

Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic. Use sentences of varying lengths and complexities. Create tone and voice through precise language. Establish and maintain a formal style.

CC.1.4.8.F

Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling

CC.1.4.8.G

Write arguments to support claims.

CC.1.4.8.H

Introduce and state an opinion on a topic.

CC.1.4.8.I

Acknowledge and distinguish the claim(s) from alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic.

CC.1.4.8.J

Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s), counterclaims, reasons, and evidence by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented.

CC.1.4.8.K

Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic. Use sentences of varying lengths and complexities. Create tone and voice through precise language. Establish and maintain a formal style.

CC.1.4.8.L

		<p>Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.8.M Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.8.N Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.</p> <p>CC.1.4.8.O Use narrative techniques such as dialogue, description, reflection, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>CC.1.4.8.P Organize an event sequence that unfolds naturally and logically using a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events; provide a conclusion that follows from and reflects on the narrated experiences or events.</p> <p>CC.1.4.8.Q Write with an awareness of the stylistic aspects of writing: Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects, Use sentences of varying lengths and complexities, Create tone and voice through precise language.</p> <p>CC.1.4.8.R Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling.</p> <p>CC.1.4.8.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction.</p> <p>CC.1.4.8.T With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>CC.1.4.8.U Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p> <p>CC.1.4.8.V Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>CC.1.4.8.W Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>CC.1.4.8.X 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>CC.1.5.8.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>CC.1.5.8.B Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p> <p>CC.1.5.8.C Analyze the purpose of information presented in diverse media formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p> <p>CC.1.5.8.D Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation.</p> <p>CC.1.5.8.E Adapt speech to a variety of contexts and tasks.</p> <p>CC.1.5.8.F Integrate multimedia and visual displays into presentations to add interest, clarify information, and strengthen claims and evidence.</p> <p>CC.1.5.8.G Demonstrate command of the conventions of standard English when speaking based on grade 8 level and content.</p>
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**LISTENER RESPONDING
LEVEL 1**

Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
1-M	Attends to a speaker's voice by making eye contact with the speaker 5 times	CC.1.5.8.D
1-a	Turns head to locate the source of a sound (e.g., bell, squeaky toy, a cell phone ringing)	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation.
		CC.1.5.8.E
2-M	Responds to hearing his own name 5 times (e.g., looks at the speaker)	Adapt speech to a variety of contexts and tasks.
2-a	Smiles at the sound of the caretaker's voice 2 times	CC.1.5.8.G
		Demonstrate command of the conventions of standard English when speaking based on grade 8 level and content.
3-M	Looks at, touches, or points to the correct family member, pet, or other reinforcer when presented in an array of 2, for 5 different reinforcers (e.g., Where's Elmo? Where's mommy?)	CC.1.5.8.B
3-a	Interrupts a play activity when his name is called	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
3-b	Responds to no, hot, stop or other commands in the appropriate context	
3-c	Attends to an object or picture when named (without discrimination) 5 times	
3-d	Responds to 2 simple (1 part) verbal instructions in context (e.g., sit down, when by a chair)	
3-e	Discriminates between 2 family members and/or pets when named (e.g., Where's daddy?)	
3-f	Discriminates between 2 objects when they are presented at eye level (e.g., looks at, touches, or points to a ball when shown a ball and a shoe and asked touch ball)	
4-M	Performs 4 different motor actions on command without a visual prompt (e.g., Can you jump? Show me clapping.)	
4-a	Selects the correct item from an array of 2 for 10 different objects or pictures	
4-b	Maintains eye contact to a speaker for 2 seconds	
4-c	Touches 2 body parts (e.g., Touch your nose. Where's your ears?)	
4-d	Performs 2 motor actions (e.g., Show me clapping. Can you spin around?)	
4-e	Selects the correct item from an array of 3 when named, for 10 different items (e.g. dog, hat, book)	
4-f	Generalizes in a listener discrimination (LD) task across 2 examples of 5 different items (e.g., can identify 2 different dogs, 2 different cups, 2 different balls)	
5-M	Selects the correct item from an array of 4, for 20 different objects or pictures (e.g., Show me cat. Touch shoe.)	
5-a	Identifies (LD) 5 items in a 10 second period (fluency test)	
5-b	Demonstrates 6 different motor actions on command without a visual prompt	
5-c	Maintains an acquired listener skill after 24 hours without training	
5-d	Spontaneously emits (no direct prompts to respond) a listener response (LD) 2 times	
5-e	Generalizes known listener tasks across 3 different people, 3 settings, and 3 times of day	

**LISTENER RESPONDING
LEVEL 2**

Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
6-M	Selects the correct item from a messy array of 6, for 40 different objects or pictures (e.g., Find cat. Touch ball.)	CC.1.2.8.I* Analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
6-a	Selects the correct item from a messy array of 5, for 25 different items (e.g., book, car, dog, shoe)	CC.1.3.8.B* Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.
6-b	Acquires a new listener skill in less than 25 training trials	CC.1.3.8.C* Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
6-c	Discriminates among 6 people, pets, or characters by name (e.g., Find Oscar.)	CC.1.3.8.H* Analyze how a modern work of fiction draws on themes, patterns of events, or character types from traditional works, including describing how the material is rendered new.
6-d	Generalizes in a listener task across 3 examples of 25 different items	CC.1.3.8.I* Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies and tools.
		CC.1.4.8.D Organize ideas, concepts, and information into broader categories; use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension. CC.1.4.8.I Distinguish the claim(s) from alternate or opposing claims; develop claim(s) fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. CC.1.4.8.J Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s), counterclaims, reasons, and evidence by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented. CC.1.4.8.R Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling. CC.1.4.8.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction. CC.1.5.8.E Adapt speech to a variety of contexts and tasks.
7-M	Generalizes listener discriminations (LDs) in a messy array of 8, for 3 different examples of 50 items (e.g., the child can find 3 examples of a train)	CC.1.2.8.A* Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
7-a	Goes to 3 specified people on command (e.g., Go to Debbie)	CC.1.2.8.B* Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.
7-b	Points to a named item in a book for 5 items (e.g., Where's the fire truck?)	CC.1.2.8.E* Analyze the structure of the text through evaluation of the author's use of specific sentences and paragraphs to develop and refine a concept.
7-c	Selects 5 items in the natural environment on command (e.g., get the spoon, while at the table)	CC.1.2.8.F* Analyze the influence of the words and phrases in a text including figurative and connotative, and technical meanings; and how they shape meaning and tone.
7-d	Spontaneously demonstrates (no prompts to respond) 5 listener skills in the natural environment (e.g., when someone in the room mentions the rocking horse, the child spontaneously goes to the horse)	CC.1.2.8.G Evaluate the advantages and disadvantages of using different mediums (e.g. print or digital text, video, multimedia) to present a particular topic or idea. CC.1.2.8.H* Evaluate authors' arguments, reasoning, and specific claims for the soundness of the arguments and the relevance of the evidence. CC.1.2.8.I* Analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
		CC.1.2.8.K* Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools. CC.1.2.8.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. CC.1.3.8.A* Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. CC.1.3.8.B* Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text. CC.1.3.8.F* Analyze the influence of the words and phrases in a text including figurative and connotative meanings; and how they shape meaning and tone. CC.1.3.8.G Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by

		<p>directors or actors.</p> <p>CC.1.3.8.H* Analyze how a modern work of fiction draws on themes, patterns of events, or character types from traditional works, including describing how the material is rendered new.</p> <p>CC.1.3.8.I* Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.4.8.D Organize ideas, concepts, and information into broader categories; use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.</p> <p>CC.1.4.8.J Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s), counterclaims, reasons, and evidence by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented</p> <p>CC.1.4.8.R Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling.</p> <p>CC.1.4.8.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction.</p> <p>CC.1.4.8.U Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p> <p>CC.1.5.8.E Adapt speech to a variety of contexts and tasks.</p>
8-M	Performs 10 specific motor actions on command (e.g., Show me clapping. Can you hop?)	CC.1.3.8.K
8-a	Goes to 3 specified locations on command (e.g., Go to the kitchen. Show me your bedroom.)	Read and comprehend literary fiction on grade level, reading independently and proficiently.
8-b	Selects the correct item from an array of 8 containing 2 similar stimuli (e.g., same color), for 20 items	CC.1.4.8.L Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
8-c	Selects an item when given the sound that the item makes for 5 items (e.g., barking: dog, siren: fire truck)	CC.1.4.8.R Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling.
8-d	Selects 2 items from an array of 8 for 5 sets of items (noun-noun) (e.g., Where's the baby and the bottle?)	CC.1.5.8.E Adapt speech to a variety of contexts and tasks.
9-M	Follows 25 two-component noun-verb and/or verb-noun instructions (e.g., Show me the baby sleeping. Push the swing.)	CC.1.2.8.A* Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
9-a	Acquires 2 new listener responses without formal training (e.g., someone asks another person to turn on a light, and the child goes over to the light, and no one knew that she knew the word light)	CC.1.2.8.B* Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.
9-b	Appropriately responds to 5 different gestures (e.g., finger to the lips for quiet, palm out for stop)	CC.1.2.8.E* Analyze the structure of the text through evaluation of the author's use of specific sentences and paragraphs to develop and refine a concept.
9-c	Demonstrates 3 specified actions to 3 different people (e.g., Hug Grandma. Give Laura a high-five.)	CC.1.2.8.F* Analyze the influence of the words and phrases in a text including figurative and connotative, and technical meanings; and how they shape meaning and tone.
9-d	Selects 2 targeted items from a scene, book, or natural environment for 20 sets of items (noun-noun) (e.g., Where's the elephant and giraffe?)	CC.1.2.8.G Evaluate the advantages and disadvantages of using different mediums (e.g. print or digital text, video, multimedia) to present a particular topic or idea.
		<p>CC.1.2.8.H* Evaluate authors' arguments, reasoning, and specific claims for the soundness of the arguments and the relevance of the evidence.</p> <p>CC.1.2.8.I* Analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p> <p>CC.1.2.8.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</p> <p>CC.1.3.8.A* Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p>CC.1.3.8.B* Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.</p> <p>CC.1.3.8.F* Analyze the influence of the words and phrases in a text including figurative and connotative meanings; and how they shape meaning and tone.</p> <p>CC.1.3.8.G</p>

		<p>Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by directors or actors.</p> <p>CC.1.3.8.H* Analyze how a modern work of fiction draws on themes, patterns of events, or character types from traditional works, including describing how the material is rendered new.</p> <p>CC.1.3.8.K Read and comprehend literary fiction on grade level, reading independently and proficiently</p> <p>CC.1.4.8.F Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling</p> <p>CC.1.4.8.H Introduce and state an opinion on a topic.</p> <p>CC.1.4.8.M Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.8.R Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling.</p> <p>CC.1.4.8.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction.</p> <p>CC.1.4.8.U Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p> <p>CC.1.5.8.E Adapt speech to a variety of contexts and tasks.</p>
10-M	Selects the correct item in a book, picture scene, or natural environment when named for 250 items, tested or from an accumulated list of known words	<p>CC.1.2.8.A* Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p> <p>CC.1.2.8.B* Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.</p> <p>CC.1.2.8.C* Analyze how a text makes connections among and distinctions between individuals, ideas, or events.</p> <p>CC.1.2.8.E* Analyze the structure of the text through evaluation of the author's use of specific sentences and paragraphs to develop and refine a concept.</p> <p>CC.1.2.8.F* Analyze the influence of the words and phrases in a text including figurative and connotative, and technical meanings; and how they shape meaning and tone.</p> <p>CC.1.2.8.G Evaluate the advantages and disadvantages of using different mediums (e.g. print or digital text, video, multimedia) to present a particular topic or idea.</p> <p>CC.1.2.8.H* Evaluate authors' arguments, reasoning, and specific claims for the soundness of the arguments and the relevance of the evidence.</p> <p>CC.1.2.8.I* Analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p> <p>CC.1.2.8.J* 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.</p> <p>CC.1.2.8.K* Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.2.8.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</p> <p>CC.1.3.8.A* Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p>CC.1.3.8.B* Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.</p> <p>CC.1.3.8.C* Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p> <p>CC.1.3.8.D* Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</p> <p>CC.1.3.8.F* Analyze the influence of the words and phrases in a text including figurative and connotative meanings; and how they shape meaning and tone.</p>
10-a	Performs two consecutive actions for 10 different sets of actions (verb-verb) (e.g., Show me jumping and clapping).	
10-b	Discriminates between 2 colors from an array of 4 different colored objects	
10-c	Discriminates between 2 shapes from an array of 4 different shapes	
10-d	Generalizes in a noun-verb listener task with a new object for 5 different actions (e.g., after receiving training on spinning and rolling a pencil, the child correctly spins and rolls a straw on the first trial)	
10-e	Generalizes in a noun-verb listener task with a new action for 5 objects (e.g., can spin any item)	

		<p>CC.1.3.8.G Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by directors or actors.</p> <p>CC.1.3.8.H* Analyze how a modern work of fiction draws on themes, patterns of events, or character types from traditional works, including describing how the material is rendered new.</p> <p>CC.1.3.8.I* Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.3.8.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p> <p>CC.1.4.8.C Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.</p> <p>CC.1.4.8.D Organize ideas, concepts, and information into broader categories; use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.</p> <p>CC.1.4.8.H Introduce and state an opinion on a topic.</p> <p>CC.1.4.8.I Acknowledge and distinguish the claim(s) from alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic.</p> <p>CC.1.4.8.J Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s), counterclaims, reasons, and evidence by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented</p> <p>CC.1.4.8.L Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.8.R Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling.</p> <p>CC.1.4.8.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction.</p> <p>CC.1.4.8.U Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p> <p>CC.1.5.8.E Adapt speech to a variety of contexts and tasks.</p> <p>CC.1.5.8.F Integrate multimedia and visual displays into presentations to add interest, clarify information, and strengthen claims and evidence.</p>
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**LISTENER RESPONDING
LEVEL 3**

Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
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11-M	Selects items by color and shape from an array of 6 similar stimuli, for 4 colors and 4 shapes (e.g., Find the red car. Find the square cracker.)	CC.1.2.8.D* Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
11-a	Puts 5 specified items where they belong (e.g., Put the hairbrush away.)	CC.1.3.8.B* Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.
11-b	Discriminates among 4 colors in an array of 4 different colored objects	CC.1.3.8.C* Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
11-c	Discriminates among 4 shapes in an array of 4 different shapes	CC.1.3.8.H* Analyze how a modern work of fiction draws on themes, patterns of events, or character types from traditional works, including describing how the material is rendered new.
11-d	Discriminates between 2 different prepositions (e.g., in, on, under)	CC.1.3.8.J* 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.
11-e	Discriminates between self and others given a pronoun (e.g., your, my)	CC.1.3.8.K Read and comprehend literary fiction on grade level, reading independently and proficiently.
11-f	Selects two different colors or shapes from an array of 8 for 10 pairs (e.g., Give me red and blue.)	CC.1.4.8.F Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.
		CC.1.4.8.I Acknowledge and distinguish the claim(s) from alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic.
		CC.1.4.8.L Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
		CC.1.4.8.P Organize an event sequence that unfolds naturally and logically using a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events; provide a conclusion that follows from and reflects on the narrated experiences or events
		CC.1.4.8.Q Write with an awareness of the stylistic aspects of writing: Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects, Use sentences of varying lengths and complexities, Create tone and voice through precise language.
		CC.1.4.8.R Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling.
		CC.1.4.8.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction.
		CC.1.4.8.U Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
		CC.1.5.8.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.
		CC.1.5.8.E Adapt speech to a variety of contexts and tasks.
12-M	Follows 2 instructions involving 6 different prepositions (e.g., Stand behind the chair.) and 4 different pronouns (e.g., Touch my ear.)	CC.1.2.8.D* Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
12-a	Follows instructions to take an item to 5 different locations (e.g., Take the tray to the sink.)	CC.1.3.8.B* Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.
12-b	Goes to 5 different locations and retrieves specific objects (e.g., Go to the kitchen and get a cup.)	CC.1.3.8.C* Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
12-c	Selects items from an array of similar stimuli based on an adjective (e.g., Touch the little bird?)	CC.1.3.8.K Read and comprehend literary fiction on grade level, reading independently and proficiently.
12-d	Discriminates between the genders for girl and boy and man and woman (e.g., Where's the girl?)	CC.1.4.8.F Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.
12-e	Discriminates between males and females given a pronoun (e.g., he and she)	CC.1.4.8.I Acknowledge and distinguish the claim(s) from alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic.
12-f	Demonstrates actions modified by 2 different adverbs (e.g., Walk slow. Walk fast.)	CC.1.4.8.L Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
		CC.1.4.8.J Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s), counterclaims, reasons, and evidence by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented.
		CC.1.4.8.Q Write with an awareness of the stylistic aspects of writing: Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve

		<p>particular effects, Use sentences of varying lengths and complexities, Create tone and voice through precise language.</p> <p>CC.1.4.8.R Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling.</p> <p>CC.1.4.8.U Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p> <p>CC.1.5.8.E Adapt speech to a variety of contexts and tasks.</p>
13-M	Selects items from an array of similar stimuli based on 4 pairs of relative adjectives (e.g., big-little, long-short) and demonstrates actions based on 4 pairs of relative adverbs (e.g., quiet-loud, fast-slow)	<p>CC.1.2.8.D* Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p> <p>CC.1.2.8.E* Analyze the structure of the text through evaluation of the author’s use of specific sentences and paragraphs to develop and refine a concept.</p> <p>CC.1.2.8.F* Analyze the influence of the words and phrases in a text including figurative and connotative, and technical meanings; and how they shape meaning and tone.</p> <p>CC.1.2.8.I* Analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p> <p>CC.1.3.8.D* Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</p> <p>CC.1.3.8.F* Analyze the influence of the words and phrases in a text including figurative and connotative meanings; and how they shape meaning and tone.</p> <p>CC.1.3.8.H* Analyze how a modern work of fiction draws on themes, patterns of events, or character types from traditional works, including describing how the material is rendered new.</p> <p>CC.1.3.8.I* Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.3.8.J* 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.</p> <p>CC.1.3.8.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p> <p>CC.1.4.8.D Organize ideas, concepts, and information into broader categories; use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.</p> <p>CC.1.4.8.E Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic Use sentences of varying lengths and complexities. Create tone and voice through precise language. Establish and maintain a formal style.</p> <p>CC.1.4.8.F Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>CC.1.4.8.J Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s), counterclaims, reasons, and evidence by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented.</p> <p>CC.1.4.8.L Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.8.M Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.8.Q Write with an awareness of the stylistic aspects of writing: Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects, Use sentences of varying lengths and complexities, Create tone and voice through precise language.</p> <p>CC.1.4.8.R Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling.</p> <p>CC.1.4.8.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction.</p> <p>CC.1.4.8.U Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p> <p>CC.1.4.8.X 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>CC.1.5.8.A</p>
13-a	Demonstrates 3 pretend emotions on command (e.g., Show me a sad face. Make a happy face.)	
13-b	Identifies (LDs) 10 items based on a subject, adjective, and noun (e.g., Show me the girl’s red hair.)	
13-c	Performs 10 actions based on a subject, preposition, and noun (e.g., Put the horse in the barn.)	
13-d	Identifies (LDs) 10 items based on a verb, pronoun, and noun (e.g., Brush his hair.)	
13-e	Generalizes a pronoun and a preposition to a new situation (e.g., uses his correctly with a new friend)	

		Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly. CC.1.5.8.E Adapt speech to a variety of contexts and tasks. CC.1.5.8.F Integrate multimedia and visual displays into presentations to add interest, clarify information, and strengthen claims and evidence.
14-M	Follows 3-step directions for 10 different directions (e.g., Get your coat, hang it up, and sit down.)	CC.1.4.8.F Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. CC.1.4.8.M Write narratives to develop real or imagined experiences or events.
14-a	Performs 10 actions based on a subject, verb, and adverb (e.g., Show me the frog jumping high.)	CC.1.4.8.Q Write with an awareness of the stylistic aspects of writing: Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects, Use sentences of varying lengths and complexities, Create tone and voice through precise language.
14-b	Performs 10 actions based on a subject, adjective, and verb (e.g., Show me the big bear dancing.)	CC.1.4.8.U Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
14-c	Discriminates among 6 community helpers by category (e.g., nurse, doctor, mailman, bus driver)	CC.1.5.8.E Adapt speech to a variety of contexts and tasks.
14-d	Correctly responds to 10 tasks involving "one" vs. "two" vs. "all" of something	
15-M	Has a total listener repertoire of 1200 words (nouns, verbs, adjectives, etc.), tested or from an accumulated list of known words	CC.1.2.8.A* Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
15-a	Discriminates among items given negation words for 10 tasks (e.g., Which one is not a food?)	CC.1.2.8.B* Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.
15-b	Discriminates 5 attributes of peers in a small group (e.g., Who is wearing blue shoes? Who has red hair? Who is wearing glasses?)	CC.1.2.8.C* Analyze how a text makes connections among and distinctions between individuals, ideas, or events.
15-c	Correctly responds to 10 singular vs. plural tasks (e.g., Touch the dog. vs. Touch the dogs.)	CC.1.2.8.D* Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
15-d	Generalizes 5 adjectives to new nouns (e.g., says, Sticky fly stuff when first encounters a fly trap)	CC.1.2.8.E* Analyze the structure of the text through evaluation of the author's use of specific sentences and paragraphs to develop and refine a concept.
15-e	Generalizes 5 adverbs to new verbs (e.g., says, Lava moves slow when first encountering lava)	CC.1.2.8.F* Analyze the influence of the words and phrases in a text including figurative and connotative, and technical meanings; and how they shape meaning and tone. CC.1.2.8.G Evaluate the advantages and disadvantages of using different mediums (e.g. print or digital text, video, multimedia) to present a particular topic or idea. CC.1.2.8.H* Evaluate authors' arguments, reasoning, and specific claims for the soundness of the arguments and the relevance of the evidence. CC.1.2.8.I* Analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. CC.1.2.8.J* 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. CC.1.2.8.K* Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools. CC.1.2.8.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. CC.1.3.8.A* Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. CC.1.3.8.B* Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text. CC.1.3.8.C* Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. CC.1.3.8.D* Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor. CC.1.3.8.E* Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. CC.1.3.8.F* Analyze the influence of the words and phrases in a text including figurative and connotative meanings; and how they shape meaning and tone. CC.1.3.8.G Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by

directors or actors.

CC.1.3.8.H*

Analyze how a modern work of fiction draws on themes, patterns of events, or character types from traditional works, including describing how the material is rendered new.

CC.1.3.8.I*

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies and tools.

CC.1.3.8.J*

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.

CC.1.3.8.K

Read and comprehend literary fiction on grade level, reading independently and proficiently.

CC.1.4.8.A

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.

CC.1.4.8.B

Identify and introduce the topic clearly, including a preview of what is to follow.

CC.1.4.8.C

Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.

CC.1.4.8.D

Organize ideas, concepts, and information into broader categories; use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.

CC.1.4.8.E

Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic. Use sentences of varying lengths and complexities. Create tone and voice through precise language. Establish and maintain a formal style.

CC.1.4.8.F

Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.

CC.1.4.8.G

Write arguments to support claims.

CC.1.4.8.H

Introduce and state an opinion on a topic.

CC.1.4.8.I

Acknowledge and distinguish the claim(s) from alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic.

CC.1.4.8.J

Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s), counterclaims, reasons, and evidence by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented

CC.1.4.8.K

Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic. Use sentences of varying lengths and complexities. Create tone and voice through precise language. Establish and maintain a formal style.

CC.1.4.8.L

Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.8.M

Write narratives to develop real or imagined experiences or events.

CC.1.4.8.N

Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.

CC.1.4.8.O

Use narrative techniques such as dialogue, description, reflection, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

CC.1.4.8.P

Organize an event sequence that unfolds naturally and logically using a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events; provide a conclusion that follows from and reflects on the narrated experiences or events.

CC.1.4.8.Q

Write with an awareness of the stylistic aspects of writing: Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects, Use sentences of varying lengths and complexities, Create tone and voice through precise language.

CC.1.4.8.R

Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling.

CC.1.4.8.S

Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction.

CC.1.4.8.T

		<p>With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>CC.1.4.8.U Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p> <p>CC.1.4.8.V Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration</p> <p>CC.1.4.8.W Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>CC.1.4.8.X 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>CC.1.5.8.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>CC.1.5.8.B Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p> <p>CC.1.5.8.C Analyze the purpose of information presented in diverse media formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p> <p>CC.1.5.8.D Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation.</p> <p>CC.1.5.8.E Adapt speech to a variety of contexts and tasks.</p> <p>CC.1.5.8.F Integrate multimedia and visual displays into presentations to add interest, clarify information, and strengthen claims and evidence.</p>
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VISUAL PERCEPTUAL SKILLS AND MATCHING-TO-SAMPLE LEVEL 1

Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
1-M	1-M Visually tracks moving stimuli for 2 seconds, 5 times	CC.1.5.8.B Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
1-a	Visually attends to faces and people 5 times	
1-b	Visually attends to reinforcing objects 5 times	
2-M	Grasps small objects with thumb and index finger (pincer grasp) 5 times	CC.1.4.8.V Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. CC.1.4.8.W Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. CC.1.5.8.C Analyze the purpose of information presented in diverse media formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
2-a	Reaches for and successfully grabs objects 5 times	
2-b	Uses index finger to poke things or for other uses 5 times	
2-c	Manipulates toys and objects in a variety of ways for 10 seconds, 5 times	
3-M	3-M Visually attends to a toy or book for 30 seconds (not a self-stim item)	CC.1.4.8.X 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.
3-a	Transfers objects from one hand to another 5 times	
3-b	Looks for an object that has fallen out of sight 5 times	
4-M	Places 3 items in a container, stacks 3 blocks, or places 3 rings on a peg for 2 of these or similar	

	activities	
4-a	Dumps things out of containers, or pulls items out of cupboards 5 times	
4-b	Pushes and/or pulls objects 5 times	
5-M	Matches any 10 identical items (e.g., inset puzzles, toys, objects, or pictures)	CC.1.2.8.A* Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
5-a	Visually attends to toys or books for 1 minute, 2 times	CC.1.2.8.B* Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.
5-b	Successfully uses a spoon 5 times during a meal	CC.1.2.8.C* Analyze how a text makes connections among and distinctions between individuals, ideas, or events
5-c	Completes a 3-piece in-set puzzle without physical prompts	CC.1.2.8.D* Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
5-d	Attempts to scribble with any writing instrument	CC.1.2.8.E* Analyze the structure of the text through evaluation of the author's use of specific sentences and paragraphs to develop and refine a concept.
5-e	Puts two similar items together 2 times (e.g., picks up a matching toy)	CC.1.2.8.F* Analyze the influence of the words and phrases in a text including figurative and connotative, and technical meanings; and how they shape meaning and tone. CC.1.2.8.G Evaluate the advantages and disadvantages of using different mediums (e.g. print or digital text, video, multimedia) to present a particular topic or idea. CC.1.2.8.H* Evaluate authors' arguments, reasoning, and specific claims for the soundness of the arguments and the relevance of the evidence. CC.1.2.8.I* Analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. CC.1.2.8.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. CC.1.3.8.A* Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. CC.1.3.8.B* Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text. CC.1.3.8.C* Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. CC.1.3.8.D* Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor. CC.1.3.8.E* Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. CC.1.3.8.F* Analyze the influence of the words and phrases in a text including figurative and connotative meanings; and how they shape meaning and tone. CC.1.3.8.G Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by directors or actors. CC.1.3.8.H* Analyze how a modern work of fiction draws on themes, patterns of events, or character types from traditional works, including describing how the material is rendered new. CC.1.3.8.I* Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies and tools. CC.1.3.8.K Read and comprehend literary fiction on grade level, reading independently and proficiently. CC.1.4.8.P Organize an event sequence that unfolds naturally and logically using a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events; provide a conclusion that follows from and reflects on the narrated experiences or events.

VISUAL PERCEPTUAL SKILLS AND MATCHING-TO-SAMPLE LEVEL 2

Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
6-M	Matches identical objects or pictures in a messy array of 6, for 25 items	<p>CC.1.4.8.P Organize an event sequence that unfolds naturally and logically using a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events; provide a conclusion that follows from and reflects on the narrated experiences or events.</p> <p>CC.1.4.8.W Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>
6-a	Connects 2 items or toys together (e.g. Duplos)	
6-b	Nests identical objects in a stack 2 times (e.g., bowls, cups, plates)	
6-c	Turns 2 pages in a book	
6-d	Completes 3 different inset puzzles containing 3-4 pieces without prompts	
6-e	Stacks 4 blocks without help	
6-f	Matches identical objects or pictures in a neat array of 3, for 10 items (e.g., matches a hat to a hat)	
6-g	Matches identical objects or pictures that are different sizes in a messy array of 6, for 10 items (e.g., matches a big red ball to a little red ball)	
6-h	Places 5 items where they belong or in an appropriate context (e.g., puts a cup in the sink)	
7-M	Matches similar colors and shapes for 10 different colors or shapes given models (e.g., given red, blue, and green bowls and a pile of red, blue, and green bears the child sorts the items by color)	<p>CC.1.4.8.P Organize an event sequence that unfolds naturally and logically using a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events; provide a conclusion that follows from and reflects on the narrated experiences or events.</p> <p>CC.1.4.8.W Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>
7-a	Completes 5 different puzzles containing 6 or more pieces without prompts	
7-b	Matches identical objects or pictures in a messy array of 8, for 25 objects	
7-c	Matches identical pictures that have different backgrounds in a messy array of 8, for 25 pictures	
7-d	Matches identical pictures (2D) to objects (3D) and vice versa, in a messy array of 8, for 10 pairs (e.g., matches a picture of Thomas the Train to a toy Thomas the Train)	
7-e	Spontaneously matches 2 items together in play or other situations (e.g., picks up a Hulk figurine and selects a matching Hulk from a bin of figurines)	
7-f	Completes identical matches in an array of 8, for 10 matches in less than 20 seconds (fluency)	
8-M	Matches identical objects or pictures in a messy array of 8 containing 3 similar stimuli, for 25 items (e.g., matches a dog to a dog in an array that also contains a cat, a pig, and a pony)	<p>CC.1.3.8.I* Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.2.8.K* Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.4.8.C Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.</p> <p>CC.1.4.8.P Organize an event sequence that unfolds naturally and logically using a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events; provide a conclusion that follows from and reflects on the narrated experiences or events.</p> <p>CC.1.4.8.W Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>
8-a	Generalizes to 5 new identical matching tasks without formal	
8-b	Matches identical objects or pictures to corresponding items in a book for 25 items	
8-c	Matches identical objects or pictures to corresponding items in the natural environment for 25	
8-d	Selects 3 non-identical, but associated, objects from a bin for 3 play activities (e.g., grabs several farm animals from a bin containing other toys)	
8-e	Successfully assembles 5 parts of 5 connecting toys (e.g., Duplos, trains, Mr. Potato Head)	
9-M	Matches non-identical objects or non-identical pictures in a messy array of 10 containing 3 similar stimuli, for 25 items (e.g., matches a Ford truck to a Toyota truck)	<p>CC.1.2.8.G Evaluate the advantages and disadvantages of using different mediums (e.g. print or digital text, video, multimedia) to present a particular topic or idea.</p> <p>CC.1.2.8.I* Analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p>
9-a	Matches different colored, but otherwise exactly the same, objects or pictures in a messy array of 8	

	for 25 items (e.g., a red Ford Mustang to a blue Ford Mustang)	CC.1.2.8.K* Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.
9-b	Matches non-identical objects or pictures in a messy array of 8 containing 2 similar stimuli, for 25 items	CC.1.3.8.G Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by directors or actors.
9-c	Matches non-identical objects or pictures to corresponding items in a book for 25 items	CC.1.3.8.H* Analyze how a modern work of fiction draws on themes, patterns of events, or character types from traditional works, including describing how the material is rendered new.
9-d	Matches non-identical objects or pictures to corresponding items in the natural environment for 25 items	CC.1.3.8.I* Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies and tools.
9-e	Demonstrates spontaneous functional matching-to-sample in the natural environment 2 times (e.g., finds a matching shoe)	CC.1.4.8.C Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.
		CC.1.4.8.W Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
		CC.1.5.8.C Analyze the purpose of information presented in diverse media formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
		CC.1.5.8.F Integrate multimedia and visual displays into presentations to add interest, clarify information, and strengthen claims and evidence.
10-M	10-M Matches non-identical objects (3D) to pictures (2D) and/or vice versa, in a messy array of 10 containing 3 similar stimuli, for 25 items	CC.1.2.8.G Evaluate the advantages and disadvantages of using different mediums (e.g. print or digital text, video, multimedia) to present a particular topic or idea.
10-a	Assembles, collects, or groups 5 different toys, characters, or items that go together (e.g., a tea set)	CC.1.2.8.I* Analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
10-b	Matches a picture of a body part to his own body part for 5 body parts	CC.1.2.8.K* Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.
10-c	Matches a picture of an action to a non-identical picture of the same action for 10 actions (e.g., matches a picture of a girl swimming to a picture of a boy swimming in a different pool)	CC.1.3.8.G Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by directors or actors.
10-d	Colors pictures in a coloring book although doesn't always stay in the	CC.1.3.8.H* Analyze how a modern work of fiction draws on themes, patterns of events, or character types from traditional works, including describing how the material is rendered new.
10-e	Matches 10 different items that are associated with each other (e.g., a shoe to a sock)	CC.1.3.8.I* Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies and tools.
		CC.1.4.8.I Acknowledge and distinguish the claim(s) from alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic.
		CC.1.4.8.J Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s), counterclaims, reasons, and evidence by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented.
		CC.1.4.8.P Organize an event sequence that unfolds naturally and logically using a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events; provide a conclusion that follows from and reflects on the narrated experiences or events.
		CC.1.4.8.W Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
		CC.1.5.8.C Analyze the purpose of information presented in diverse media formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

VISUAL PERCEPTUAL SKILLS AND MATCHING-TO-SAMPLE

LEVEL 3

Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
11-M	Spontaneously matches any part of an arts and crafts activity to another person's sample 2 times (e.g., a peer colors a balloon red and the child copies the peer's red color for his balloon)	CC.1.2.8.G Evaluate the advantages and disadvantages of using different mediums (e.g. print or digital text, video, multimedia) to present a particular topic or idea.
11-a	Completes 5 different interlocking puzzles with 10 pieces	CC.1.3.8.G Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by directors or actors.
11-b	Completes a 4-component block design with a 2D sample and 3D blocks for 4 designs	CC.1.4.8.Q Write with an awareness of the stylistic aspects of writing: Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects, Use sentences of varying lengths and complexities, Create tone and voice through precise language.
11-c	Uses glue to make things stick together without physical prompts 2 times	CC.1.4.8.U Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
11-d	Matches a picture of a location to a non-identical picture of the same location for 10 locations (e.g., matches one playground to another non-identical playground)	CC.1.5.8.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.
12-M	Demonstrates generalized non-identical matching in a messy array of 10 with 3 similar stimuli, for 25 items (i.e., matches new items on the first trial)	CC.1.2.8.G Evaluate the advantages and disadvantages of using different mediums (e.g. print or digital text, video, multimedia) to present a particular topic or idea.
12-a	Sorts 5 related items from 3 different categories with a sample (e.g., pulls all the vehicles out of a bin of toys)	CC.1.2.8.I* Analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
12-b	Matches non-identical items with a 5 second delay to the comparison in a messy array of 6 (e.g., show the child a tiger, then remove the tiger, wait 5 seconds, and present the array)	CC.1.2.8.K* Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.
12-c	Completes a 6-component block design with a 2D sample and 3D blocks for 8 designs	CC.1.3.8.C* Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
12-d	Matches a 3D block design with 4 blocks (e.g., a house, tower)	CC.1.3.8.G Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by directors or actors.
		CC.1.3.8.H* Analyze how a modern work of fiction draws on themes, patterns of events, or character types from traditional works, including describing how the material is rendered new.
		CC.1.3.8.I* Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies and tools.
		CC.1.4.8.C Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.
		CC.1.4.8.D Organize ideas, concepts, and information into broader categories; use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.
		CC.1.4.8.G Write arguments to support claims.
		CC.1.4.8.I Acknowledge and distinguish the claim(s) from alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic.
		CC.1.4.8.J Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s), counterclaims, reasons, and evidence by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented.
		CC.1.4.8.O Use narrative techniques such as dialogue, description, reflection, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
		CC.1.4.8.P Organize an event sequence that unfolds naturally and logically using a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events; provide a conclusion that follows from and reflects on the narrated experiences or events.
		CC.1.4.8.Q Write with an awareness of the stylistic aspects of writing: Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects, Use sentences of varying lengths and complexities, Create tone and voice through precise language.
		CC.1.4.8.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and

		<p>literary non-fiction.</p> <p>CC.1.4.8.T With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>CC.1.4.8.U Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p> <p>CC.1.4.8.V Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>CC.1.4.8.W Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>CC.1.5.8.C Analyze the purpose of information presented in diverse media formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p> <p>CC.1.5.8.D Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation.</p> <p>CC.1.5.8.F Integrate multimedia and visual displays into presentations to add interest, clarify information, and strengthen claims and evidence.</p>
13-M	Completes 20 different block designs, parquetry, shape puzzles, or similar tasks with at least 8 different pieces	CC.1.2.8.C* Analyze how a text makes connections among and distinctions between individuals, ideas, or events.
13-a	Uses scissors to cut out 5 different patterns or items without physical prompts	CC.1.4.8.P Organize an event sequence that unfolds naturally and logically using a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events; provide a conclusion that follows from and reflects on the narrated experiences or events.
13-b	Sets a table for two people with 6 dishes and utensils	CC.1.5.8.D Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation.
13-c	Place 3 sets of items in order by size (seriation)	
13-d	Imitates a model block structure or similar assembly of objects with at least 6 parts	
14-M	Sorts 5 items from 5 different categories without a model (e.g., animals, clothing, furniture)	CC.1.2.8.C* Analyze how a text makes connections among and distinctions between individuals, ideas, or events.
14-a	Successfully completes a human figure puzzle with at least 6 parts	CC.1.2.8.I* Analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
14-b	Matches 25 items that are associated with each other in a messy array of 6 with 3 similar stimuli	CC.1.2.8.K* Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.
14-c	Completes 10 different seriation tasks (i.e., part-to-whole, small-to-large, etc.)	CC.1.3.8.A* Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
14-d	Plays a short “concentration” or memory game with identical pictures	CC.1.3.8.C* Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
		CC.1.3.8.D* Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
		CC.1.3.8.E* Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
		CC.1.3.8.H* Analyze how a modern work of fiction draws on themes, patterns of events, or character types from traditional works, including describing how the material is rendered new.
		CC.1.3.8.I* Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies and tools.
		CC.1.4.8.D Organize ideas, concepts, and information into broader categories; use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.
		CC.1.4.8.F Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.
		CC.1.4.8.G Write arguments to support claims.
		CC.1.4.8.H

		<p>Introduce and state an opinion on a topic. CC.1.4.8.I Acknowledge and distinguish the claim(s) from alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic. CC.1.4.8.J Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s), counterclaims, reasons, and evidence by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented. CC.1.4.8.O Use narrative techniques such as dialogue, description, reflection, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. CC.1.4.8.P Organize an event sequence that unfolds naturally and logically using a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events; provide a conclusion that follows from and reflects on the narrated experiences or events. CC.1.4.8.Q Write with an awareness of the stylistic aspects of writing: Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects, Use sentences of varying lengths and complexities, Create tone and voice through precise language. CC.1.4.8.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction. CC.1.4.8.T With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. CC.1.4.8.U Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. CC.1.4.8.V Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. CC.1.4.8.W Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. CC.1.5.8.C Analyze the purpose of information presented in diverse media formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. CC.1.5.8.D Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation. CC.1.5.8.F Integrate multimedia and visual displays into presentations to add interest, clarify information, and strengthen claims and evidence.</p>
15-M	Continues 20 three-step patterns, sequences, or seriation tasks (e.g., star, triangle, heart, star, triangle...)	CC.1.2.8.C* Analyze how a text makes connections among and distinctions between individuals, ideas, or events.
15-a	Completes an A-B pattern for 5 different color or shape patterns	CC.1.2.8.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.
15-b	Completes an A-B pattern for 5 different picture patterns	CC.1.3.8.A* Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
15-c	Places 3 pictures in the correct sequential order for 5 sets	CC.1.3.8.E* Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
15-d	Constructs 5 felt (or similar material) scenes with 5 parts (e.g., farm, party)	CC.1.3.8.G Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by directors or actors. CC.1.4.8.M Write narratives to develop real or imagined experiences or events. CC.1.4.8.N Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters. CC.1.4.8.O Use narrative techniques such as dialogue, description, reflection, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. CC.1.4.8.P Organize an event sequence that unfolds naturally and logically using a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events; provide a conclusion that follows from and reflects on the

		<p>narrated experiences or events.</p> <p>CC.1.4.8.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction.</p> <p>CC.1.4.8.U Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p> <p>CC.1.4.8.V Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>CC.1.4.8.W Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>CC.1.4.8.X 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>CC.1.5.8.C Analyze the purpose of information presented in diverse media formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p> <p>CC.1.5.8.D Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation.</p>
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INDEPENDENT PLAY LEVEL 1

Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
1-M	Manipulates and explores objects for 1 minute (e.g., looks at a toy, turns it over, presses buttons)	<p>CC.1.4.8.X 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>
1-a	Has a favorite comfort item that he might sleep with or carry (e.g., a blanket, stuffed animal)	
1-b	Reaches for objects of interest (e.g., keys, cup, ball)	
1-c	Transfers items from one hand to another	
1-d	Looks at a toy when it is picked up by an adult	
2-M	Shows variation in play by independently interacting with 5 different items (e.g., plays with rings, then a ball, then a block)	<p>CC.1.4.8.V Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>CC.1.4.8.W Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>CC.1.5.8.C Analyze the purpose of information presented in diverse media formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p>
2-a	Points to a toy or object of interest	
2-b	Drops items to watch them fall, or demonstrates other interests in cause-and-effect	
2-c	Opens cupboard doors, toy boxes, or reaches in a toy container	
2-d	Repeats a play behavior that produces an auditory sound (e.g., squeezes toys, bangs items)	
2-e	Makes eye contact with others 3 times during play	
3-M	Demonstrates generalization by engaging in exploratory movement and playing with the toys in a novel environment for 2 minutes (e.g., in a new playroom)	<p>CC.1.5.8.D Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation.</p> <p>CC.1.5.8.E Adapt speech to a variety of contexts and tasks.</p> <p>CC.1.5.8.G Demonstrate command of the conventions of standard English when speaking based on grade 8 level and content.</p>
3-a	Brings a toy or object of interest to an adult	
3-b	Dumps containers of items on floor	
3-c	Transfers items in or out of a container	
3-d	Generalizes known play behaviors to a novel environment	

3-e	Carries toys or objects from one place to another	
4-M	Independently engages in movement play for 2 minutes (e.g., swinging, dancing, rocking, jumping, climbing)	CC.1.4.8.X 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.
4-a	Enters a playhouse or similar play structure without adult verbal prompting	
4-b	Learns to work a toy correctly after an adult demonstrates its use (e.g., push buttons on a pop-up toy)	
4-c	Mands to an adult for assistance with an item (e.g., child holds up something he can't open)	
4-d	Spontaneously dances when music is played	
4-e	Enjoys being pulled or pushed in a wagon, on a tricycle, or other toy vehicle	
5-M	Independently engages in cause-and-effect play for 2 minutes (e.g., dumping containers, playing with pop-up toys, pulling toys, etc.)	CC.1.4.8.X 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.
5-a	Takes pieces of a set apart (e.g., Duplos, Bristle blocks)	
5-b	Spontaneously pulls and pushes items around	
5-c	Carries a large play object to a new location (e.g., a toy car garage)	
5-d	Emits sounds or words associated with toys (e.g., says vroom vroom with a car)	
5-e	Connects things or puts them together (e.g., a car on a track, Duplos)	

INDEPENDENT PLAY LEVEL 2

Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
6-M	Searches for a missing or corresponding toy or part of a set for 5 items or sets (e.g., a puzzle piece, a ball for a drop-in toy, a bottle for a baby doll)	CC.1.4.8.M Write narratives to develop real or imagined experiences or events. CC.1.4.8.X 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.
6-a	Carries 2 or more toys while walking	
6-b	Independently plays with in-set puzzles for 1 minute	
6-c	Engages in sensory play for 2 minutes (e.g., scoops sand, or rice from a tray, plays in shaving cream)	
6-d	Splashes water and plays with objects in a swimming or wading pool	
6-e	Plays with sets of toys that have multiple parts for 2 minutes (e.g., farm animals, farm ball)	
7-M	Independently demonstrates the use of toys or objects according to their function for 5 items (e.g., placing a train on a track, pulling a wagon, holding a telephone to the ear)	CC.1.4.8.M Write narratives to develop real or imagined experiences or events.
7-a	Scribbles on a Magna Doodle, white board, or paper	
7-b	Waits while an activity is being set up	
7-c	Independently plays for 2 minutes without adult interaction	
7-d	Sorts or separates preferred toy items from others in a bin (e.g., pulls out the Thomas trains)	
7-e	Spontaneously imitates an adult's use of objects (e.g., brushing hair)	
8-M	Plays with everyday items in creative ways 2 times (e.g., uses a bowl as a drum or a box as an imaginary car)	CC.1.4.8.M Write narratives to develop real or imagined experiences or events.

8-a	Independently plays on a playground for 2 minutes without adult prompts	
8-b	Observes, then imitates other children on play structures (e.g., going down a slide)	
8-c	Strings large beads, laces, or similar fine motor leisure activities for 1 minute	
8-d	Plays with 2 toy sets as designed (e.g., hammer and tool bench set, kitchen set)	
9-M	Independently engages in play on structures and playground equipment for a total of 5 minutes (e.g., going down a slide, swinging)	CC.1.5.8.E Adapt speech to a variety of contexts and tasks. CC.1.5.8.G Demonstrate command of the conventions of standard English when speaking based on grade 8 level and content.
9-a	Mands to go to a playground or play structure, or otherwise get access to play items he can't independently obtain (e.g., mands to be lifted up to monkey bars)	
9-b	Completes 5 inset puzzles with 5 or more pieces	
9-c	Repeatedly plays with specific components of a play structure (e.g., goes down a slide several times, goes back and forth on a rope bridge)	
9-d	Spontaneously kicks a ball forward	
10-M	Assembles toys that have multiple parts for 5 different sets of materials	CC.1.4.8.U Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. CC.1.4.8.W Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. CC.1.5.8.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly. CC.1.5.8.B Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. CC.1.5.8.C Analyze the purpose of information presented in diverse media formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
10-a	Plays with toy sets as designed (e.g., birthday set, tea set)	
10-b	Allows others to play in close proximity	
10-c	Demonstrates interest in a peer's completed project (e.g., a sand castle, Lego structure)	
10-d	Mands to peers to not disturb his structure or toy assembly	
10-e	Improvises when parts are missing (e.g., still plays with a car that is missing a wheel)	
10-f	Helps to pick up toys after an activity with adult prompts	

INDEPENDENT PLAY LEVEL 3

Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
11-M	Spontaneously engages in pretend or imaginary play on 5 occasions (e.g., dressing up, a pretend party with stuffed animals, pretends to cook)	CC.1.4.8.M Write narratives to develop real or imagined experiences or events. CC.1.4.8.X 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.
11-a	Navigates a riding toy around obstructions (e.g., moving a tricycle or big wheel around a pole)	
11-b	Demonstrates 1 to 1 correspondence in play activities (e.g., places plastic eggs in an egg carton, a doll in a bed with a bottle)	
11-c	Will get toys and play independently for 2 minutes	
11-d	Sings, hums, or recites a few words to familiar songs while engaged in an activity	
12-M	Repeats a gross motor behavior to obtain a better effect for 2 activities (e.g., throwing a ball in a basket, swinging a bat at a T-ball, foot stomping to launch a rocket, pumping a swing)	CC.1.2.8.A* Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. CC.1.2.8.B* Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text. CC.1.2.8.C* Analyze how a text makes connections among and distinctions between individuals, ideas, or events.
12-a	Brings an assembly activity to completion (e.g., builds a structure out of blocks, strings beads to make a necklace and wears it)	
12-b	Colors in a picture in a coloring book or on paper	
12-c	Independently sits and looks at a book for 5 minutes	

12-d	Accepts direction from a peer when playing in the same area	<p>CC.1.2.8.D* Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p> <p>CC.1.2.8.E* Analyze the structure of the text through evaluation of the author’s use of specific sentences and paragraphs to develop and refine a concept.</p> <p>CC.1.2.8.F* Analyze the influence of the words and phrases in a text including figurative and connotative, and technical meanings; and how they shape meaning and tone.</p> <p>CC.1.2.8.G Evaluate the advantages and disadvantages of using different mediums (e.g. print or digital text, video, multimedia) to present a particular topic or idea.</p> <p>CC.1.2.8.H* Evaluate authors’ arguments, reasoning, and specific claims for the soundness of the arguments and the relevance of the evidence.</p> <p>CC.1.2.8.I* Analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p> <p>CC.1.2.8.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</p> <p>CC.1.3.8.A* Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p>CC.1.3.8.B* Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.</p> <p>CC.1.3.8.C* Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p> <p>CC.1.3.8.D* Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</p> <p>CC.1.3.8.E* Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</p> <p>CC.1.3.8.F* Analyze the influence of the words and phrases in a text including figurative and connotative meanings; and how they shape meaning and tone.</p> <p>CC.1.3.8.G Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by directors or actors.</p> <p>CC.1.3.8.H* Analyze how a modern work of fiction draws on themes, patterns of events, or character types from traditional works, including describing how the material is rendered new.</p> <p>CC.1.3.8.I* Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.3.8.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p> <p>CC.1.4.8.G Write arguments to support claims.</p> <p>CC.1.4.8.J Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s), counterclaims, reasons, and evidence by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented.</p> <p>CC.1.4.8.T With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>CC.1.4.8.W Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>CC.1.4.8.X 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>CC.1.5.8.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p>
13-M	Independently engages in arts and crafts type activities for 5 minutes (e.g., drawing, coloring, painting, cutting, pasting)	<p>CC.1.4.8.X 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>
13-a	Uses arts and crafts materials as intended (e.g., cuts with scissors, uses glue)	
13-b	Waits for a turn at an activity (e.g., waits for another child to get off a swing, or a turn at an activity)	

	table)	
13-c	Independently draws recognizable items	
13-d	Shows a completed project to an adult or peer (e.g., an art project)	
13-e	Colors items mostly within their boundaries in a coloring book	
14-M	Independently engages in sustained play activities for 10 minutes without adult prompts or reinforcement (e.g., playing with an Etch-a-sketch, playing dress-up)	CC.1.3.8.K Read and comprehend literary fiction on grade level, reading independently and proficiently.
14-a	Demonstrates an appropriate response when an activity is interrupted or stopped (e.g., the child will stop playing when told to do so by an adult)	CC.1.4.8.M Write narratives to develop real or imagined experiences or events.
14-b	Follows safety rules (e.g., does not throw objects at other children or climb too high on play structures)	CC.1.4.8.U Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
14-c	Will pretend to write a note	CC.1.4.8.X 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.
14-d	Independently gets, sets-up, completes, and (with prompts) puts away a play activity	
15-M	Independently draws or writes in pre-academic activity books for 5 minutes (e.g., dot-to-dot, matching games, mazes, tracing letters and numbers)	CC.1.3.8.K Read and comprehend literary fiction on grade level, reading independently and proficiently.
15-a	Demonstrates a willingness to try physical activities that are more challenging (e.g., ride a bike with training wheels, in-line skates, hitting a golf ball with a club)	CC.1.4.8.N Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.
15-b	Spontaneously assists in daily activities (e.g., setting the table, planting seeds in a garden, sorting socks)	CC.1.4.8.O Use narrative techniques such as dialogue, description, reflection, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
15-c	Will engage in a non-preferred activity to earn a preferred activity	CC.1.4.8.P Organize an event sequence that unfolds naturally and logically using a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events; provide a conclusion that follows from and reflects on the narrated experiences or events.
15-d	Plays computer or video games and properly operates the equipment	CC.1.4.8.T With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
15-e	Will independently solve problems encountered in play (e.g., pulling on a toy that is stuck)	CC.1.4.8.U Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
		CC.1.4.8.V Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
		CC.1.4.8.W Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
		CC.1.4.8.X 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.
		CC.1.5.8.C Analyze the purpose of information presented in diverse media formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
		CC.1.5.8.D Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation.
		CC.1.5.8.F Integrate multimedia and visual displays into presentations to add interest, clarify information, and strengthen claims and evidence.

**SOCIAL BEHAVIOR AND SOCIAL PLAY
LEVEL 1**

Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
1-M	Makes eye contact as a type of mand 5 times	CC.1.4.8.I Acknowledge and distinguish the claim(s) from alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic.
1-a	Smiles when hearing familiar voices 3 times (e.g., his mom or dad's voice)	CC.1.5.8.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.
1-b	Looks at the faces of familiar people at least 3 times	CC.1.5.8.B Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
1-c	Orients towards or makes eye contact with familiar people 5 times	CC.1.5.8.D Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation. CC.1.5.8.E Adapt speech to a variety of contexts and tasks.
2-M	Indicates that he wants to be held or physically played with 2 times (e.g., climbs up on his mom's lap)	CC.1.5.8.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.
2-a	Smiles or laughs during physical play 5 times	CC.1.5.8.B Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
2-b	Participates and smiles in reciprocal social play 2 times (e.g., patty cake, peek-a-boo)	CC.1.5.8.E Adapt speech to a variety of contexts and tasks.
2-c	Seeks out adult attention using eye gaze, sounds, or gestures 3 times (e.g., pointing)	
3-M	Spontaneously makes eye contact with other children 5 times	CC.1.4.8.C Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.
3-a	Takes a desired item from an adult 3 times (e.g., takes a toy when offered)	CC.1.4.8.I Acknowledge and distinguish the claim(s) from alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic.
3-b	Reacts positively to being approached by other children 2 times (can be siblings)	CC.1.5.8.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.
3-c	Responds to greetings from others with 2 seconds of eye contact 2 times	CC.1.5.8.B Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. CC.1.5.8.E Adapt speech to a variety of contexts and tasks.
4-M	Spontaneously engages in parallel play near other children for a total of 2 minutes (e.g., sits in the sandbox near other children)	CC.1.4.8.Q Write with an awareness of the stylistic aspects of writing: Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects, Use sentences of varying lengths and complexities, Create tone and voice through precise language.
4-a	Approaches other children 2 times with an adult prompt	CC.1.4.8.X 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.
4-b	Appropriately stands close by other children in group activities 2 times	CC.1.5.8.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.
4-c	Imitates a wave "bye-bye" to others when prompted 2 times	
4-d	Sits next to other children in group activities 2 times when prompted by an adult	
5-M	Spontaneously follows peers or imitates their motor behavior 2 times (e.g., follows a peer into a playhouse)	CC.1.5.8.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.
5-a	Spontaneously follows another child 2 times	CC.1.5.8.B Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
5-b	Spontaneously imitates the behavior of another child 2 times	
5-c	Laughs or smiles when others engage in silly, fun, or entertaining behavior 2 times	

SOCIAL BEHAVIOR AND SOCIAL PLAY LEVEL 2

Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
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6-M	Initiates a physical interaction with a peer 2 times (e.g., a push in a wagon, hand holding, Ring Around the Rosy)	CC.1.4.8.X 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.
6-a	Looks at a peer when he talks 2 times	CC.1.5.8.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.
6-b	Chases peers in play with adult prompts 2 times	CC.1.5.8.B Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
6-c	Sits with peers in a group activity (e.g., music) without disruptive behavior for 2 minutes	CC.1.5.8.D Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation.
6-d	Engages in physical play with peers (e.g., rolling down a hill) with adult prompts 2 times	CC.1.5.8.G Demonstrate command of the conventions of standard English when speaking based on grade 8 level and content.
6-e	Spontaneously imitates 5 different behaviors of peers	
7-M	Spontaneously mands to peers 5 times (e.g., My turn. Push me. Look! Come on.)	CC.1.4.8.T With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
7-a	Mands to peers with adult prompts 5 times (e.g., Ask Katie for a cookie.)	CC.1.4.8.X 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.
7-b	Echoes a peer's sounds or words with adult prompts 2 times (e.g., What did he say?)	CC.1.5.8.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.
7-c	Spontaneously joins other children in a play activity 2 times (e.g., a playhouse)	CC.1.5.8.B Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
7-d	Spontaneously offers a reinforcer to a peer 1 time	CC.1.5.8.E Adapt speech to a variety of contexts and tasks.
		CC.1.5.8.G Demonstrate command of the conventions of standard English when speaking based on grade 8 level and content.
8-M	Engages in sustained social play with peers for 3 minutes without adult prompts or reinforcement (e.g., cooperatively setting up a play set, water play)	CC.1.4.8.T With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
8-a	Spontaneously greets others with a wave or vocal response 1 time	CC.1.4.8.X 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.
8-b	Spontaneously imitates a peer's actions with objects 2 times (e.g., blowing a pinwheel)	CC.1.5.8.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.
8-c	Responds to the mands of peers with adult prompts 2 times (e.g., Give him the car.)	CC.1.5.8.B Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
8-d	Spontaneously echoes a peer's words 2 times	CC.1.5.8.E Adapt speech to a variety of contexts and tasks.
9-M	Spontaneously responds to the mands from peers 5 times (e.g., Pull me in the wagon. I want the train.)	CC.1.4.8.C Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.
9-a	Spontaneously copies a peer's assembly of toys or other items 1 time (e.g., Duplo)	CC.1.4.8.T With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
9-b	Responds appropriately to mands from peers for an object 2 times (e.g., Give me the truck.)	CC.1.4.8.X 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.
9-c	Responds appropriately to mands from peers for an action 2 times (e.g., Push me.)	CC.1.5.8.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.
9-d	Responds to the mands of peers to stop a behavior 1 time (e.g., Stop pushing me.)	CC.1.5.8.B Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
9-e	Spontaneously mands for help from adults 1 time	CC.1.5.8.E Adapt speech to a variety of contexts and tasks.
9-f	Tacts items for the benefit of peers with adult prompts, 2 times (e.g., There's your car.)	CC.1.5.8.G Demonstrate command of the conventions of standard English when speaking based on grade 8 level and content.
10-M	Spontaneously mands to peers to participate in games, social play, etc., 2 times (e.g., Come on you guys. Let's dig a hole.)	CC.1.4.8.X 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.
10-a	Spontaneously mands to peers to follow directions 2 times (e.g., Put the bike here.)	CC.1.5.8.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.
10-b	Spontaneously mands for others to attend to what he is attending to (e.g., Look at this!)	CC.1.5.8.D
10-c	Spontaneously mands for others to attend to his behavior 2 times (e.g., Watch me.)	

10-d	Mands for attention from peers 2 times (e.g., Hey Johnny!)	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation. CC.1.5.8.E Adapt speech to a variety of contexts and tasks. CC.1.5.8.G Demonstrate command of the conventions of standard English when speaking based on grade 8 level and content.
10-e	Spontaneously imitates a peer riding on a tricycle, toy car, or other riding toy 2 times	

SOCIAL BEHAVIOR AND SOCIAL PLAY LEVEL 3

Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
11-M	Spontaneously cooperates with a peer to accomplish a specific outcome 5 times (e.g., one child holds a bucket while the other pours in water)	CC.1.4.8.T With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. CC.1.4.8.X 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. CC.1.5.8.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly. CC.1.5.8.C Analyze the purpose of information presented in diverse media formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. CC.1.5.8.D Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation. CC.1.5.8.E Adapt speech to a variety of contexts and tasks. CC.1.5.8.G Demonstrate command of the conventions of standard English when speaking based on grade 8 level and content.
11-a	Participates in cooperation activities with adult prompts 2 times (e.g., parachute holding)	
11-b	Appropriately mands to peers to stop an undesirable behavior 2 times	
11-c	Waits for a turn with a reinforcer without negative behavior 2 times	
11-d	Accepts an invitation to join a social play activity with a peer 2 times	
11-e	Mands to peers with a WH question 2 times (e.g., Where the shovel? What's your name?)	
12-M	Spontaneously mands to peers with a WH question 5 times (e.g., Where are you going? What's that? Who are you being?)	CC.1.4.8.C Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension. CC.1.4.8.I Acknowledge and distinguish the claim(s) from alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic. CC.1.4.8.O Use narrative techniques such as dialogue, description, reflection, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. CC.1.4.8.X 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. CC.1.5.8.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly. CC.1.5.8.B Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. CC.1.5.8.C Analyze the purpose of information presented in diverse media formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. CC.1.5.8.D Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation. CC.1.5.8.E Adapt speech to a variety of contexts and tasks. CC.1.5.8.G Demonstrate command of the conventions of standard English when speaking based on grade 8 level and content.
12-a	Spontaneously imitates a peer's behavior in a pretend play activity 2 times	
12-b	Spontaneously mands using where for the location of a missing peer 2 times	
12-c	Spontaneously mands using what related to the behavior of a peer 2 times	
12-d	Spontaneously mands using who evoked by an unknown person 2 times	
12-e	Has a "best friend" (i.e., will repeatedly play with a specific child)	
12-f	Engages in at least 3 verbal exchanges with a peer	
13-M	Intraverbally responds to 5 different questions or statements from peers (e.g., verbally)	CC.1.4.8.C

	responds to What do you want to play?)	Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension. CC.1.4.8.I
13-a	Spontaneously uses please and thank you with an adult or peer 2 times	
13-b	Demonstrates any reciprocal verbal exchanges with a peer 2 times	Acknowledge and distinguish the claim(s) from alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic. CC.1.4.8.T
13-c	Follows directions given by a peer in a social play activity 2 times	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. CC.1.5.8.A
13-d	Gives directions to a peer in a social play activity 2 times	Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly. CC.1.5.8.C
13-e	Spontaneously offers a reinforcer (sharing) to a peer 2 times	Analyze the purpose of information presented in diverse media formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. CC.1.5.8.D
		Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation. CC.1.5.8.E
		Adapt speech to a variety of contexts and tasks. CC.1.5.8.G
		Demonstrate command of the conventions of standard English when speaking based on grade 8 level and content.
14-M	Engages in pretend social play activities with peers for 5 minutes without adult prompts or reinforcement (e.g., dress up play, acting out videos, playing house)	CC.1.4.8.O
14-a	Participates in a social play game directed by a peer (e.g., red light/green light) 2 times	Use narrative techniques such as dialogue, description, reflection, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. CC.1.4.8.P
14-b	Spontaneously mands for a new or unfamiliar child's name 1 time	Organize an event sequence that unfolds naturally and logically using a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events; provide a conclusion that follows from and reflects on the narrated experiences or events. CC.1.5.8.A
14-c	Takes turns and shares reinforcers with peers without prompts 2 times	Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly. CC.1.5.8.E
14-d	Laughs or smiles at the jokes or humor of peers 2 times	Adapt speech to a variety of contexts and tasks.
14-e	Asks questions about the interests of peers 1 time	
15-M	Engages in 4 verbal exchanges on 1 topic with peers for 5 topics (e.g., the children go back and forth talking about making a creek in a sandbox)	CC.1.4.8.C
15-a	Engages in at least 3 verbal exchanges with a peer 2 times	Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension. CC.1.4.8.I
15-b	Engages in a verbal exchange with two or more peers in one setting 2 times	Acknowledge and distinguish the claim(s) from alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic. CC.1.4.8.O
15-c	Demonstrates coping behavior when a peer takes a reinforcer 2 times	Use narrative techniques such as dialogue, description, reflection, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. CC.1.4.8.P
15-d	Attends to a peer telling a story for 10 seconds, 2 times	Organize an event sequence that unfolds naturally and logically using a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events; provide a conclusion that follows from and reflects on the narrated experiences or events. CC.1.4.8.T
15-e	Narrates the activity of a peer with at least 2 facts, 2 times	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. CC.1.4.8.X
15-f	Spontaneously provides sympathy to a peer when hurt 2 times	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. CC.1.5.8.A
15-g	Negotiates time with a reinforcer with a peer 2 times	Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly. CC.1.5.8.B
		Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. CC.1.5.8.C
		Analyze the purpose of information presented in diverse media formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. CC.1.5.8.D
		Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation. CC.1.5.8.E
		Adapt speech to a variety of contexts and tasks.

		CC.1.5.8.G Demonstrate command of the conventions of standard English when speaking based on grade 8 level and content.
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MOTOR IMITATION LEVEL 1

Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
1-M	Imitates 2 gross motor movements when prompted with, Do this (e.g., clapping, raising arms)	CC.1.4.8.M Write narratives to develop real or imagined experiences or events. CC.1.5.8.D Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation. CC.1.5.8.E Adapt speech to a variety of contexts and tasks. CC.1.5.8.G Demonstrate command of the conventions of standard English when speaking based on grade 8 level and content.
1-a	Imitates mouthing movements 3 times (e.g., puckering lips, opening mouth)	
1-b	Imitates 1 motor movement of another person on demand (i.e., will imitate when asked)	
2-M	Imitates 4 gross motor movements when prompted with, Do this	
2-a	Imitates 2 actions with an object (e.g., pounding with a toy hammer, rolling a ball)	
2-b	Spontaneously imitates 2 different fun activities (e.g., peek-a boo, patty cake)	
2-c	Makes eye contact while imitating 3 times	
3-M	Imitates 8 motor movements, 2 of which involve objects (e.g., shaking a maraca, tapping sticks together)	
3-a	Imitates 2 fine motor movements (e.g., wiggles fingers, opens and closes fist)	
3-b	Spontaneously imitates 2 gross motor movements of another person (e.g., arms up)	
3-c	Imitates side-to-side body rocking	
3-d	Generalizes known imitation responses to 2 additional people (e.g., claps for 2 new adults)	
4-M	Spontaneously imitates the motor behaviors of others on 5 occasions	
4-a	Imitates pointing at people or objects	
4-b	Imitates transferring an object from one hand to another	
4-c	Imitates 5 actions that produce an outcome (e.g., pushing buttons on a pop-up toy)	
4-d	Imitates 2 head movements (e.g., nods yes and no)	
5-M	Imitates 20 motor movements of any type (e.g., fine motor, gross motor, imitation with objects)	
5-a	Imitates 5 different fine motor movements (e.g., pokes clay with index finger, a pincer grasp)	
5-b	Imitates the gross motor behavior of other children 2 times when prompted (e.g., running)	
5-c	Spontaneously imitates the behavior of others on 2 occasions (e.g., filling containers)	
5-d	Demonstrates generalization of 10 imitative responses to 3 new people	

MOTOR IMITATION LEVEL 2

Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
6-M	Imitates 10 actions that require selecting a specific object from an array (e.g., selects a	CC.1.5.8.A

	drumstick from an array also containing a horn and a bell, and imitates an adult's drumming)	<p>Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly. CC.1.5.8.D Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation. CC.1.5.8.E Adapt speech to a variety of contexts and tasks. CC.1.5.8.G Demonstrate command of the conventions of standard English when speaking based on grade 8 level and content. CC.1.4.8.M Write narratives to develop real or imagined experiences or events. CC.1.4.8.Q Write with an awareness of the stylistic aspects of writing: Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects, Use sentences of varying lengths and complexities, Create tone and voice through precise language.</p>
6-a	Imitates blowing 2 times (e.g., bubbles, candles, balloons)	
6-b	Imitates 5 common gestures (e.g., shrugging shoulders, thumbs up, finger to closed lips)	
6-c	Imitates turning a page in a book	
6-d	Imitates 5 actions with a specific object selected from an array of 2 (e.g., imitates hugging puppy from an array of a doll and a puppy)	
6-e	Imitates pulling 5 different items apart (e.g., Duplos, Kid K'Nex, lids on containers)	
7-M	Imitates 20 different fine motor actions when prompted, Do this (e.g., wiggling fingers, pinching, making a fist, making a butterfly)	
7-a	Imitates 3 play behaviors in the natural environment (e.g., pushing a car down a ramp)	
7-b	Imitates 5 two-step behaviors (e.g., touch head and touch shoulders)	
7-c	Spontaneously imitates a behavior observed on a TV or video (e.g., dancing, hopping)	
7-d	Imitates 5 facial expressions (e.g., kissing, opening mouth, shutting eyes, scrunching nose)	
7-e	Maintains a newly acquired imitative behavior after 24 hours without training	
7-f	Imitates a new behavior correctly on the first trial	
7-g	Imitates 5 examples of finger play (e.g., pretend walking on two fingers, finger dancing)	
8-M	Imitates 10 different three-component sequences of actions when prompted, Do this (e.g., clapping, jumping, touching toes; pick up a doll, place her in a crib and rock the crib)	
8-a	Imitates 5 actions in a 10-second fluency test	
8-b	Imitates drawing a circle on 2 occasions	
8-c	Imitates 5 pretend play activities (e.g., a monster, pouring tea, shooting spider webs)	
8-d	Spontaneously imitates 5 fine motor arts and crafts activities (e.g., cutting, pasting, drawing)	
8-e	Acquires 5 new listener skills through transfer of control from imitation to listener (e.g., the child learns to cast a toy fishing pole by first being shown how, then told how)	
8-f	Imitates other children during daily activities on 2 occasions (e.g., lining up, pulling a wagon)	
8-g	Repeats a fun behavior previously observed (delayed imitation) (e.g., squirting water)	
9-M	Spontaneously imitates 5 functional skills in the natural environment (e.g., eating with a spoon, putting on a coat, removing shoes)	
9-a	Imitates a socio-dramatic play activity modeled by peers on 2 occasions	
9-b	Spontaneously imitates 5 behaviors in a group activity (e.g., sits when other children sit)	
9-c	Imitates 10 two-component actions (e.g., pretend pouring and drinking)	
9-d	Imitates the same behavior going fast and slow for 5 behaviors (e.g., arms up fast then slow)	
10-M	Imitates (or attempts to with approximations) any novel motor action modeled by an adult with and without objects (i.e., a "generalized imitative repertoire")	
10-a	Imitates building items or the construction of a toy set (e.g., Legos, a train set, Lincoln Logs)	
10-b	Imitates 5 sequences of multi-step functional self-care skills (e.g., brushing teeth, washing face, putting on shoes)	
10-c	Imitates 5 functional activities of daily living skills (e.g., setting the table, sweeping the floor)	
10-d	Demonstrates delayed imitation of adult behavior in pretend play (e.g., driving a car, typing)	
10-e	Imitates 50 different motor behaviors on command	

ECHOIC LEVEL 1

Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
	Intentionally left blank	CC.1.5.8.D Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation. CC.1.5.8.E Adapt speech to a variety of contexts and tasks. CC.1.5.8.G Demonstrate command of the conventions of standard English when speaking based on grade 8 level and content.

ECHOIC LEVEL 2

Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
	Intentionally left blank	CC.1.5.8.D Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation. CC.1.5.8.E Adapt speech to a variety of contexts and tasks. CC.1.5.8.G Demonstrate command of the conventions of standard English when speaking based on grade 8 level and content.

SPONTANEOUS VOCAL BEHAVIOR LEVEL 1

Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
	Intentionally left blank	CC.1.5.8.D Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation. CC.1.5.8.E Adapt speech to a variety of contexts and tasks. CC.1.5.8.G Demonstrate command of the conventions of standard English when speaking based on grade 8 level and content.

LISTENER RESPONDING BY FUNCTION, FEATURE, & CLASS

LEVEL 2

Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
6-M	Selects 5 different foods or drinks when each are presented in an array of 5 (with 4 non-food or non-drink items) and asked the verbal fill-ins You eat... and You drink...	<p>CC.1.3.8.I* Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.4.8.E Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic. Use sentences of varying lengths and complexities. Create tone and voice through precise language. Establish and maintain a formal style.</p> <p>CC.1.4.8.J Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s), counterclaims, reasons, and evidence by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented.</p> <p>CC.1.4.8.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction</p> <p>CC.1.5.8.E Adapt speech to a variety of contexts and tasks.</p>
6-a	Selects an animal from an array of 3 for 5 different sounds made by animals (e.g., Meow says a...)	
6-b	Selects an object from an array of 3 for 5 different sounds made by objects (e.g., Toot, toot goes the...)	
6-c	Selects an item from an array of 3 for 5 different song fill-ins corresponding with the items (e.g., The wheels on the...)	
7-M	Selects the correct item from an array of 8 for 25 different LRFFC fill-in statements of any type (e.g., You sit on a...)	<p>CC.1.3.8.I* Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.4.8.E Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic. Use sentences of varying lengths and complexities. Create tone and voice through precise language. Establish and maintain a formal style.</p> <p>CC.1.4.8.J Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s), counterclaims, reasons, and evidence by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented.</p> <p>CC.1.4.8.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction.</p> <p>CC.1.5.8.E Adapt speech to a variety of contexts and tasks.</p>
7-a	Selects an item from an array of 5 for 5 different fill-in statements containing a verb (e.g., You sleep in a...)	
7-b	Selects an item from an array of 5 for 5 different spoken associated sets of words (e.g., Shoes and...)	
7-c	Reverses 5 previously acquired associations in an LRFFC format (e.g., Shoes and..., Socks and...)	
7-d	Generalizes 10 known LRFFC responses to different tones of voice, volumes, prosody, etc.	
7-e	Generalizes 10 known LRFFC responses to new carrier phrases without training (e.g., Let's sit on a...Time to sit on a...)	
7-f	Generalizes 10 known LRFFC responses to 2 different pictures or objects (e.g., two different shoes)	
8-M	Selects the correct item from an array of 10 (or from a book) for 25 different verb-noun what, which, or who questions (e.g., What do you ride? Which one barks? Who can hop?)	<p>CC.1.2.8.B* Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.</p> <p>CC.1.2.8.C* Analyze how a text makes connections among and distinctions between individuals, ideas, or events.</p> <p>CC.1.2.8.E* Analyze the structure of the text through evaluation of the author's use of specific sentences and paragraphs to develop and refine a concept.</p> <p>CC.1.2.8.F* Analyze the influence of the words and phrases in a text including figurative and connotative, and technical meanings; and how they shape meaning and tone.</p> <p>CC.1.2.8.G Evaluate the advantages and disadvantages of using different mediums (e.g. print or digital text, video, multimedia) to present a particular topic or idea.</p> <p>CC.1.2.8.H* Evaluate authors' arguments, reasoning, and specific claims for the soundness of the arguments and the relevance of the evidence.</p> <p>CC.1.2.8.I* Analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p> <p>CC.1.2.8.J* 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.</p> <p>CC.1.2.8.K* Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.2.8.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</p> <p>CC.1.3.8.A* Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p>
8-a	Selects an item from an array of 8 for 10 fill-in function statements (e.g., You draw with a...)	
8-b	Selects an item from an array of 8 for 10 fill-in feature statements (e.g., You find wheels on a...)	
8-c	Selects an item from an array of 8 for 10 fill-in class statements (e.g., A kind of animal is a...)	
8-d	Selects an item from an array of 8 for 10 different what questions (e.g., What do you eat?)	
8-e	Selects an item from an array of 8 for 10 different which questions (e.g., which one flies?)	
8-f	Selects an item from an array of 8 for 10 different who questions (e.g., Who builds a nest?)	

		<p>CC.1.3.8.B* Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.</p> <p>CC.1.3.8.C* Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p> <p>CC.1.3.8.D* Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</p> <p>CC.1.3.8.E* Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</p> <p>CC.1.3.8.F* Analyze the influence of the words and phrases in a text including figurative and connotative meanings; and how they shape meaning and tone.</p> <p>CC.1.3.8.G Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by directors or actors.</p> <p>CC.1.3.8.H* Analyze how a modern work of fiction draws on themes, patterns of events, or character types from traditional works, including describing how the material is rendered new.</p> <p>CC.1.3.8.I* Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.4.8.B Identify and introduce the topic clearly, including a preview of what is to follow.</p> <p>CC.1.4.8.C Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.</p> <p>CC.1.4.8.D Organize ideas, concepts, and information into broader categories; use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.</p> <p>CC.1.4.8.E Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic. Use sentences of varying lengths and complexities. Create tone and voice through precise language. Establish and maintain a formal style.</p> <p>CC.1.4.8.F Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>CC.1.4.8.H Introduce and state an opinion on a topic.</p> <p>CC.1.4.8.J Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s), counterclaims, reasons, and evidence by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented.</p> <p>CC.1.4.8.R Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling.</p> <p>CC.1.4.8.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction.</p> <p>CC.1.5.8.E Adapt speech to a variety of contexts and tasks.</p> <p>CC.1.5.8.F Integrate multimedia and visual displays into presentations to add interest, clarify information, and strengthen claims and evidence.</p>
9-M	Selects an item given 3 different verbal statements about each item when independently presented (e.g., Find an animal. What barks? What has paws?) for 25 items	CC.1.2.8.G Evaluate the advantages and disadvantages of using different mediums (e.g. print or digital text, video, multimedia) to present a particular topic or idea.
9-a	Demonstrates LRFFC class generalization with 5 examples (e.g., 5 different animals) for 10 classes	CC.1.2.8.I* Analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
9-b	Emits 10 known LRFFC responses in an array of 10 in less than 1 minute (fluency)	CC.1.2.8.K* Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.
9-c	Selects an item given 2 different verbal statements about each item when independently presented (e.g., Find a food. What do you eat?) for 10 different items	CC.1.3.8.B* Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.
9-d	Selects an item from an array of 10 for 10 different LRFFC where questions (e.g., Where do you find the milk?)	CC.1.3.8.C* Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
9-e	Demonstrates 10 LRFFC responses in the natural environment	CC.1.3.8.H*

		<p>Analyze how a modern work of fiction draws on themes, patterns of events, or character types from traditional works, including describing how the material is rendered new.</p> <p>CC.1.4.8.H Introduce and state an opinion on a topic.</p> <p>CC.1.4.8.J Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s), counterclaims, reasons, and evidence by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented.</p> <p>CC.1.4.8.R Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling.</p> <p>CC.1.4.8.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction.</p> <p>CC.1.5.8.E Adapt speech to a variety of contexts and tasks.</p> <p>CC.1.5.8.F Integrate multimedia and visual displays into presentations to add interest, clarify information, and strengthen claims and evidence.</p>
10-M	Spontaneously tacts the item on 50% of the LRFFC trials (e.g., says Dog given the verbal statement Find an animal and a visual array containing a picture of a dog)	CC.1.2.8.A* Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
10-a	Selects an item from an array of 10 given the class and a function (e.g., Find something you wear on your feet.) for 25 items	CC.1.2.8.B* Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.
10-b	Selects an item from an array of 10 given the class and a feature (e.g., Find an animal with wings.) for 25 items	CC.1.2.8.C* Analyze how a text makes connections among and distinctions between individuals, ideas, or events.
10-c	Demonstrates 5 untrained LRFFC responses in the natural environment	CC.1.2.8.E* Analyze the structure of the text through evaluation of the author's use of specific sentences and paragraphs to develop and refine a concept.
10-d	Generalizes to 25 novel 2-component LRFFC tasks without training (e.g., Do you see a red fruit.)	CC.1.2.8.F* Analyze the influence of the words and phrases in a text including figurative and connotative, and technical meanings; and how they shape meaning and tone.
10-e	Spontaneously emits 5 LRFFC responses (e.g., gets a broom after hearing, There's dirt on the floor.)	CC.1.2.8.G Evaluate the advantages and disadvantages of using different mediums (e.g. print or digital text, video, multimedia) to present a particular topic or idea.
		<p>CC.1.2.8.H* Evaluate authors' arguments, reasoning, and specific claims for the soundness of the arguments and the relevance of the evidence.</p> <p>CC.1.2.8.I* Analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p> <p>CC.1.2.8.K* Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.2.8.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</p> <p>CC.1.3.8.A* Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p>CC.1.3.8.B* Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.</p> <p>CC.1.3.8.C* Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p> <p>CC.1.3.8.F* Analyze the influence of the words and phrases in a text including figurative and connotative meanings; and how they shape meaning and tone.</p> <p>CC.1.3.8.G Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by directors or actors.</p> <p>CC.1.3.8.H* Analyze how a modern work of fiction draws on themes, patterns of events, or character types from traditional works, including describing how the material is rendered new.</p> <p>CC.1.3.8.I* Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.4.8.A Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.</p> <p>CC.1.4.8.B Identify and introduce the topic clearly, including a preview of what is to follow.</p>

		<p>CC.1.4.8.D Organize ideas, concepts, and information into broader categories; use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.</p> <p>CC.1.4.8.E Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic. Use sentences of varying lengths and complexities. Create tone and voice through precise language. Establish and maintain a formal style.</p> <p>CC.1.4.8.F Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>CC.1.4.8.G Write arguments to support claims.</p> <p>CC.1.4.8.H Introduce and state an opinion on a topic.</p> <p>CC.1.4.8.I Acknowledge and distinguish the claim(s) from alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic.</p> <p>CC.1.4.8.J Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s), counterclaims, reasons, and evidence by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented.</p> <p>CC.1.4.8.K Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic. Use sentences of varying lengths and complexities. Create tone and voice through precise language. Establish and maintain a formal style.</p> <p>CC.1.4.8.L Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.8.O Use narrative techniques such as dialogue, description, reflection, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>CC.1.4.8.P Organize an event sequence that unfolds naturally and logically using a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events; provide a conclusion that follows from and reflects on the narrated experiences or events.</p> <p>CC.1.4.8.R Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling.</p> <p>CC.1.4.8.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction.</p>
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LISTENER RESPONDING BY FUNCTION, FEATURE, & CLASS LEVEL 3

Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
11-M	Selects the correct item from an array of 10 that contains 3 similar stimuli (e.g., similar color, shape, or class, but they are the wrong choices), for 25 different WH question LRFFC tasks	CC.1.2.8.B* Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.
11-a	Selects 2 members of a class (e.g., Find two body parts.) from an array of 10, for 25 classes	CC.1.2.8.C*
11-b	Selects 50 items from a book given any type of LRFFC task	Analyze how a text makes connections among and distinctions between individuals, ideas, or events.
11-c	Selects 50 items from the natural environment or in a functional activity (e.g., setting the table)	CC.1.2.8.E*

	given any type of LRFFC task	Analyze the structure of the text through evaluation of the author's use of specific sentences and paragraphs to develop and refine a concept. CC.1.2.8.F*
11-d	Demonstrates 200 different LRFFC response, tested or obtained from an accumulated list of known responses	Analyze the influence of the words and phrases in a text including figurative and connotative, and technical meanings; and how they shape meaning and tone. CC.1.2.8.G
11-e	Selects a picture for the next step in a sequence (e.g., First you turn on the water in the tub, then you...) for 10 sequences	Evaluate the advantages and disadvantages of using different mediums (e.g. print or digital text, video, multimedia) to present a particular topic or idea. CC.1.2.8.H*
11-f	Selects a picture from an array of 10 given a general time question (e.g., when asked, What time do you go to bed? the child selects a picture of nighttime) for 5 items	Evaluate authors' arguments, reasoning, and specific claims for the soundness of the arguments and the relevance of the evidence. CC.1.2.8.I*
		Analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. CC.1.2.8.K*
		Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools. CC.1.2.8.L
		Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. CC.1.3.8.A*
		Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. CC.1.3.8.B*
		Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text. CC.1.3.8.C*
		Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. CC.1.3.8.D*
		Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor. CC.1.3.8.E*
		Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. CC.1.3.8.F*
		Analyze the influence of the words and phrases in a text including figurative and connotative meanings; and how they shape meaning and tone. CC.1.3.8.G
		Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by directors or actors. CC.1.3.8.H*
		Analyze how a modern work of fiction draws on themes, patterns of events, or character types from traditional works, including describing how the material is rendered new. CC.1.3.8.I*
		Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies and tools. CC.1.4.8.D
		Organize ideas, concepts, and information into broader categories; use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension. CC.1.4.8.F
		Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. CC.1.4.8.G
		Write arguments to support claims. CC.1.4.8.H
		Introduce and state an opinion on a topic. CC.1.4.8.I
		Acknowledge and distinguish the claim(s) from alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic. CC.1.4.8.J
		Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s), counterclaims, reasons, and evidence by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented. CC.1.4.8.P
		Organize an event sequence that unfolds naturally and logically using a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events; provide a conclusion that follows from and reflects on the narrated experiences or events. CC.1.4.8.Q
		Write with an awareness of the stylistic aspects of writing: Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects, Use sentences of varying lengths and complexities, Create tone and voice through precise language. CC.1.4.8.R
		Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling.

		<p>CC.1.4.8.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction.</p> <p>CC.1.4.8.V Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>CC.1.4.8.W Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>CC.1.5.8.C Analyze the purpose of information presented in diverse media formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p> <p>CC.1.5.8.E Adapt speech to a variety of contexts and tasks.</p> <p>CC.1.5.8.F Integrate multimedia and visual displays into presentations to add interest, clarify information, and strengthen claims and evidence.</p>
12-M	Selects an item from a book based on 2 verbal components: either a feature (e.g., color), function (e.g., draw with), or class (e.g., clothing) for 25 items (e.g., Do you see a brown animal? Can you find some clothing with buttons?)	<p>CC.1.2.8.A* Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p> <p>CC.1.2.8.B* Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.</p> <p>CC.1.2.8.C* Analyze how a text makes connections among and distinctions between individuals, ideas, or events.</p> <p>CC.1.2.8.E* Analyze the structure of the text through evaluation of the author's use of specific sentences and paragraphs to develop and refine a concept.</p> <p>CC.1.2.8.F* Analyze the influence of the words and phrases in a text including figurative and connotative, and technical meanings; and how they shape meaning and tone.</p> <p>CC.1.2.8.G Evaluate the advantages and disadvantages of using different mediums (e.g. print or digital text, video, multimedia) to present a particular topic or idea.</p> <p>CC.1.2.8.H* Evaluate authors' arguments, reasoning, and specific claims for the soundness of the arguments and the relevance of the evidence.</p> <p>CC.1.2.8.I* Analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p> <p>CC.1.2.8.J* 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.</p> <p>CC.1.2.8.K* Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.2.8.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</p> <p>CC.1.3.8.A* Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p>CC.1.3.8.B* Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.</p> <p>CC.1.3.8.C* Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p> <p>CC.1.3.8.D* Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</p> <p>CC.1.3.8.F* Analyze the influence of the words and phrases in a text including figurative and connotative meanings; and how they shape meaning and tone.</p> <p>CC.1.3.8.H* Analyze how a modern work of fiction draws on themes, patterns of events, or character types from traditional works, including describing how the material is rendered new.</p> <p>CC.1.3.8.I* Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.4.8.B</p>
12-a	Selects an item from an array of 10 given a color and class (e.g., a yellow animal) for 25 items	
12-b	Selects an item from an array of 10 given a shape and class (e.g., a round food) for 25 items	
12-c	Selects an item from an array of 10 given a function (e.g., color on it) and a class (e.g., art supplies) for 25 LRFFC tasks (e.g., Find something to color on from the art cabinet.)	
12-d	Selects an item from an array of 10 given a feature (e.g., wheels, wings) and a class (e.g., animals, vehicles) for 25 LRFFC tasks (e.g., Where's a vehicle with wheels? Where's a vehicle with wings?)	
12-e	Selects an item from an array of 10 given any adjective (but not color or shape) and a function (e.g., It's hot and you eat it... spaghetti) for 25 LRFFC tasks	
12-f	Selects an item from an array of 10 given any adjective (but not color or shape) and a feature (e.g., It's soft and has ears... rabbit) for 25 LRFFC tasks	

		<p>Identify and introduce the topic clearly, including a preview of what is to follow.</p> <p>CC.1.4.8.C Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.</p> <p>CC.1.4.8.D Organize ideas, concepts, and information into broader categories; use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.</p> <p>CC.1.4.8.E Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic. Use sentences of varying lengths and complexities. Create tone and voice through precise language. Establish and maintain a formal style.</p> <p>CC.1.4.8.F Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>CC.1.4.8.G Write arguments to support claims.</p> <p>CC.1.4.8.H Introduce and state an opinion on a topic.</p> <p>CC.1.4.8.I Acknowledge and distinguish the claim(s) from alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic.</p> <p>CC.1.4.8.J Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s), counterclaims, reasons, and evidence by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented.</p> <p>CC.1.4.8.Q Write with an awareness of the stylistic aspects of writing: Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects, Use sentences of varying lengths and complexities, Create tone and voice through precise language.</p> <p>CC.1.4.8.R Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling.</p> <p>CC.1.4.8.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction.</p> <p>CC.1.4.8.V Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>CC.1.4.8.W Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>CC.1.5.8.C Analyze the purpose of information presented in diverse media formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p> <p>CC.1.5.8.E Adapt speech to a variety of contexts and tasks.</p> <p>CC.1.5.8.F Integrate multimedia and visual displays into presentations to add interest, clarify information, and strengthen claims and evidence.</p>
13-M	Selects items from a page in a book or in the natural environment based on 3 verbal components (e.g. verb, adjective, preposition, pronoun), for 25 WH-question LRFFC tasks (e.g. Which fruit grows on trees?)	CC.1.2.8.A* Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
13-a	Selects an item from a book after being read a short passage (10+ words) and given an LRFFC question (e.g., Who blew the house down?)	CC.1.2.8.B* Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.
13-b	Selects an item from an array of 10 given a preposition and any LRFFC question (e.g., What’s above a roof?) for 25 items	CC.1.2.8.C* Analyze how a text makes connections among and distinctions between individuals, ideas, or events.
13-c	Selects an item from an array of 10 given a pronoun and any LRFFC question (e.g., Which toys are his?) for 25 items	CC.1.2.8.D* Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
13-d	Selects an item from an array of 10 given an adverb and any LRFFC question (e.g., Which animal runs fast?) for 25 items	CC.1.2.8.E* Analyze the structure of the text through evaluation of the author’s use of specific sentences and paragraphs to develop and refine a concept.
13-e	Selects 10 community helpers from a book when asked what they do (e.g., Who helps you when you are sick?)	CC.1.2.8.F* Analyze the influence of the words and phrases in a text including figurative and connotative, and technical meanings; and how they shape meaning and tone.
13-f	Selects 2 different items from an array of 10 given 2 different classes or functions (e.g., Can you	CC.1.2.8.G Evaluate the advantages and disadvantages of using different mediums (e.g. print or digital text, video, multimedia) to present a particular topic or idea.
		CC.1.2.8.H* Evaluate authors’ arguments, reasoning, and specific claims for the soundness of the arguments and the relevance of the evidence.

	find a fruit and a meat?) for 25 sets	CC.1.2.8.I* Analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
13-g	Selects a location from an array of 10 given 2 items from that location (e.g., You buy meat and bread at the...store) for 10 locations	CC.1.2.8.J* 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.
13-h	Selects an item in the natural environment that contains 3 similar stimuli when given an LRFFC question for 25 tasks (e.g., Get something to sweep with. Find something to make this stick.)	CC.1.2.8.K* Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools. CC.1.2.8.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. CC.1.3.8.A* Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. CC.1.3.8.B* Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text. CC.1.3.8.C* Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. CC.1.3.8.D* Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor. CC.1.3.8.E* Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. CC.1.3.8.F* Analyze the influence of the words and phrases in a text including figurative and connotative meanings; and how they shape meaning and tone. CC.1.3.8.G Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by directors or actors. CC.1.3.8.H* Analyze how a modern work of fiction draws on themes, patterns of events, or character types from traditional works, including describing how the material is rendered new. CC.1.3.8.I* Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies and tools. CC.1.4.8.B Identify and introduce the topic clearly, including a preview of what is to follow. CC.1.4.8.C Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension. CC.1.4.8.D Organize ideas, concepts, and information into broader categories; use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension. CC.1.4.8.E Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic. Use sentences of varying lengths and complexities. Create tone and voice through precise language. Establish and maintain a formal style. CC.1.4.8.F Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. CC.1.4.8.G Write arguments to support claims. CC.1.4.8.H Introduce and state an opinion on a topic. CC.1.4.8.I Acknowledge and distinguish the claim(s) from alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic. CC.1.4.8.J Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s), counterclaims, reasons, and evidence by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented. CC.1.4.8.Q Write with an awareness of the stylistic aspects of writing: Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects, Use sentences of varying lengths and complexities, Create tone and voice through precise language. CC.1.4.8.R Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling.

		<p>CC.1.4.8.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction.</p> <p>CC.1.4.8.V Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>CC.1.4.8.W Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>CC.1.5.8.C Analyze the purpose of information presented in diverse media formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p> <p>CC.1.5.8.E Adapt speech to a variety of contexts and tasks.</p> <p>CC.1.5.8.F Integrate multimedia and visual displays into presentations to add interest, clarify information, and strengthen claims and evidence.</p>
14-M	Selects the correct items from a book or the natural environment given 4 different rotating LRFFC questions about a single topic (Where does the cow live? What does the cow eat? Who milks the cow?) for 25 different topics	<p>CC.1.2.8.A* Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p> <p>CC.1.2.8.B* Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.</p> <p>CC.1.2.8.C* Analyze how a text makes connections among and distinctions between individuals, ideas, or events.</p> <p>CC.1.2.8.D* Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p> <p>CC.1.2.8.E* Analyze the structure of the text through evaluation of the author's use of specific sentences and paragraphs to develop and refine a concept.</p> <p>CC.1.2.8.F* Analyze the influence of the words and phrases in a text including figurative and connotative, and technical meanings; and how they shape meaning and tone.</p> <p>CC.1.2.8.G Evaluate the advantages and disadvantages of using different mediums (e.g. print or digital text, video, multimedia) to present a particular topic or idea.</p> <p>CC.1.2.8.H* Evaluate authors' arguments, reasoning, and specific claims for the soundness of the arguments and the relevance of the evidence.</p> <p>CC.1.2.8.I* Analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p> <p>CC.1.2.8.J* 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.</p> <p>CC.1.2.8.K* Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools</p> <p>CC.1.2.8.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently</p> <p>CC.1.3.8.A* Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p>CC.1.3.8.B* Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.</p> <p>CC.1.3.8.C* Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p> <p>CC.1.3.8.D* Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</p> <p>CC.1.3.8.E* Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</p> <p>CC.1.3.8.F* Analyze the influence of the words and phrases in a text including figurative and connotative meanings; and how they shape meaning and tone.</p> <p>CC.1.3.8.G Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by directors or actors.</p>
14-a	Selects all members of a class from an array of 10 when asked (e.g., Find all the clothing.) for 3 members of 25 classes	
14-b	Selects an item from a book given a when question (e.g., When do you need a towel?) for 10 items	
14-c	Selects an item from a book given a how question (e.g., How do you get to school?) for 10 items	
14-d	Selects an item from an array of 10 given a preposition after a verb (e.g., eat with, eat at, write on, write with) for 25 verb-preposition combinations	
14-e	Selects an item when asked to find something that is different in an array of 5 (e.g., 4 spoons and 1 fork) for 25 items	
14-f	Selects an item from an array of 10 when asked What is missing? from a picture (e.g., a car without wheels, an airplane without wings) for 25 items	

		<p>CC.1.3.8.H* Analyze how a modern work of fiction draws on themes, patterns of events, or character types from traditional works, including describing how the material is rendered new.</p> <p>CC.1.3.8.I* Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.4.8.C Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.</p> <p>CC.1.4.8.D Organize ideas, concepts, and information into broader categories; use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.</p> <p>CC.1.4.8.E Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic. Use sentences of varying lengths and complexities. Create tone and voice through precise language. Establish and maintain a formal style.</p> <p>CC.1.4.8.G Write arguments to support claims.</p> <p>CC.1.4.8.H Introduce and state an opinion on a topic.</p> <p>CC.1.4.8.I Acknowledge and distinguish the claim(s) from alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic.</p> <p>CC.1.4.8.J Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s), counterclaims, reasons, and evidence by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented.</p> <p>CC.1.4.8.K Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic. Use sentences of varying lengths and complexities. Create tone and voice through precise language. Establish and maintain a formal style.</p> <p>CC.1.4.8.Q Write with an awareness of the stylistic aspects of writing: Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects, Use sentences of varying lengths and complexities, Create tone and voice through precise language.</p> <p>CC.1.4.8.R Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling.</p> <p>CC.1.4.8.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction.</p> <p>CC.1.4.8.U Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p> <p>CC.1.4.8.V Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>CC.1.4.8.W Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>CC.1.4.8.X 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>CC.1.5.8.C Analyze the purpose of information presented in diverse media formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p> <p>CC.1.5.8.D Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation.</p> <p>CC.1.5.8.E Adapt speech to a variety of contexts and tasks.</p> <p>CC.1.5.8.F Integrate multimedia and visual displays into presentations to add interest, clarify information, and strengthen claims and evidence.</p>
15-M	Demonstrates 1000 different LRFFC responses, tested or obtained from an accumulated list of known responses	CC.1.2.8.A* Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
15-a	Selects an item from an array of 10 relating to past events (e.g., Where did you go yesterday?) for	CC.1.2.8.B*

	5 events	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.
15-b	Selects an item relating to future events (e.g., What's happening tomorrow?) for 5 events	CC.1.2.8.C*
15-c	Selects an item from an array of 10 when asked Which one can't...? in an LRFFC format for 10 items (e.g., Which one can't fly?)	Analyze how a text makes connections among and distinctions between individuals, ideas, or events. CC.1.2.8.D*
15-d	Selects an item from an array of 10 when asked Which one is not? in an LRFFC format (e.g., Which one is not a musical instrument?) for 25 functions, features, or classes	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. CC.1.2.8.E*
15-e	Selects items from a page in a book or in the natural environment based on 4 verbal components (e.g., verb, adjective, preposition, pronoun) for 25 LRFFC tasks (e.g., Whose bed did Goldilocks sleep in?)	Analyze the structure of the text through evaluation of the author's use of specific sentences and paragraphs to develop and refine a concept. CC.1.2.8.F*
		Analyze the influence of the words and phrases in a text including figurative and connotative, and technical meanings; and how they shape meaning and tone. CC.1.2.8.G
		Evaluate the advantages and disadvantages of using different mediums (e.g. print or digital text, video, multimedia) to present a particular topic or idea. CC.1.2.8.H*
		Evaluate authors' arguments, reasoning, and specific claims for the soundness of the arguments and the relevance of the evidence. CC.1.2.8.I*
		Analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. CC.1.2.8.J*
		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. CC.1.2.8.K*
		Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools. CC.1.2.8.L
		Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. CC.1.3.8.A*
		Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. CC.1.3.8.B*
		Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text. CC.1.3.8.C*
		Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. CC.1.3.8.D*
		Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor. CC.1.3.8.E*
		Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. CC.1.3.8.F*
		Analyze the influence of the words and phrases in a text including figurative and connotative meanings; and how they shape meaning and tone. CC.1.3.8.G
		Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by directors or actors. CC.1.3.8.H*
		Analyze how a modern work of fiction draws on themes, patterns of events, or character types from traditional works, including describing how the material is rendered new. CC.1.3.8.I*
		Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies and tools. CC.1.3.8.J*
		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. CC.1.4.8.A
		Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly. CC.1.4.8.B
		Identify and introduce the topic clearly, including a preview of what is to follow. CC.1.4.8.C
		Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension. CC.1.4.8.D
		Organize ideas, concepts, and information into broader categories; use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension. CC.1.4.8.E

		<p>Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic. Use sentences of varying lengths and complexities. Create tone and voice through precise language. Establish and maintain a formal style.</p> <p>CC.1.4.8.F Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>CC.1.4.8.G Write arguments to support claims.</p> <p>CC.1.4.8.H Introduce and state an opinion on a topic.</p> <p>CC.1.4.8.I Acknowledge and distinguish the claim(s) from alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic.</p> <p>CC.1.4.8.J Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s), counterclaims, reasons, and evidence by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented.</p> <p>CC.1.4.8.K Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic. Use sentences of varying lengths and complexities. Create tone and voice through precise language. Establish and maintain a formal style.</p> <p>CC.1.4.8.L Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.8.M Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.8.N Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.</p> <p>CC.1.4.8.O Use narrative techniques such as dialogue, description, reflection, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>CC.1.4.8.P Organize an event sequence that unfolds naturally and logically using a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events; provide a conclusion that follows from and reflects on the narrated experiences or events.</p> <p>CC.1.4.8.Q Write with an awareness of the stylistic aspects of writing: Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects, Use sentences of varying lengths and complexities, Create tone and voice through precise language.</p> <p>CC.1.4.8.R Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling.</p> <p>CC.1.4.8.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction.</p> <p>CC.1.4.8.T With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>CC.1.4.8.U Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p> <p>CC.1.4.8.V Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>CC.1.4.8.W Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>CC.1.4.8.X 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>CC.1.5.8.B Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p> <p>CC.1.5.8.C Analyze the purpose of information presented in diverse media formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p> <p>CC.1.5.8.D Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation.</p> <p>CC.1.5.8.E</p>
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		Adapt speech to a variety of contexts and tasks. CC.1.5.8.F Integrate multimedia and visual displays into presentations to add interest, clarify information, and strengthen claims and evidence.
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INTRAVERBAL LEVEL 2

Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
6-M	Completes 10 different fill-in-the-blank phrases of any type (e.g., song fill-ins, social games and fun fill-ins, animal or object sounds)	CC.1.5.8.G Demonstrate command of the conventions of standard English when speaking based on grade 8 level and content.
6-a	Provides the sound made by 2 animals or objects (e.g., A dog says... A horn goes...)	
6-b	Gives 2 animal names when given the sounds they make (e.g., Meow says a...)	
6-c	Completes 5 different song fill-ins (e.g., The wheels on the... Twinkle, twinkle little...)	
6-d	Completes 2 different verbal fill-ins involving fun activities (e.g., Peek-a-... Ready, set...)	
7-M	Provides first name when asked, What is your name? (T)	CC.1.3.8.I* Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies and tools. CC.1.4.8.C Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension. CC.1.4.8.I Acknowledge and distinguish the claim(s) from alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic. CC.1.5.8.G Demonstrate command of the conventions of standard English when speaking based on grade 8 level and content.
7-a	Completes 5 different in-context fill-ins (e.g., You sleep in your... while at his bed)	
7-b	Correctly responds to 5 in-context fill-ins when they are reversed (e.g., In your bed you go to...)	
7-c	Completes 5 different out of context fill-in-the-blank phrases (e.g., You wash your...)	
7-d	Generalizes 10 known intraverbal responses to a different adult and setting	
8-M	Completes 25 different fill-in-the-blank phrases (not including songs) (e.g., You eat... You sleep in a... Shoes and...)	CC.1.3.8.I* Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies and tools. CC.1.4.8.D Organize ideas, concepts, and information into broader categories; use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension. CC.1.4.8.E Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic. Use sentences of varying lengths and complexities. Create tone and voice through precise language. Establish and maintain a formal style. CC.1.4.8.J Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s), counterclaims, reasons, and evidence by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented. CC.1.5.8.G Demonstrate command of the conventions of standard English when speaking based on grade 8 level and content.
8-a	Completes 2 <i>eat</i> and 2 <i>drink</i> classification fill-ins (e.g., You eat... You drink...)	
8-b	Completes 5 different noun-noun association fill-in-the-blank phrases (e.g., mommy and...)	
8-c	Completes 5 song fill-ins with 2 or more words (e.g., Old McDonald... had a farm)	
8-d	Generalizes 10 intraverbal responses to new carrier phrases (e.g., We bounce a... Let's bounce a...)	
9-M	Answers 25 different what questions (e.g., What do you brush?)	CC.1.2.8.A* Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. CC.1.2.8.B* Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text. CC.1.2.8.C* Analyze how a text makes connections among and distinctions between individuals, ideas, or events. CC.1.2.8.D* Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. CC.1.2.8.E* Analyze the structure of the text through evaluation of the author's use of specific sentences and paragraphs to develop and refine a concept. CC.1.2.8.F*
9-a	Completes 10 different verb-noun fill-in-the-blank phrases (e.g., You ride the... You play in...)	
9-b	Spontaneously emits (no additional verbal prompts) 2 intraverbal responses	
9-c	Answers 10 different what questions with a verb as the primary SD (e.g., What do you brush?)	
9-d	Answers 10 different what questions with a noun as the primary SD (e.g., What's in the barn?)	
9-e	When asked What do you eat (or drink)? provides 2 or more members of each category	
9-f	Provides 5 novel responses to previously acquired questions (response generalization) (e.g., when asked to name an animal the child answers bear for the first time without receiving training on bear)	

Analyze the influence of the words and phrases in a text including figurative and connotative, and technical meanings; and how they shape meaning and tone.

CC.1.2.8.G
Evaluate the advantages and disadvantages of using different mediums (e.g. print or digital text, video, multimedia) to present a particular topic or idea.

CC.1.2.8.H*
Evaluate authors' arguments, reasoning, and specific claims for the soundness of the arguments and the relevance of the evidence.

CC.1.2.8.I*
Analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

CC.1.2.8.J*
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.

CC.1.2.8.K*
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.

CC.1.2.8.L
Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.

CC.1.3.8.A*
Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

CC.1.3.8.B*
Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.

CC.1.3.8.C*
Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

CC.1.3.8.D*
Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

CC.1.3.8.F*
Analyze the influence of the words and phrases in a text including figurative and connotative meanings; and how they shape meaning and tone.

CC.1.3.8.G
Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by directors or actors.

CC.1.3.8.H*
Analyze how a modern work of fiction draws on themes, patterns of events, or character types from traditional works, including describing how the material is rendered new.

CC.1.3.8.I*
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies and tools.

CC.1.3.8.J*
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.

CC.1.3.8.K
Read and comprehend literary fiction on grade level, reading independently and proficiently.

CC.1.4.8.A
Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.

CC.1.4.8.B
Identify and introduce the topic clearly, including a preview of what is to follow.

CC.1.4.8.C
Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.

CC.1.4.8.D
Organize ideas, concepts, and information into broader categories; use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.

CC.1.4.8.E
Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic. Use sentences of varying lengths and complexities. Create tone and voice through precise language. Establish and maintain a formal style.

CC.1.4.8.F
Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.

CC.1.4.8.G
Write arguments to support claims.

CC.1.4.8.H
Introduce and state an opinion on a topic.

CC.1.4.8.I

		<p>Acknowledge and distinguish the claim(s) from alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic.</p> <p>CC.1.4.8.J Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s), counterclaims, reasons, and evidence by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented</p> <p>CC.1.4.8.K Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic. Use sentences of varying lengths and complexities. Create tone and voice through precise language. Establish and maintain a formal style.</p> <p>CC.1.4.8.L Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.8.M Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.8.N Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.</p> <p>CC.1.4.8.O Use narrative techniques such as dialogue, description, reflection, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>CC.1.4.8.R Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling.</p> <p>CC.1.4.8.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction.</p> <p>CC.1.4.8.V Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>CC.1.4.8.W Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>CC.1.5.8.B Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p> <p>CC.1.5.8.C Analyze the purpose of information presented in diverse media formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p> <p>CC.1.5.8.D Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation.</p> <p>CC.1.5.8.E Adapt speech to a variety of contexts and tasks.</p> <p>CC.1.5.8.G Demonstrate command of the conventions of standard English when speaking based on grade 8 level and content.</p>
10-M	Answers 25 different who or where questions (e.g., Whose your friend? Where is your pillow?)	CC.1.2.8.A* Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
10-a	Answers 5 different where questions (e.g., Where are your videos?).	CC.1.2.8.B* Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.
10-b	Answers 5 different who questions (e.g., Who is your teacher?)	CC.1.2.8.C* Analyze how a text makes connections among and distinctions between individuals, ideas, or events.
10-c	Demonstrates 2 untrained intraverbal responses (e.g., responds flower when someone says daisy)	CC.1.2.8.D* Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
10-d	Answers 10 different class questions (e.g., What animals do you like? What toys do you like?)	CC.1.2.8.E* Analyze the structure of the text through evaluation of the author’s use of specific sentences and paragraphs to develop and refine a concept.
10-e	Answers both color and name questions about 10 visible items (e.g., What is it? What color is it?)	CC.1.2.8.F* Analyze the influence of the words and phrases in a text including figurative and connotative, and technical meanings; and how they shape meaning and tone.
10-f	Answers 10 different function questions (e.g., What do you do with a toothbrush?)	CC.1.2.8.G Evaluate the advantages and disadvantages of using different mediums (e.g. print or digital text, video, multimedia) to present a particular topic or idea.
10-g	Spontaneously emits 5 intraverbal-mands (e.g., Dad says It’s hot. and the child says Let’s go swimming.)	<p>CC.1.2.8.H* Evaluate authors’ arguments, reasoning, and specific claims for the soundness of the arguments and the relevance of the evidence.</p> <p>CC.1.2.8.I* Analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p> <p>CC.1.2.8.J* Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a</p>

word or phrase important to comprehension or expression.

CC.1.2.8.K*
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.

CC.1.2.8.L
Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.

CC.1.3.8.A*
Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

CC.1.3.8.B*
Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.

CC.1.3.8.C*
Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

CC.1.3.8.D*
Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

CC.1.3.8.F*
Analyze the influence of the words and phrases in a text including figurative and connotative meanings; and how they shape meaning and tone.

CC.1.3.8.G
Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by directors or actors.

CC.1.3.8.H*
Analyze how a modern work of fiction draws on themes, patterns of events, or character types from traditional works, including describing how the material is rendered new.

CC.1.3.8.J*
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.

CC.1.3.8.K
Read and comprehend literary fiction on grade level, reading independently and proficiently.

CC.1.4.8.A
Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.

CC.1.4.8.B
Identify and introduce the topic clearly, including a preview of what is to follow.

CC.1.4.8.C
Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.

CC.1.4.8.D
Organize ideas, concepts, and information into broader categories; use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.

CC.1.4.8.E
Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic. Use sentences of varying lengths and complexities. Create tone and voice through precise language. Establish and maintain a formal style.

CC.1.4.8.F
Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.

CC.1.4.8.G
Write arguments to support claims.

CC.1.4.8.H
Introduce and state an opinion on a topic.

CC.1.4.8.I
Acknowledge and distinguish the claim(s) from alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic.

CC.1.4.8.J
Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s), counterclaims, reasons, and evidence by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented.

CC.1.4.8.K
Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic. Use sentences of varying lengths and complexities. Create tone and voice through precise language. Establish and maintain a formal style.

CC.1.4.8.L
Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.8.M
Write narratives to develop real or imagined experiences or events.

		<p>CC.1.4.8.N Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.</p> <p>CC.1.4.8.O Use narrative techniques such as dialogue, description, reflection, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>CC.1.4.8.R Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling.</p> <p>CC.1.4.8.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction.</p> <p>CC.1.4.8.V Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>CC.1.4.8.W Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>CC.1.5.8.B Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p> <p>CC.1.5.8.C Analyze the purpose of information presented in diverse media formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p> <p>CC.1.5.8.D Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation.</p> <p>CC.1.5.8.E Adapt speech to a variety of contexts and tasks.</p> <p>CC.1.5.8.G Demonstrate command of the conventions of standard English when speaking based on grade 8 level and content.</p>
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INTRAVERBAL LEVEL 3

Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
11-M	Spontaneously emits 20 intraverbal comments (can be part mand) (e.g., dad says I’m going to the car, and the child spontaneously says I want to go for a ride!)	CC.1.2.8.C* Analyze how a text makes connections among and distinctions between individuals, ideas, or events.
11-a	Completes 10 two-component (noun-verb) fill-ins (e.g., For breakfast you eat... For lunch you eat...)	CC.1.2.8.D* Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
11-b	Answers 25 two-component where questions (e.g., Where do you find the milk? Where’s your wagon?)	CC.1.2.8.E* Analyze the structure of the text through evaluation of the author’s use of specific sentences and paragraphs to develop and refine a concept.
11-c	Answers 25 two-component who questions (e.g., Who takes you to school? Who do you play with?)	CC.1.2.8.F* Analyze the influence of the words and phrases in a text including figurative and connotative, and technical meanings; and how they shape meaning and tone.
11-d	Answers 25 what questions involving function (e.g., What do you do with crayons?)	CC.1.2.8.K* Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.
11-e	Answers 25 what questions when given the function (e.g., What gets you clean?)	CC.1.3.8.A* Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
11-f	Demonstrates 10 untrained intraverbals (e.g., retells what happened in a video without any specific training)	CC.1.3.8.B* Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.
11-g	Demonstrates 5 new intraverbals with just tact training (e.g., tact of computer...Daddy has a computer.)	CC.1.3.8.C* Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
11-h	Answers I don’t know to questions that the child cannot answer	CC.1.3.8.D* Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
		CC.1.3.8.F*

Analyze the influence of the words and phrases in a text including figurative and connotative meanings; and how they shape meaning and tone.

CC.1.3.8.G
Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by directors or actors.

CC.1.3.8.H*
Analyze how a modern work of fiction draws on themes, patterns of events, or character types from traditional works, including describing how the material is rendered new.

CC.1.3.8.I*
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies and tools.

CC.1.3.8.J*
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.

CC.1.4.8.B
Identify and introduce the topic clearly, including a preview of what is to follow.

CC.1.4.8.C
Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.

CC.1.4.8.D
Organize ideas, concepts, and information into broader categories; use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.

CC.1.4.8.E
Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic. Use sentences of varying lengths and complexities. Create tone and voice through precise language. Establish and maintain a formal style.

CC.1.4.8.F
Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.

CC.1.4.8.H
Introduce and state an opinion on a topic.

CC.1.4.8.I
Acknowledge and distinguish the claim(s) from alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic.

CC.1.4.8.J
Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s), counterclaims, reasons, and evidence by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented

CC.1.4.8.K
Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic. Use sentences of varying lengths and complexities. Create tone and voice through precise language. Establish and maintain a formal style.

CC.1.4.8.L
Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.8.M
Write narratives to develop real or imagined experiences or events.

CC.1.4.8.O
Use narrative techniques such as dialogue, description, reflection, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

CC.1.4.8.Q
Write with an awareness of the stylistic aspects of writing: Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects, Use sentences of varying lengths and complexities, Create tone and voice through precise language.

CC.1.4.8.R
Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling.

CC.1.4.8.S
Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction.

CC.1.4.8.V
Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

CC.1.5.8.A
Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.

CC.1.5.8.B
Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

CC.1.5.8.C
Analyze the purpose of information presented in diverse media formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

		<p>CC.1.5.8.E Adapt speech to a variety of contexts and tasks.</p> <p>CC.1.5.8.G Demonstrate command of the conventions of standard English when speaking based on grade 8 level and content.</p>
12-M	Demonstrates 300 different intraverbal responses, tested or obtained from an accumulated list of known intraverbals	<p>CC.1.2.8.A* Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p> <p>CC.1.2.8.B* Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.</p> <p>CC.1.2.8.C* Analyze how a text makes connections among and distinctions between individuals, ideas, or events.</p> <p>CC.1.2.8.D* Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p> <p>CC.1.2.8.E* Analyze the structure of the text through evaluation of the author's use of specific sentences and paragraphs to develop and refine a concept.</p> <p>CC.1.2.8.F* Analyze the influence of the words and phrases in a text including figurative and connotative, and technical meanings; and how they shape meaning and tone.</p> <p>CC.1.2.8.G Evaluate the advantages and disadvantages of using different mediums (e.g. print or digital text, video, multimedia) to present a particular topic or idea.</p> <p>CC.1.2.8.H* Evaluate authors' arguments, reasoning, and specific claims for the soundness of the arguments and the relevance of the evidence.</p> <p>CC.1.2.8.I* Analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p> <p>CC.1.2.8.J* 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.</p> <p>CC.1.2.8.K* Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.2.8.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</p> <p>CC.1.3.8.A* Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p>CC.1.3.8.B* Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.</p> <p>CC.1.3.8.C* Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p> <p>CC.1.3.8.D* Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</p> <p>CC.1.3.8.F* Analyze the influence of the words and phrases in a text including figurative and connotative meanings; and how they shape meaning and tone.</p> <p>CC.1.3.8.G Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by directors or actors.</p> <p>CC.1.3.8.H* Analyze how a modern work of fiction draws on themes, patterns of events, or character types from traditional works, including describing how the material is rendered new.</p> <p>CC.1.3.8.I* Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.3.8.J* 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.</p> <p>CC.1.3.8.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p> <p>CC.1.4.8.A Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.</p> <p>CC.1.4.8.B</p>
12-a	Provides at least 3 members of 10 classes (e.g., What do you see on a playground?)	
12-b	Answers 25 multiple choice questions (e.g., Does a fish live in the water or in trees?)	
12-c	Provides 10 categories when given several members (e.g., a horse, cow, and pig are all...)	
12-d	Provides the name of 25 items when given a specific feature (e.g., What has wheels?)	
12-e	Provides 2 features of 10 items when given their names (e.g., What's on a fire truck?)	
12-f	Provides an answer to 3 emotion questions (e.g., What makes you sad? What makes you happy?)	
12-g	Provides at least 25 3+ word responses to questions (e.g., when asked What do you like to play? the child responds I like to play with cars)	

Identify and introduce the topic clearly, including a preview of what is to follow.

CC.1.4.8.C

Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.

CC.1.4.8.D

Organize ideas, concepts, and information into broader categories; use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.

CC.1.4.8.E

Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic. Use sentences of varying lengths and complexities. Create tone and voice through precise language. Establish and maintain a formal style.

CC.1.4.8.F

Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.

CC.1.4.8.G

Write arguments to support claims.

CC.1.4.8.H

Introduce and state an opinion on a topic.

CC.1.4.8.I

Acknowledge and distinguish the claim(s) from alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic.

CC.1.4.8.J

Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s), counterclaims, reasons, and evidence by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented.

CC.1.4.8.K

Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic. Use sentences of varying lengths and complexities. Create tone and voice through precise language. Establish and maintain a formal style.

CC.1.4.8.L

Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.8.M

Write narratives to develop real or imagined experiences or events.

CC.1.4.8.N

Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.

CC.1.4.8.O

Use narrative techniques such as dialogue, description, reflection, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

CC.1.4.8.P

Organize an event sequence that unfolds naturally and logically using a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events; provide a conclusion that follows from and reflects on the narrated experiences or events.

CC.1.4.8.Q

Write with an awareness of the stylistic aspects of writing: Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects, Use sentences of varying lengths and complexities, Create tone and voice through precise language.

CC.1.4.8.R

Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling

CC.1.4.8.S

Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction.

CC.1.4.8.T

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

CC.1.4.8.U

Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

CC.1.4.8.V

Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

CC.1.4.8.W

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

CC.1.5.8.A

Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.

CC.1.5.8.B

Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

		<p>CC.1.5.8.C Analyze the purpose of information presented in diverse media formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p> <p>CC.1.5.8.E Adapt speech to a variety of contexts and tasks.</p> <p>CC.1.5.8.G Demonstrate command of the conventions of standard English when speaking based on grade 8 level and content.</p>
13-M	Answers 2 questions after being read short passages (15+ words) from books, for 25 passages (e.g., Who blew the house down?)	CC.1.2.8.A* Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
13-a	Answers 25 questions with yes or no (e.g., Is a shoe good to eat?)	CC.1.2.8.B* Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.
13-b	Describes 5 locations not in view (e.g., Tell me about your bedroom?)	CC.1.2.8.C* Analyze how a text makes connections among and distinctions between individuals, ideas, or events.
13-c	Answers 25 intraverbal questions involving adjectives (e.g., Can you tell me a big animal?)	CC.1.2.8.D* Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
13-d	Answers a question about a single sentence just read, for 10 sentences	CC.1.2.8.E* Analyze the structure of the text through evaluation of the author's use of specific sentences and paragraphs to develop and refine a concept.
13-e	Correctly answers the question How old are you?	CC.1.2.8.F* Analyze the influence of the words and phrases in a text including figurative and connotative, and technical meanings; and how they shape meaning and tone.
13-f	Answers 2 time questions with general responses (e.g., What time do you go to bed? ...at nighttime)	CC.1.2.8.G Evaluate the advantages and disadvantages of using different mediums (e.g. print or digital text, video, multimedia) to present a particular topic or idea.
13-g	Completes a story sequence for 5 stories (e.g., Then what happened to the three little pigs?)	CC.1.2.8.H* Evaluate authors' arguments, reasoning, and specific claims for the soundness of the arguments and the relevance of the evidence.
13-h	Engages in 5 different conversations that contain at least 3 intraverbal exchanges on a single topic	CC.1.2.8.I* Analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
13-i	Describes 2 attributes about himself (e.g., I have brown hair. I have blue eyes.)	CC.1.2.8.J* Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.
		<p>CC.1.2.8.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</p> <p>CC.1.3.8.A* Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p>CC.1.3.8.B* Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.</p> <p>CC.1.3.8.C* Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p> <p>CC.1.3.8.D* Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</p> <p>CC.1.3.8.E* Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</p> <p>CC.1.3.8.F* Analyze the influence of the words and phrases in a text including figurative and connotative meanings; and how they shape meaning and tone.</p> <p>CC.1.3.8.G Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by directors or actors.</p> <p>CC.1.3.8.H* Analyze how a modern work of fiction draws on themes, patterns of events, or character types from traditional works, including describing how the material is rendered new.</p> <p>CC.1.3.8.I* Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.3.8.J* 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.</p> <p>CC.1.3.8.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p> <p>CC.1.4.8.A</p>

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.

CC.1.4.8.B
Identify and introduce the topic clearly, including a preview of what is to follow.

CC.1.4.8.C
Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.

CC.1.4.8.D
Organize ideas, concepts, and information into broader categories; use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.

CC.1.4.8.E
Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic. Use sentences of varying lengths and complexities. Create tone and voice through precise language. Establish and maintain a formal style.

CC.1.4.8.F
Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.

CC.1.4.8.G
Write arguments to support claims.

CC.1.4.8.H
Introduce and state an opinion on a topic.

CC.1.4.8.I
Acknowledge and distinguish the claim(s) from alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic.

CC.1.4.8.J
Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s), counterclaims, reasons, and evidence by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented

CC.1.4.8.K
Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic. Use sentences of varying lengths and complexities. Create tone and voice through precise language. Establish and maintain a formal style.

CC.1.4.8.M
Write narratives to develop real or imagined experiences or events.

CC.1.4.8.N
Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.

CC.1.4.8.O
Use narrative techniques such as dialogue, description, reflection, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

CC.1.4.8.P
Organize an event sequence that unfolds naturally and logically using a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events; provide a conclusion that follows from and reflects on the narrated experiences or events.

CC.1.4.8.Q
Write with an awareness of the stylistic aspects of writing: Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects, Use sentences of varying lengths and complexities, Create tone and voice through precise language.

CC.1.4.8.S
Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction.

CC.1.4.8.T
With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

CC.1.4.8.V
Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

CC.1.4.8.W
Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

CC.1.4.8.X
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.

CC.1.5.8.B
Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

CC.1.5.8.C
Analyze the purpose of information presented in diverse media formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

CC.1.5.8.E

		<p>Adapt speech to a variety of contexts and tasks.</p> <p>CC.1.5.8.F Integrate multimedia and visual displays into presentations to add interest, clarify information, and strengthen claims and evidence.</p> <p>CC.1.5.8.G Demonstrate command of the conventions of standard English when speaking based on grade 8 level and content.</p>
14-M	Describes 25 different events, videos, stories, etc. with 8+ words (e.g., Tell me what happened... The big monster scared everybody and they all ran into the house.)	CC.1.2.8.A* Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
14-a	Answers 25 different who, what, or where questions that contain 3 or more elements (e.g., What color is a fire truck?)	CC.1.2.8.B* Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.
14-b	Provides at least 3 members of 25 categories (e.g., What do you find on a playground?)	CC.1.2.8.C* Analyze how a text makes connections among and distinctions between individuals, ideas, or events.
14-c	Answers 5 questions about daily or current events (e.g., Where are you going with dad?)	CC.1.2.8.G Evaluate the advantages and disadvantages of using different mediums (e.g. print or digital text, video, multimedia) to present a particular topic or idea.
14-d	Intraverbally responds at least 25 times in a day to the verbal questions or statements from peers	CC.1.2.8.I* Analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
14-e	Shows generalization by giving the same answer to 10 questions presented in 3 different ways (e.g., answers my house to Where do you live? Where is your dog? and Where do play?)	CC.1.2.8.K* Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.
14-f	Will say 3 things about a single item for 25 items (e.g., It's a crayon. It's red. You draw with it.)	CC.1.2.8.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.
14-g	Provides 3 pieces of personal information (e.g., Where do you live? What's your brother's name?)	CC.1.3.8.A* Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
14-h	Answers 25 intraverbal questions involving prepositions (e.g., What's under your bed?)	CC.1.3.8.B* Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.
14-i	Answers 25 intraverbal questions involving pronouns (e.g., Who has a brown dog?)	CC.1.3.8.C* Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
14-j	Provides 25 answers to sequence questions (e.g., What do you do after you get to school?)	CC.1.3.8.D* Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
14-k	Answers 10 when questions (e.g., When do you take a bath?)	CC.1.3.8.E* Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
		<p>CC.1.3.8.G Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by directors or actors.</p> <p>CC.1.3.8.H* Analyze how a modern work of fiction draws on themes, patterns of events, or character types from traditional works, including describing how the material is rendered new.</p> <p>CC.1.3.8.J* 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.</p> <p>CC.1.3.8.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p> <p>CC.1.4.8.A Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.</p> <p>CC.1.4.8.B Identify and introduce the topic clearly, including a preview of what is to follow.</p> <p>CC.1.4.8.C Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.</p> <p>CC.1.4.8.D Organize ideas, concepts, and information into broader categories; use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.</p> <p>CC.1.4.8.E Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic. Use sentences of varying lengths and complexities. Create tone and voice through precise language. Establish and maintain a formal style.</p> <p>CC.1.4.8.F Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>CC.1.4.8.G</p>

		<p>Write arguments to support claims.</p> <p>CC.1.4.8.H Introduce and state an opinion on a topic.</p> <p>CC.1.4.8.I Acknowledge and distinguish the claim(s) from alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic.</p> <p>CC.1.4.8.J Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s), counterclaims, reasons, and evidence by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented.</p> <p>CC.1.4.8.K Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic. Use sentences of varying lengths and complexities. Create tone and voice through precise language. Establish and maintain a formal style.</p> <p>CC.1.4.8.M Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.8.N Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.</p> <p>CC.1.4.8.O Use narrative techniques such as dialogue, description, reflection, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>CC.1.4.8.P Organize an event sequence that unfolds naturally and logically using a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events; provide a conclusion that follows from and reflects on the narrated experiences or events.</p> <p>CC.1.4.8.Q Write with an awareness of the stylistic aspects of writing: Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects, Use sentences of varying lengths and complexities, Create tone and voice through precise language.</p> <p>CC.1.4.8.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction.</p> <p>CC.1.4.8.T With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>CC.1.4.8.V Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>CC.1.4.8.W Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>CC.1.4.8.X 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>CC.1.5.8.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>CC.1.5.8.B Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p> <p>CC.1.5.8.D Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation.</p> <p>CC.1.5.8.E Adapt speech to a variety of contexts and tasks.</p> <p>CC.1.5.8.F Integrate multimedia and visual displays into presentations to add interest, clarify information, and strengthen claims and evidence.</p> <p>CC.1.5.8.G Demonstrate command of the conventions of standard English when speaking based on grade 8 level and content.</p>
15-M	Answers 4 different rotating WH questions about a single topic for 10 topics (e.g., Who takes you to school? Where do you go to school? What do you take to school?)	CC.1.2.8.A* Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
15-a	Answers 10 questions about community helpers (e.g., What does a doctor do?)	CC.1.2.8.B*
15-b	Answers 25 different questions that contain 4 or more parts of speech (e.g., What tool do you need to pound nails?)	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.
15-c	Takes turns adding to a story started by others (e.g., And then he saw a boat...)	CC.1.2.8.C* Analyze how a text makes connections among and distinctions between individuals, ideas, or events.

15-d	Answers 5 different how questions (e.g., How do you fix the hole?)	CC.1.2.8.D* Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
15-e	Provides last name when asked (e.g., Harrison)	CC.1.2.8.G Evaluate the advantages and disadvantages of using different mediums (e.g. print or digital text, video, multimedia) to present a particular topic or idea.
15-f	Answers 25 intraverbal questions involving adverbs (e.g., What animal moves slow?)	CC.1.2.8.H* Evaluate authors' arguments, reasoning, and specific claims for the soundness of the arguments and the relevance of the evidence.
15-g	Shows response generalization by describing the same 10 objects, events, pets, people, etc. in 3 different ways (e.g., in reference to a pet dog Toby, the child says at different times a dog, an animal, Toby)	CC.1.2.8.I* Analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
15-h	Describes 5 events that happened in the past	CC.1.2.8.J* 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.
15-i	Describes 5 events that will happen in the future	CC.1.2.8.K* Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.
15-j	Summarizes 5 different stories with at least 10 words	CC.1.2.8.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.
15-k	Suggests a possible solution when presented with a problem	CC.1.3.8.A* Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. CC.1.3.8.B* Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text. CC.1.3.8.C* Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. CC.1.3.8.D* Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor. CC.1.3.8.E* Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. CC.1.3.8.G Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by directors or actors. CC.1.3.8.H* Analyze how a modern work of fiction draws on themes, patterns of events, or character types from traditional works, including describing how the material is rendered new. CC.1.3.8.I* Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies and tools. CC.1.3.8.J* 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. CC.1.3.8.K Read and comprehend literary fiction on grade level, reading independently and proficiently. CC.1.4.8.A Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly. CC.1.4.8.B Identify and introduce the topic clearly, including a preview of what is to follow. CC.1.4.8.C Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension. CC.1.4.8.D Organize ideas, concepts, and information into broader categories; use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension. CC.1.4.8.E Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic. Use sentences of varying lengths and complexities. Create tone and voice through precise language. Establish and maintain a formal style. CC.1.4.8.F Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. CC.1.4.8.G Write arguments to support claims. CC.1.4.8.H Introduce and state an opinion on a topic.

CC.1.4.8.I
Acknowledge and distinguish the claim(s) from alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic.

CC.1.4.8.J
Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s), counterclaims, reasons, and evidence by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented.

CC.1.4.8.K
Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic. Use sentences of varying lengths and complexities. Create tone and voice through precise language. Establish and maintain a formal style.

CC.1.4.8.M
Write narratives to develop real or imagined experiences or events.

CC.1.4.8.N
Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.

CC.1.4.8.O
Use narrative techniques such as dialogue, description, reflection, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

CC.1.4.8.P
Organize an event sequence that unfolds naturally and logically using a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events; provide a conclusion that follows from and reflects on the narrated experiences or events.

CC.1.4.8.Q
Write with an awareness of the stylistic aspects of writing: Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects, Use sentences of varying lengths and complexities, Create tone and voice through precise language.

CC.1.4.8.S
Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction.

CC.1.4.8.T
With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

CC.1.4.8.U
Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

CC.1.4.8.V
Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

CC.1.4.8.W
Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

CC.1.4.8.X
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.

CC.1.5.8.A
Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.

CC.1.5.8.B
Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

CC.1.5.8.C
Analyze the purpose of information presented in diverse media formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

CC.1.5.8.D
Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation.

CC.1.5.8.E
Adapt speech to a variety of contexts and tasks.

CC.1.5.8.F
Integrate multimedia and visual displays into presentations to add interest, clarify information, and strengthen claims and evidence.

CC.1.5.8.G
Demonstrate command of the conventions of standard English when speaking based on grade 8 level and content.

CLASSROOM ROUTINES & GROUP SKILLS LEVEL 2

Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
6-M	Sits at a group snack or lunch table without negative behavior for 3 minutes	<p>CC.1.5.8.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>CC.1.5.8.D Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation.</p> <p>CC.1.5.8.E Adapt speech to a variety of contexts and tasks.</p> <p>CC.1.5.8.G Demonstrate command of the conventions of standard English when speaking based on grade 8 level and content.</p>
6-a	Adjusts to separation from parents (e.g., does not cry when parents leave)	
6-b	Sits at a snack or lunch table when physically prompted for 1 minute	
6-c	Lines up with other children when physically prompted	
6-d	Demonstrates general compliance for all classroom aides	
7-M	Puts away personal items, lines up, and comes to a table with only 1 verbal prompt	
7-a	Does not attempt to move away from a peer when seated next to him	
7-b	Puts away personal items (e.g., coat, backpack, lunch box) with gestural and verbal prompts	
7-c	Goes to and sits at a table with other children with only verbal prompts	
7-d	Cooperates with hand washing with physical assistance	
7-e	Does not engage in negative behavior toward a peer when seated next to him	
8-M	Transitions between classroom activities with no more than 1 gestural or verbal prompt	
8-a	Goes to a circle group and sits with only verbal prompts	
8-b	Goes to and sits at a table or work station with only verbal prompts	
8-c	Waits while seated at a table, without touching materials, until allowed to do so	
8-d	Sits in a circle group for 2 minutes without disruptive behavior or prompts to remain seated	
9-M	Sits in a small group for 5 minutes without disruptive behavior or attempting to leave the group	
9-a	Comes inside after recess with only verbal prompts	
9-b	Participates in group movement and song activities with only verbal prompts (e.g., Ring Around the Rosy, Duck-Duck Goose, Hokey Pokey)	
9-c	Imitates group activities with objects (e.g., tapping sticks together, shaking a maraca)	
9-d	Sings songs with the group with only verbal prompts (e.g., Head, shoulders, knees and toes)	
10-M	Sits in a small group for 10 minutes, attends to the teacher or material for 50% of the period, and responds to 5 of a teacher's SDs	
10-a	Gets lunch with only verbal prompts	
10-b	Puts away backpack, lunch box, or coat upon entering the classroom with group prompts	
10-c	Imitates group activities with objects (e.g., tapping sticks together, shaking a maraca)	
10-d	Gets out and opens most snack/lunch items independently	
10-e	Verbally responds in a group setting 2 times during a 5 minute session	
10-f	Imitates peers doing a song or activity in a group setting 2 times in a 5 minute session	
10-g	Will sit on the toilet without negative behavior when prompted, but may not eliminate	

CLASSROOM ROUTINES & GROUP SKILLS LEVEL 3

Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
11-M	Uses the toilet and washes hands with only verbal prompts	
11-a	Sits or stands at an arts and crafts or activity table for 5 minutes without disruptive behavior	CC.1.2.8.J* 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.
11-b	Responds to 1 group instruction without additional prompts (e.g., Everybody stand up	CC.1.2.8.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.
11-c	Works independently on a task or activity for 1 minute without prompts or reinforcement	CC.1.3.8.K Read and comprehend literary fiction on grade level, reading independently and proficiently.
11-d	Comes to the front of the group with 1 verbal prompt	CC.1.4.8.A Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.
		CC.1.4.8.G Write arguments to support claims.
		CC.1.4.8.H Introduce and state an opinion on a topic.
		CC.1.4.8.T With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
		CC.1.4.8.U Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
		CC.1.4.8.W Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
		CC.1.4.8.X 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.
		CC.1.5.8.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.
12-M	Responds to 5 different group instructions or questions without direct prompts in a group of 3 or more children (e.g., Everybody stand up. Does anyone have a red shirt on?)	
12-a	Raises hand to take a turn in a group setting (e.g., Who wants to pick a song?)	CC.1.4.8.X 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.
12-b	Uses classroom materials as designed (e.g., glue, scissors, crayons, paper)	CC.1.5.8.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.
12-c	Puts away toys and material when prompted to do so	
12-d	Stays on task for 1 minute during an arts and crafts activity when an adult leaves the table	
13-M	Works independently for 5 minutes in a group, and stays on task for 50% of the period	
13-a	Gets necessary materials to complete an activity when verbally prompted (e.g., Get some glue.)	CC.1.4.8.X 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.
13-b	Independently transitions between classroom activities with only group verbal prompts	CC.1.5.8.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.
13-c	Responds to group questions without a direct prompt (e.g., What happened to Simba?)	
13-d	Mands to use the toilet and has minimal accidents	
14-M	Acquires 2 new behaviors in a 15-minute group-teaching format involving 5 or more children	
14-a	Takes turns and shares items with peers	CC.1.5.8.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.
14-b	Discriminates and follows two-component group instructions (e.g., All the boys line up)	
14-c	Follows safety rules in a classroom (e.g., No running. No pushing.)	
14-d	Leads 2 different group activities involving 3 other children (e.g., red-light, green-light game)	
14-e	Mands for a specific activity in a group setting (e.g., Let's play tag!)	
14-f	Assists in picking up after an activity with only 1 verbal prompt	

15-M	Sits in a 20-minute group session involving 5 children without disruptive behaviors, and answers 5 intraverbal questions	CC.1.2.8.J* 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.
15-a	Focuses on a task despite disruptions in the room	CC.1.2.8.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.
15-b	Meets some of his own self-care needs without prompts (e.g., wipes nose, puts on coat)	CC.1.3.8.K Read and comprehend literary fiction on grade level, reading independently and proficiently.
15-c	Verbally interacts with peers 3 times in a table-top group activity	CC.1.4.8.G Write arguments to support claims.
15-d	Sits back down when his turn is over without prompts	CC.1.4.8.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction.
15-e	Keeps hands to self in a group setting	CC.1.4.8.T With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
15-f	Raises hand to indicate he knows the answer to a question during a group	CC.1.4.8.X 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.
15-g	Completes 2 independent worksheets without prompts at a table with 3 other children	CC.1.5.8.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.
15-h	Sits in a school assembly for 20 minutes without disruptive behavior	CC.1.5.8.B Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. CC.1.5.8.D Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation.

LINGUISTIC STRUCTURE LEVEL 2

Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
6-M	The child's articulation of 10 tacts can be understood by familiar adults who cannot see the item tacted	CC.1.5.8.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly. CC.1.5.8.D Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation. CC.1.5.8.E Adapt speech to a variety of contexts and tasks.
7-M	Has a total listener vocabulary of 100 words (e.g., Touch nose. Jump. Find keys.)	CC.1.2.8.A* Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
7-a	Uses recognizable words more frequently than jargon	CC.1.2.8.B* Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.
7-b	Emits 2-3 word carrier phrases without "understanding" each word (e.g., It's a cat. Go for a ride?)	CC.1.2.8.C* Analyze how a text makes connections among and distinctions between individuals, ideas, or events.
7-c	Has a total speaker vocabulary size of 50 words (all verbal operants except echoic)	CC.1.2.8.D* Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. CC.1.2.8.E* Analyze the structure of the text through evaluation of the author's use of specific sentences and paragraphs to develop and refine a concept. CC.1.2.8.F* Analyze the influence of the words and phrases in a text including figurative and connotative, and technical meanings; and how they shape meaning and tone. CC.1.2.8.G Evaluate the advantages and disadvantages of using different mediums (e.g. print or digital text, video, multimedia) to present a particular topic or idea. CC.1.2.8.H* Evaluate authors' arguments, reasoning, and specific claims for the soundness of the arguments and the relevance of the evidence.

CC.1.2.8.J*
Analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

CC.1.2.8.J*
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.

CC.1.2.8.K*
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.

CC.1.2.8.L
Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.

CC.1.3.8.A*
Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

CC.1.3.8.B*
Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.

CC.1.3.8.C*
Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

CC.1.3.8.D*
Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

CC.1.3.8.E*
Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

CC.1.3.8.F*
Analyze the influence of the words and phrases in a text including figurative and connotative meanings; and how they shape meaning and tone.

CC.1.3.8.G
Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by directors or actors.

CC.1.3.8.H*
Analyze how a modern work of fiction draws on themes, patterns of events, or character types from traditional works, including describing how the material is rendered new.

CC.1.3.8.I*
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies and tools.

CC.1.3.8.J*
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.

CC.1.3.8.K
Read and comprehend literary fiction on grade level, reading independently and proficiently.

CC.1.4.8.D
Organize ideas, concepts, and information into broader categories; use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.

CC.1.4.8.E
Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic. Use sentences of varying lengths and complexities. Create tone and voice through precise language. Establish and maintain a formal style.

CC.1.4.8.F
Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.

CC.1.4.8.G
Write arguments to support claims.

CC.1.4.8.H
Introduce and state an opinion on a topic.

CC.1.4.8.I
Acknowledge and distinguish the claim(s) from alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic.

CC.1.4.8.J
Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s), counterclaims, reasons, and evidence by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented.

CC.1.4.8.K
Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic. Use sentences of varying lengths and complexities. Create tone and voice through precise language. Establish and maintain a formal style.

CC.1.4.8.L
Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

		<p>CC.1.4.8.M Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.8.N Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.</p> <p>CC.1.4.8.O Use narrative techniques such as dialogue, description, reflection, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>CC.1.4.8.Q Write with an awareness of the stylistic aspects of writing. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects, Use sentences of varying lengths and complexities, Create tone and voice through precise language.</p> <p>CC.1.4.8.R Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling.</p> <p>CC.1.4.8.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction.</p> <p>CC.1.4.8.T With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>CC.1.4.8.U Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p> <p>CC.1.5.8.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>CC.1.5.8.B Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p> <p>CC.1.5.8.C Analyze the purpose of information presented in diverse media formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p> <p>CC.1.5.8.E Adapt speech to a variety of contexts and tasks.</p> <p>CC.1.5.8.G Demonstrate command of the conventions of standard English when speaking based on grade 8 level and content.</p>
8-M	Emits 10 different 2-word utterances per day of any type except echoic (e.g., mand, tact)	CC.1.2.8.F* Analyze the influence of the words and phrases in a text including figurative and connotative, and technical meanings; and how they shape meaning and tone.
8-a	Emits 2-word mands for recurrence (e.g., more tickle)	CC.1.2.8.J* 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.
8-b	Emits 2-word noun-verb or verb-noun mands or tacts (e.g., Pour juice. Baby crying.)	CC.1.3.8.F* Analyze the influence of the words and phrases in a text including figurative and connotative meanings; and how they shape meaning and tone.
8-c	Adjusts volume of voice on command (e.g., whispers and uses loud voice)	CC.1.3.8.J* 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.
8-d	Echoes 10 different rhythms, intonations, or pitches	<p>CC.1.4.8.E Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic. Use sentences of varying lengths and complexities. Create tone and voice through precise language. Establish and maintain a formal style.</p> <p>CC.1.4.8.F Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>CC.1.4.8.J Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s), counterclaims, reasons, and evidence by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented</p> <p>CC.1.4.8.O Use narrative techniques such as dialogue, description, reflection, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>CC.1.4.8.Q Write with an awareness of the stylistic aspects of writing: Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects, Use sentences of varying lengths and complexities, Create tone and voice through precise language.</p> <p>CC.1.4.8.T With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>CC.1.5.8.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>CC.1.5.8.E</p>

		Adapt speech to a variety of contexts and tasks. CC.1.5.8.G Demonstrate command of the conventions of standard English when speaking based on grade 8 level and content.
9-M	Emits functional prosody (i.e., rhythm, stress, intonation) on 5 occasions in one day (e.g., puts emphasis or stress on certain words at appropriate times such as, It's MINE!)	CC.1.2.8.F* Analyze the influence of the words and phrases in a text including figurative and connotative, and technical meanings; and how they shape meaning and tone. CC.1.2.8.J* 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.
9-a	Consistently emits the initial consonants of words	CC.1.3.8.F* Analyze the influence of the words and phrases in a text including figurative and connotative meanings; and how they shape meaning and tone.
9-b	Emits 2-word mands for possession (e.g., My cookie. That's mine.)	CC.1.3.8.I* Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies and tools.
9-c	Emits 2-word mands or tacts for location (e.g., Come here. There's Thomas.)	CC.1.3.8.J* 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.
9-d	Emits 2-word mands for negation or refusal (e.g., No Barney. No shoes. No more.)	CC.1.4.8.D Organize ideas, concepts, and information into broader categories; use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.
9-e	Combines 2 words to make a novel word or phrase (e.g., Miss Betty)	CC.1.4.8.E Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic. Use sentences of varying lengths and complexities. Create tone and voice through precise language. Establish and maintain a formal style. CC.1.4.8.F Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. CC.1.4.8.J Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s), counterclaims, reasons, and evidence by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented. CC.1.4.8.O Use narrative techniques such as dialogue, description, reflection, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. CC.1.4.8.Q Write with an awareness of the stylistic aspects of writing: Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects, Use sentences of varying lengths and complexities, Create tone and voice through precise language. CC.1.4.8.T With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. CC.1.5.8.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly. CC.1.5.8.D Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation. CC.1.5.8.E Adapt speech to a variety of contexts and tasks. CC.1.5.8.G Demonstrate command of the conventions of standard English when speaking based on grade 8 level and content.
10-M	Has a total speaker vocabulary of 300 words (all verbal operants except echoic)	CC.1.2.8.A* Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. CC.1.2.8.B* Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text. CC.1.2.8.C* Analyze how a text makes connections among and distinctions between individuals, ideas, or events. CC.1.2.8.D* Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. CC.1.2.8.E* Analyze the structure of the text through evaluation of the author's use of specific sentences and paragraphs to develop and refine a concept. CC.1.2.8.F* Analyze the influence of the words and phrases in a text including figurative and connotative, and technical meanings; and how they shape meaning and tone. CC.1.2.8.G Evaluate the advantages and disadvantages of using different mediums (e.g. print or digital text, video, multimedia) to present a particular topic or idea. CC.1.2.8.H*
10-a	Echoes most words or approximations to words on command (generalized echoic repertoire) but still has articulation errors	
10-b	Strangers can understand at least 50% of the words emitted by the child	
10-c	Emits a total listener vocabulary size of 400 words	
10-d	Emits a mean length of utterance (MLU) of 2 1/2 morphemes (e.g., Push car. Where mommy go?)	

Evaluate authors' arguments, reasoning, and specific claims for the soundness of the arguments and the relevance of the evidence.

CC.1.2.8.I*
Analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

CC.1.2.8.J*
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.

CC.1.2.8.K*
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.

CC.1.2.8.L
Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.

CC.1.3.8.A*
Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

CC.1.3.8.B*
Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.

CC.1.3.8.C*
Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

CC.1.3.8.D*
Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

CC.1.3.8.F*
Analyze the influence of the words and phrases in a text including figurative and connotative meanings; and how they shape meaning and tone.

CC.1.3.8.G
Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by directors or actors.

CC.1.3.8.H*
Analyze how a modern work of fiction draws on themes, patterns of events, or character types from traditional works, including describing how the material is rendered new.

CC.1.3.8.I*
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies and tools.

CC.1.3.8.J*
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.

CC.1.3.8.K
Read and comprehend literary fiction on grade level, reading independently and proficiently.

CC.1.4.8.A
Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.

CC.1.4.8.B
Identify and introduce the topic clearly, including a preview of what is to follow.

CC.1.4.8.C
Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.

CC.1.4.8.D
Organize ideas, concepts, and information into broader categories; use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.

CC.1.4.8.E
Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic. Use sentences of varying lengths and complexities. Create tone and voice through precise language. Establish and maintain a formal style.

CC.1.4.8.F
Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.

CC.1.4.8.G
Write arguments to support claims.

CC.1.4.8.H
Introduce and state an opinion on a topic.

CC.1.4.8.J
Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s), counterclaims, reasons, and evidence by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented.

CC.1.4.8.K
Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic. Use

		<p>sentences of varying lengths and complexities. Create tone and voice through precise language. Establish and maintain a formal style.</p> <p>CC.1.4.8.L Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.8.O Use narrative techniques such as dialogue, description, reflection, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>CC.1.4.8.Q Write with an awareness of the stylistic aspects of writing: Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects, Use sentences of varying lengths and complexities, Create tone and voice through precise language.</p> <p>CC.1.4.8.R Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling.</p> <p>CC.1.5.8.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>CC.1.5.8.D Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation.</p> <p>CC.1.5.8.E Adapt speech to a variety of contexts and tasks.</p> <p>CC.1.5.8.G Demonstrate command of the conventions of standard English when speaking based on grade 8 level and content.</p>
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LINGUISTIC STRUCTURE LEVEL 3

Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
11-M	Emits noun inflections by combining 10 root nouns with suffixes for plurals (e.g., dog vs. dogs) and 10 root nouns with suffixes for possession (e.g., dog's collar vs. cat's collar)	<p>CC.1.2.8.F* Analyze the influence of the words and phrases in a text including figurative and connotative, and technical meanings; and how they shape meaning and tone.</p> <p>CC.1.2.8.J* 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.</p>
11-a	Emits auxiliary (helping) verbs in a tact or mand carrier phrase (e.g., do, have, will, can, was)	<p>CC.1.3.8.F* Analyze the influence of the words and phrases in a text including figurative and connotative meanings; and how they shape meaning and tone.</p>
11-b	Phrases emitted by the child in one day contain several different "small" words that were not directly taught, but seem appropriate for the context (e.g., it, that, a, the, an, too, or, but)	<p>CC.1.3.8.I* Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies and tools.</p>
11-c	Uses "s" vs. "es" plural markers (e.g., books or glasses)	<p>CC.1.3.8.J* 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.</p>
11-d	Uses irregular plurals correctly (e.g., foot-feet, mouse-mice, tooth-teeth)	<p>CC.1.4.8.D Organize ideas, concepts, and information into broader categories; use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.</p> <p>CC.1.4.8.E Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic. Use sentences of varying lengths and complexities. Create tone and voice through precise language. Establish and maintain a formal style.</p> <p>CC.1.4.8.F Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>CC.1.4.8.J Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s), counterclaims, reasons, and evidence by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented.</p> <p>CC.1.4.8.K Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic. Use sentences of varying lengths and complexities. Create tone and voice through precise language. Establish and maintain a formal style.</p> <p>CC.1.4.8.O Use narrative techniques such as dialogue, description, reflection, and pacing to develop experiences, events, and/or characters; use precise words and phrases,</p>

		<p>relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>CC.1.4.8.Q Write with an awareness of the stylistic aspects of writing. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects, Use sentences of varying lengths and complexities, Create tone and voice through precise language.</p> <p>CC.1.4.8.R Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling.</p> <p>CC.1.4.8.T With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>CC.1.5.8.G Demonstrate command of the conventions of standard English when speaking based on grade 8 level and content.</p>
12-M	Emits verb inflections by combining 10 root verbs with affixes for regular past tense (e.g., played) and 10 root verbs with affixes for future tense (e.g., will play)	<p>CC.1.2.8.D* Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p> <p>CC.1.2.8.E* Analyze the structure of the text through evaluation of the author’s use of specific sentences and paragraphs to develop and refine a concept.</p> <p>CC.1.2.8.J* 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.</p> <p>CC.1.3.8.J* 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.</p> <p>CC.1.4.8.D Organize ideas, concepts, and information into broader categories; use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.</p> <p>CC.1.4.8.E Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic. Use sentences of varying lengths and complexities. Create tone and voice through precise language. Establish and maintain a formal style.</p> <p>CC.1.4.8.F Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>CC.1.4.8.J Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s), counterclaims, reasons, and evidence by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented.</p> <p>CC.1.4.8.K Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic. Use sentences of varying lengths and complexities. Create tone and voice through precise language. Establish and maintain a formal style.</p> <p>CC.1.4.8.O Use narrative techniques such as dialogue, description, reflection, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>CC.1.4.8.Q Write with an awareness of the stylistic aspects of writing. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects, Use sentences of varying lengths and complexities, Create tone and voice through precise language.</p> <p>CC.1.4.8.R Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling.</p> <p>CC.1.4.8.T With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>CC.1.5.8.G Demonstrate command of the conventions of standard English when speaking based on grade 8 level and content.</p>
12-a	Uses is and am appropriately with verbs (e.g., I am eating. The dog is barking.)	
12-b	Emits conjunctions to combine words and phrases (e.g., and, or, but)	
12-c	Emits some irregular past tense verbs appropriately (e.g., dug, ran, built)	
12-d	Emits 2-word noun-verb or verb-noun mands or tacts (e.g., Pour juice. Baby crying.)	
12-e	Emits present participle inflection with “verb-ing” (e.g., running, playing, swimming)	
13-M	Emits 10 different noun phrases containing at least 3 words, with 2 modifiers (e.g., adjectives, prepositions, pronouns) (e.g., He’s my puppet. I want chocolate ice cream.)	<p>CC.1.2.8.F* Analyze the influence of the words and phrases in a text including figurative and connotative, and technical meanings; and how they shape meaning and tone.</p> <p>CC.1.2.8.J* 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.</p> <p>CC.1.3.8.F* Analyze the influence of the words and phrases in a text including figurative and connotative meanings; and how they shape meaning and tone.</p> <p>CC.1.3.8.J* 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.</p> <p>CC.1.4.8.D Organize ideas, concepts, and information into broader categories; use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.</p> <p>CC.1.4.8.E</p>
13-a	Speaks in 3-5 word sentences	
13-b	Emits prepositional phrases (e.g., on the table, in the house), but may not discriminate between prepositional pairs (e.g., on vs. under; in vs. out)	
13-c	Emits adjectives to modify nouns (e.g., blue train, chocolate cookie)	
13-d	Emits contractions in a mand, tact, or intraverbal context (e.g., can’t, don’t, won’t)	
13-e	Emits pronouns to modify nouns (e.g., My shoes. Your cup.)	
		<p>CC.1.4.8.D Organize ideas, concepts, and information into broader categories; use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.</p> <p>CC.1.4.8.E</p>

		<p>Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic. Use sentences of varying lengths and complexities. Create tone and voice through precise language. Establish and maintain a formal style.</p> <p>CC.1.4.8.F Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>CC.1.4.8.I Acknowledge and distinguish the claim(s) from alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic.</p> <p>CC.1.4.8.J Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s), counterclaims, reasons, and evidence by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented.</p> <p>CC.1.4.8.K Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic. Use sentences of varying lengths and complexities. Create tone and voice through precise language. Establish and maintain a formal style.</p> <p>CC.1.4.8.O Use narrative techniques such as dialogue, description, reflection, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>CC.1.4.8.Q Write with an awareness of the stylistic aspects of writing: Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects, Use sentences of varying lengths and complexities, Create tone and voice through precise language.</p> <p>CC.1.4.8.R Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling.</p> <p>CC.1.4.8.T With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>CC.1.5.8.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>CC.1.5.8.G Demonstrate command of the conventions of standard English when speaking based on grade 8 level and content.</p>
14-M	Emits 10 different verb phrases containing at least 3 words, with 2 modifiers (e.g., adverbs, prepositions, pronouns) (e.g., Push me hard. Go up the steps.)	CC.1.2.8.F* Analyze the influence of the words and phrases in a text including figurative and connotative, and technical meanings; and how they shape meaning and tone.
14-a	Adjectives usually precede nouns when appropriate (e.g., a big boat vs. a boat big)	CC.1.2.8.J* 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.
14-b	Verbs agree with the subjects in person (e.g., he was laughing vs. he were laughing)	CC.1.3.8.F* Analyze the influence of the words and phrases in a text including figurative and connotative meanings; and how they shape meaning and tone.
14-c	Verbs agree with the subjects in number (e.g., Joey is home vs. Joey are home)	CC.1.3.8.J* 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.
14-d	Emits adjective inflections with the comparative suffixes “er” and “est” (e.g., good, better, best)	
14-e	Emits adverbs to modify verbs (e.g., Go fast. It’s slow.)	
		<p>CC.1.4.8.D Organize ideas, concepts, and information into broader categories; use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.</p> <p>CC.1.4.8.E Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic. Use sentences of varying lengths and complexities. Create tone and voice through precise language. Establish and maintain a formal style.</p> <p>CC.1.4.8.F Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>CC.1.4.8.J Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s), counterclaims, reasons, and evidence by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented.</p> <p>CC.1.4.8.K Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic. Use sentences of varying lengths and complexities. Create tone and voice through precise language. Establish and maintain a formal style.</p> <p>CC.1.4.8.O Use narrative techniques such as dialogue, description, reflection, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>CC.1.4.8.Q Write with an awareness of the stylistic aspects of writing: Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects, Use sentences of varying lengths and complexities, Create tone and voice through precise language.</p> <p>CC.1.4.8.R Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling.</p> <p>CC.1.4.8.T With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new</p>

		<p>approach, focusing on how well purpose and audience have been addressed.</p> <p>CC.1.5.8.G Demonstrate command of the conventions of standard English when speaking based on grade 8 level and content.</p>
15-M	Combines noun and verb phrases to produce 10 different syntactically correct clauses or sentences containing at least 5 words (e.g., The dog licked my face.)	<p>CC.1.2.8.J* 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.</p>
15-a	Emits different noun and verb phrases connected by conjunctions (e.g., and, or, but, yet)	<p>CC.1.3.8.J* 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.</p>
15-b	Demonstrates a MLU of 5 morphemes (5 utterances in one “sentence” that each have an individual meaning, e.g., She pushed him down — the “ed” ending is a morpheme)	<p>CC.1.4.8.D Organize ideas, concepts, and information into broader categories; use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.</p>
15-c	Pronouns agree with gender (e.g., the boy splashed himself vs. the boy splashed herself)	<p>CC.1.4.8.E Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic. Use sentences of varying lengths and complexities. Create tone and voice through precise language. Establish and maintain a formal style.</p>
15-d	Pronouns agree with number (e.g., the boy splashed himself vs. the boys splashed himself)	<p>CC.1.4.8.F Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p>
15-e	Uses quantification in a sentence (e.g., always, never, sometimes)	<p>CC.1.4.8.J Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s), counterclaims, reasons, and evidence by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented.</p>
15-f	Uses demonstratives in a sentence (e.g., this that, these, those)	<p>CC.1.4.8.K Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic. Use sentences of varying lengths and complexities. Create tone and voice through precise language. Establish and maintain a formal style.</p>
15-g	Emits words that describe the certainty of other words (e.g., I think... I’m sure... maybe)	<p>CC.1.4.8.O Use narrative techniques such as dialogue, description, reflection, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>CC.1.4.8.Q Write with an awareness of the stylistic aspects of writing: Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects, Use sentences of varying lengths and complexities, Create tone and voice through precise language.</p> <p>CC.1.4.8.R Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling.</p> <p>CC.1.4.8.T With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>CC.1.5.8.D Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation.</p> <p>CC.1.5.8.G Demonstrate command of the conventions of standard English when speaking based on grade 8 level and content.</p>

READING LEVEL 3

Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
11-M	Attends to a book when a story is being read to him for 75% of the time	<p>CC.1.2.8.A* Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p> <p>CC.1.2.8.E* Analyze the structure of the text through evaluation of the author’s use of specific sentences and paragraphs to develop and refine a concept.</p> <p>CC.1.2.8.F* Analyze the influence of the words and phrases in a text including figurative and connotative, and technical meanings; and how they shape meaning and tone.</p> <p>CC.1.2.8.G Evaluate the advantages and disadvantages of using different mediums (e.g. print or digital text, video, multimedia) to present a particular topic or idea.</p> <p>CC.1.2.8.H* Evaluate authors’ arguments, reasoning, and specific claims for the soundness of the arguments and the relevance of the evidence.</p> <p>CC.1.2.8.I* Analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p> <p>CC.1.2.8.J* 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.</p> <p>CC.1.2.8.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</p> <p>CC.1.3.8.A* Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p>CC.1.3.8.B* Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.</p> <p>CC.1.3.8.C* Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p> <p>CC.1.3.8.D* Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</p> <p>CC.1.3.8.F* Analyze the influence of the words and phrases in a text including figurative and connotative meanings; and how they shape meaning and tone.</p> <p>CC.1.3.8.G Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by directors or actors.</p> <p>CC.1.3.8.H* Analyze how a modern work of fiction draws on themes, patterns of events, or character types from traditional works, including describing how the material is rendered new.</p> <p>CC.1.3.8.I* Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.3.8.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p> <p>CC.1.4.8.I Acknowledge and distinguish the claim(s) from alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic.</p> <p>CC.1.5.8.F Integrate multimedia and visual displays into presentations to add interest, clarify information, and strengthen claims and evidence.</p>
11-a	Turns pages and looks at books for 30 seconds	
11-b	Mands to be read stories from books	
11-c	Touches pictures in books that correspond to the story (e.g., Where’s the big bad wolf?)	
12-M	Selects (LDs) the correct uppercase letter from an array of 5 letters, for 10 different letters	CC.1.5.8.F

12-a	Completes an ABC inset puzzle without prompts	Integrate multimedia and visual displays into presentations to add interest, clarify information, and strengthen claims and evidence.
12-b	Recites 5 letters from the alphabet with a starting prompt (e.g., A B...)	
12-c	Has a favorite book, and can provide the name of it by seeing the pictures on the cover	
12-d	Tacts pictures in books while an adult reads the story	
12-e	Matches to sample all uppercase letters	
13-M	Tacts 10 uppercase letters on command	CC.1.2.8.B*
13-a	Recites (or sings) the whole alphabet with only a verbal prompt to do so	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.
13-b	Mands for what written words say (e.g., What word is that?)	CC.1.2.8.E*
13-c	Pretends to read a book	Analyze the structure of the text through evaluation of the author's use of specific sentences and paragraphs to develop and refine a concept.
13-d	Discriminates as a listener (LDs) his own name from an array of 3 written names	CC.1.2.8.F*
13-e	Looks at the written words, rather than just the pictures when stories are being read to him	Analyze the influence of the words and phrases in a text including figurative and connotative, and technical meanings; and how they shape meaning and tone.
		CC.1.2.8.G
		Evaluate the advantages and disadvantages of using different mediums (e.g. print or digital text, video, multimedia) to present a particular topic or idea.
		CC.1.2.8.H*
		Evaluate authors' arguments, reasoning, and specific claims for the soundness of the arguments and the relevance of the evidence.
		CC.1.2.8.I*
		Analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
		CC.1.3.8.F*
		Analyze the influence of the words and phrases in a text including figurative and connotative meanings; and how they shape meaning and tone.
		CC.1.3.8.K
		Read and comprehend literary fiction on grade level, reading independently and proficiently.
14-M	Reads his own name	CC.1.2.8.A*
14-a	Discriminates among most uppercase letters (but may confuse some; e.g., M and N; P and R)	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
14-b	Matches 5 word cards to the same word written on paper	CC.1.2.8.E*
14-c	Provides the letter name given 5 sounds, and 5 sounds given a letter name	Analyze the structure of the text through evaluation of the author's use of specific sentences and paragraphs to develop and refine a concept.
14-d	Intraverbally recalls 3 stories that have been read to him	CC.1.2.8.H*
14-e	Demonstrates LD and tact generalization for 3 different variations of the uppercase letters	Evaluate authors' arguments, reasoning, and specific claims for the soundness of the arguments and the relevance of the evidence.
		CC.1.2.8.I*
		Analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
		CC.1.2.8.L
		Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.
		CC.1.3.8.A*
		Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
		CC.1.3.8.B*
		Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.
		CC.1.3.8.D*
		Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
		CC.1.3.8.E*
		Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
		CC.1.3.8.H*
		Analyze how a modern work of fiction draws on themes, patterns of events, or character types from traditional works, including describing how the material is rendered new.
		CC.1.3.8.K
		Read and comprehend literary fiction on grade level, reading independently and proficiently.
		CC.1.4.8.E
		Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic. Use sentences of varying lengths and complexities. Create tone and voice through precise language. Establish and maintain a formal style.
		CC.1.4.8.J
		Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s), counterclaims, reasons, and evidence by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented.
		CC.1.5.8.D
		Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation.

15-M	Matches 5 words to the corresponding pictures or items in an array of 5, and vice versa (e.g., matches the written word bird to a picture of a bird)	CC.1.2.8.B* Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.
15-a	Indicates if 2 words rhyme or not for 10 different rhymes (e.g., cat and hat vs. cat and book)	CC.1.2.8.E* Analyze the structure of the text through evaluation of the author's use of specific sentences and paragraphs to develop and refine a concept.
15-b	Tacts most uppercase letters (may confuse those that look similar; e.g., M and N; P and R)	CC.1.2.8.F* Analyze the influence of the words and phrases in a text including figurative and connotative, and technical meanings; and how they shape meaning and tone.
15-c	Matches 10 lower case letters to uppercase letters	CC.1.2.8.G Evaluate the advantages and disadvantages of using different mediums (e.g. print or digital text, video, multimedia) to present a particular topic or idea.
15-d	Discriminates as a listener between numbers and letters (e.g., Which one is a letter?)	CC.1.2.8.H* Evaluate authors' arguments, reasoning, and specific claims for the soundness of the arguments and the relevance of the evidence.
15-e	Spells his own name without prompts	CC.1.2.8.I* Analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
15-f	Selects (LDs) the correct written word from an array of 3 words, for 5 different words	CC.1.2.8.J* 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. CC.1.2.8.K* Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools. CC.1.2.8.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. CC.1.3.8.A* Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. CC.1.3.8.F* Analyze the influence of the words and phrases in a text including figurative and connotative meanings; and how they shape meaning and tone. CC.1.3.8.G Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by directors or actors. CC.1.3.8.I* Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies and tools. CC.1.3.8.J* 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. CC.1.3.8.K Read and comprehend literary fiction on grade level, reading independently and proficiently. CC.1.4.8.C Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension. CC.1.4.8.E Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic. Use sentences of varying lengths and complexities. Create tone and voice through precise language. Establish and maintain a formal style. CC.1.4.8.F Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. CC.1.4.8.N Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters. CC.1.4.8.O Use narrative techniques such as dialogue, description, reflection, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. CC.1.4.8.P Organize an event sequence that unfolds naturally and logically using a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events; provide a conclusion that follows from and reflects on the narrated experiences or events. CC.1.4.8.Q Write with an awareness of the stylistic aspects of writing: Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects, Use sentences of varying lengths and complexities, Create tone and voice through precise language. CC.1.4.8.R Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling. CC.1.4.8.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction.

		<p>CC.1.4.8.U Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p> <p>CC.1.4.8.V Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>CC.1.4.8.W Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>CC.1.5.8.C Analyze the purpose of information presented in diverse media formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p> <p>CC.1.5.8.D Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation.</p> <p>CC.1.5.8.F Integrate multimedia and visual displays into presentations to add interest, clarify information, and strengthen claims and evidence.</p>
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WRITING LEVEL 3

Skill	VB MAPP Milestones & Task Analysis	PA Core Standards
11-M	Imitates 5 different writing actions modeled by an adult using a writing instrument and writing surface	CC.1.2.8.J* 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.
11-a	Uses a writing instrument to mark on paper, white board, or Magna Doodle when prompted	CC.1.4.8.G Write arguments to support claims.
11-b	Independently scribbles on paper, a white board, Magna Doodle, etc.	CC.1.4.8.T With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
11-c	Demonstrates right or left hand dominance	CC.1.4.8.X 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.
11-d	Imitates back and forth horizontal movements with a crayon, marker, or pencil	
11-e	Imitates up and down vertical movements with a crayon, marker, or pencil	
11-f	Imitates small and large circular movements with a crayon, marker, or pencil	
11-g	Imitates diagonal and curved movements with a crayon, marker, or pencil	
12-M	Independently traces within ¼ inch of the lines of 5 different geometrical shapes (e.g. circle, square, triangle, rectangle, star)	CC.1.2.8.J* 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.
12-a	Demonstrates a proper grip on a writing instrument	CC.1.4.8.T With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
12-b	Imitates drawing a square and triangle	CC.1.4.8.X 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.
12-c	Traces 3 different shapes and stays within 1 inch of the lines	
12-d	Copies 3 different shapes when given a sample	
12-e	Draws a line on paper from point A to point B within 1 inch of the center of a 6 inch curved path	
12-f	Copies 5 different lines and shapes together	
13-M	Copies 10 letters or numbers legibly	CC.1.2.8.J* 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.
13-a	Copies 4 numbers or letters	CC.1.4.8.A Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.
13-b	Independently combines shapes to make a picture (adult verbal prompts are okay)	CC.1.4.8.B Identify and introduce the topic clearly, including a preview of what is to follow.
13-c	Independently draws a person with 4 recognizable body parts (adult verbal prompts are okay)	CC.1.4.8.E
13-d	Traces his own name on paper and stays within 1/2 inch of the letters	

		<p>Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic. Use sentences of varying lengths and complexities. Create tone and voice through precise language. Establish and maintain a formal style.</p> <p>CC.1.4.8.G Write arguments to support claims.</p> <p>CC.1.4.8.H Introduce and state an opinion on a topic.</p> <p>CC.1.4.8.M Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.8.N Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.</p> <p>CC.1.4.8.O Use narrative techniques such as dialogue, description, reflection, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p>
14-M	Legibly spells and writes his own name without copying	CC.1.3.8.J*
14-a	Legibly copies his own name on lined paper	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.
14-b	Colors in pictures in coloring books and mostly stays within the lines	CC.1.4.8.A
14-c	Copies numbers 1-10 legibly on lined paper	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.
14-d	Copies 10 upper case and 10 lower case letters legibly on lined paper	CC.1.4.8.B Identify and introduce the topic clearly, including a preview of what is to follow.
		<p>CC.1.4.8.G Write arguments to support claims.</p> <p>CC.1.4.8.X 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>
15-M	Copies all 26 upper and lower case letters legibly	CC.1.2.8.J*
15-a	Draws recognizable pictures of 3 different items	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.
15-b	Legibly writes 10 letters or numbers when dictated	CC.1.4.8.A
15-c	Copies 5 simple words legibly	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.</p> <p>CC.1.4.8.B Identify and introduce the topic clearly, including a preview of what is to follow.</p> <p>CC.1.4.8.C Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.</p> <p>CC.1.4.8.D Organize ideas, concepts, and information into broader categories; use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.</p> <p>CC.1.4.8.E Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic. Use sentences of varying lengths and complexities. Create tone and voice through precise language. Establish and maintain a formal style.</p> <p>CC.1.4.8.G Write arguments to support claims.</p> <p>CC.1.4.8.H Introduce and state an opinion on a topic.</p> <p>CC.1.4.8.K Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic. Use sentences of varying lengths and complexities. Create tone and voice through precise language. Establish and maintain a formal style.</p> <p>CC.1.4.8.M Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.8.N Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.</p> <p>CC.1.4.8.O Use narrative techniques such as dialogue, description, reflection, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>CC.1.4.8.P Organize an event sequence that unfolds naturally and logically using a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events; provide a conclusion that follows from and reflects on the narrated experiences or events.</p> <p>CC.1.4.8.Q Write with an awareness of the stylistic aspects of writing: Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects, Use sentences of varying lengths and complexities, Create tone and voice through precise language.</p>

		<p>CC.1.4.8.T With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>CC.1.4.8.U Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p> <p>CC.1.4.8.V Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>CC.1.4.8.W Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>CC.1.4.8.X 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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MATH LEVEL 3

Skill	VB MAPP Milestones & Task Analysis	PA Core Standards
11-M	Identifies as a listener the numbers 1-5 in an array of 5 different numbers	<p>CC.1.2.8.A* Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p> <p>CC.1.2.8.C* Analyze how a text makes connections among and distinctions between individuals, ideas, or events.</p> <p>CC.1.2.8.I* Analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p> <p>CC.1.3.8.E* Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</p> <p>CC.1.4.8.P Organize an event sequence that unfolds naturally and logically using a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events; provide a conclusion that follows from and reflects on the narrated experiences or events.</p> <p>CC.1.4.8.W Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>CC.1.4.8.X 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>CC.1.5.8.D Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation.</p> <p>CC.1.5.8.G Demonstrate command of the conventions of standard English when speaking based on grade 8 level and content.</p> <p>CC.2.1.8.E.1* Distinguish between rational and irrational numbers using their properties</p> <p>CC.1 Understand the Connections between proportional relationships, lines, and linear equations</p> <p>CC.2.2.8.C.2* Use concepts of functions to model relationships between quantities</p>
11-a	Rote counts to 5 with a verbal starter prompt (e.g., count 1, 2, ...)	
11-b	Arranges objects by size (e.g., small, medium, and large blocks)	
11-c	Distinguishes between 1 and 2 items as a listener (e.g., Where are 2 boats?)	
11-d	Distinguishes between 1 and 2 items as a mand (e.g., I want 2 cookies.)	
11-e	Matches to sample the numbers 1-10 (e.g., puts the number 4 with the number 4)	
12-M	Tacts the numbers 1-5	
12-a	Distinguishes between 1 and 2 items as a tact (e.g., How many shoes do you have?)	
12-b	Holds up corresponding fingers for numbers 1-5 (e.g., Show me 2 fingers.)	
12-c	Distinguishes between 1, 2, and 3 items as a listener (e.g., Can you find 3 flowers?)	
12-d	Counts 2 items with 1:1 correspondence	
13-M	Counts out 1-5 items from a larger set of items with 1 to 1 correspondence (e.g., Give me 4 cars. Now give me 2 cars.)	
13-a	Provides age when asked	
13-b	Counts out up to 3 items given the verbal prompt How many? and the related set of items	
13-c	Identifies as a listener (LDs) the number of items (e.g., Which picture has 2 cars?)	
13-d	Demonstrates enumeration in counting (final emphasis on correct number) for numbers 1-3	
14-M	Identifies as a listener 8 different comparisons involving measurement (e.g., show me more or less, big or little, long or short, full or empty, loud or quiet)	
14-a	Correctly tacts a collection of 1-3 items as “1,” “2,” and “3” (e.g., How many are here?)	
14-b	Identifies (LDs) a collection of items as more or less/fewer than a comparison group	
14-c	Identifies (LDs) a container as full or empty	
14-d	Identifies (LDs) an item as bigger or smaller than a comparison item	
14-e	Identifies (LDs) an item as longer or shorter than a comparison item	

15-M	Correctly matches a written number to a quantity and a quantity to a written number for the numbers 1-5 (e.g., matches the number 3 to a picture of 3 trucks)	
15-a	Performs an action a specified number of times up to 5 (e.g., Clap 3 times)	
15-b	Completes a sequence or pattern containing 2 elements (e.g., red-green; red-green...)	
15-c	Correctly Identifies (LDs) the ordinal terms "first" and "last"	
15-d	Correctly Identifies (LDs) and tacts morning time and night time	
15-e	Intraverbally responds to what number is next for numbers 1-9	
15-f	Correctly Identifies (LDs) 3 different coins, and intraverbally states what to do with money	