4th 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.	CC.1.4.4.D				
	cracker, book)	Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases;				
1-a	Makes eye contact (gaze shift) as a mand for attention or other reinforcers 2 times	provide a concluding statement or section; include formatting when useful to aiding comprehension. CC.1.4.4.T				
1-b	Moves close to a reinforcing item to indicate the presence of an MO 2 times	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.				
1-c	Pulls an adult to get access to a reinforcing item 2 times	CC.1.4.4.U With some evidence and symmetry use technology, including the Internet to made and mublish writing as well as to interest				
1-d	Points or gestures towards a reinforce in order to obtain it 2 times	With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single				
1 4	Tomas of gestures towards a femiore in order to obtain it 2 times	sitting.				
		CC.1.4.4.V				
		Conduct short research projects that build knowledge through investigation of different aspects of a topic. CC.1.5.4.A				
		Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and				
		expressing their own clearly. CC.1.5.4.B				
		Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually,				
		quantitatively, and orally.				
		CC.1.5.4.C Identify the reasons and evidence a speaker provides to support particular points.				
		CC.1.5.4.D				
		Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant,				
		descriptive details to support main ideas or themes; speaking clearly with adequate volume, appropriate pacing, and clear pronunciation.				
		CC.1.5.4.E				
		Differentiate between contexts that require formal English versus informal situations.				
2-M	Emits 4 different mands without prompts (except What do you want?) – the desired item can be present (e.g. music,	Reading:				
	slinky, ball)	CC.1.2.4.J* Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases,				
2-a	Points to 2 different reinforcers in order to obtain them 2 times	including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.				
2-b	Nods or says yes or no when offered a reinforce 2 times (not an early target)	CC.1.2.4.K*				
2-c	Emits 2 different mands without echoic prompts- can be with verbal or object prompts	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies and tools.				
2-d	Spontaneously emits 1 mand without echoic or imitative prompts- can be with object prompts	CC.1.4.4.C				
2-е	Generalizes 2 known mands across 2 different people and 2 settings	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic,				
		include illustrations and multimedia when useful to aiding comprehension. CC.1.4.4.G				
		Write opinion pieces on topics or texts.				
		CC.1.4.4.H				
		Introduce the topic and state an opinion on the topic. CC.1.4.4.T				
		With guidance and support form peers and adults, develop and strengthen writing as needed by planning, revising, and editing.				
		CC.1.4.4.V				
		Conduct short research projects that build knowledge through investigation of different aspects of a topic. CC.1.5.4.A				
		Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and				
		expressing their own clearly.				
		CC.1.5.4.B				

		Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually,
		quantitatively, and orally. CC.1.5.4.C
		Identify the reasons and evidence a speaker provides to support particular points.
		CC.1.5.4.D
		Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant,
		descriptive details to support main ideas or themes; speaking clearly with adequate volume, appropriate pacing, and clear pronunciation.
		CC.1.5.4.E
		Differentiate between contexts that require formal English versus informal situations.
3-M	Generalizes 6 mands across 2 people, 2 settings, and 2 different examples of a reinforcers (e.g., mands bubbles	CC.1.2.4.J*
3-a	Emits 2 spontaneous mands (no verbal prompt); — the object can be present	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases,
3-b	Emits 5 mands without echoic or imitative prompts — can be with verbal or object prompts	including those that signal precise actions, emotions, or states of being and that are basic to a particular topic. CC.1.2.4.K*
3-c	Generalizes 3 mands across 2 examples of a desired item (e.g., mands slide for 2 different slides)	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content,
3-d		choosing flexibly from a range of strategies and tools.
3-u	Emits 6 different mands without echoic or imitative prompts — can be with verbal or object prompts	CC.1.4.4.D
		Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases; provide a concluding statement or section; include formatting when useful to aiding comprehension.
		CC.1.4.4.K
		Choose words and phrases to convey ideas precisely.
		CC.1.4.4.Q
		Choose words and phrases to convey ideas precisely.
		CC.1.4.4.T With guidance and support form peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
		CC.1.4.4.U
		With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact
		and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single
		sitting. CC.1.4.4.V
		Conduct short research projects that build knowledge through investigation of different aspects of a topic.
		CC.1.5.4.A
		Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and
		expressing their own clearly.
		CC.1.5.4.B Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually,
		quantitatively, and orally.
		CC.1.5.4.C
		Identify the reasons and evidence a speaker provides to support particular points.
		CC.1.5.4.D
		Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speaking clearly with adequate volume, appropriate pacing, and clear
		pronunciation.
		CC.1.5.4.E
4.3.5		Differentiate between contexts that require formal English versus informal situations.
4-M	Spontaneously emits (no verbal prompts) 5 mands — the desired item can be present	CC.1.5.4.A Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and
4-a	Mands for attention 2 times with some identifiable type of response (e.g., a tap on the arm)	expressing their own clearly.
4-b	Emits 2 mands without an object present — can be with What do you want?	CC.1.5.4.B
4-c	Emits 2 mands without verbal prompts — can be with object prompts	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually,
4-d	Mands for others to attend to the same stimulus that he is attending to 5 times per day	quantitatively, and orally. CC.1.5.4.C
4-e	Emits 1 mand to remove an undesirable item or activity (e.g.no)	Identify the reasons and evidence a speaker provides to support particular points.
		CC.1.5.4.D
		Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant,
		descriptive details to support main ideas or themes; speaking clearly with adequate volume, appropriate pacing, and clear
		pronunciation. CC.1.5.4.E
		Differentiate between contexts that require formal English versus informal situations.
5-M	Emits 10 different mands without prompts (except, What do you want?) — the desired item can be present (e.g.,	CC.1.4.4.F
	apple, swing, car, juice)	Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.
	appro, suring, cur, Juree,	

5-a	Emits 3 different mands without an object present — can be with a verbal prompt (e.g., mommy)	CC.1.4.4.E
5-b	Emits 3 different mands without verbal prompts — can be with an object prompt	Use precise language and domain-specific vocabulary to explain or inform about the topic.
-		CC.1.4.4.G
5-c	Mands contain intonations that vary and are appropriate to the current MO 2 times	Write opinion pieces on topics or texts.
5-d	Acquires a new mand in less than 20 training trials	CC.1.4.4.H Introduce the topic and state an opinion on the topic.
5-e	Continues to emit a mand 2 times if the reinforcer is not delivered (persistence)	CC.1.4.4.J
	The state of the s	Create an organizational structure that includes related ideas grouped to support the writer's purpose and linked in a logical
		order with a concluding statement or section related to the opinion.
		CC.1.4.4.K
		Choose words and phrases to convey ideas precisely.
		CC.1.4.4.L
		Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.
		CC.1.4.4.Q
		Choose words and phrases to convey ideas precisely.
		CC.1.4.4.R
		Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.
		CC.1.4.4.V Conduct short research projects that build knowledge through investigation of different aspects of a topic.
		CC.1.5.4.A
		Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and
		expressing their own clearly.
		CC.1.5.4.B
		Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually,
		quantitatively, and orally.
		CC.1.5.4.C
		Identify the reasons and evidence a speaker provides to support particular points.
		CC.1.5.4.D
		Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant,
		descriptive details to support main ideas or themes; speaking clearly with adequate volume, appropriate pacing, and clear
		pronunciation.
		CC.1.5.4.E
		Differentiate between contexts that require formal English versus informal situations.

	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.1.2.4.E* Use text structure to interpret information (e.g., chronology, comparison, cause/effect, problem/solution). CC.1.4.4.C			
6-a	Spontaneously emits 5 mands without an object present and without verbal prompts	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic;			
6-b	Emits 10 different mands without echoic or imitative prompts — object can be present	include illustrations and multimedia when useful to aiding comprehension.			
6-c	Mands for 5 different missing items without prompts (except a verbal prompt)	CC.1.4.4.G Write opinion pieces on topics or texts.			
6-d	Generalizes 4 mands to 4 different people	CC.1.4.4.H			
6-е	Maintains a newly acquired mand for a missing item after 24 hours of no contact with the item	Introduce the topic and state an opinion on the topic. CC.1.4.4.J			
		Create an organizational structure that includes related ideas grouped to support the writer's purpose and linked in a logical			
		order with a concluding statement or section related to the opinion.			
		Conduct short research projects that build knowledge through investigation of different aspects of a topic. CC.1.5.4.A			
		Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and			

		expressing their own clearly.
		CC.1.5.4.B
		Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually,
		quantitatively, and orally.
		CC.1.5.4.C Identify the reasons and evidence a speaker provides to support particular points.
		CC.1.5.4.D
		Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant,
		descriptive details to support main ideas or themes; speaking clearly with adequate volume, appropriate pacing, and clear
		pronunciation. CC.1.5.4.E
		Differentiate between contexts that require formal English versus informal situations.
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	CC.1.4.4.D
	a swing)	Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases; provide a concluding statement or section; include formatting when useful to aiding comprehension.
7-a	Mands 2 times with 2 words in a phrase or sentence (e.g., Drink juice.)	CC.1.4.4.T
7-b	Mands for other individuals to emit 2 different actions with verbal prompts (e.g., go, spin)	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
7-c	Emits 2 mands to remove undesirable items or activities	CC.1.4.4.U
7-d	Demonstrates response generalization for two different mands (e.g., calls a filled cup both cup and drink; calls a dog both	With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single
/-u	dog and Maggie)	sitting.
7-e	Mands contain varied intonation appropriate to both positive and negative MOs 5 times	- CC.1.4.4.V
	** * * * *	Conduct short research projects that build knowledge through investigation of different aspects of a topic. CC.1.5.4.A
7-f	Mands for help or assistance 2 times	Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and
7-g	Demonstrates a high frequency of manding (15 in a 5 minute period)	expressing their own clearly.
		CC.1.5.4.B
		Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
		CC.1.5.4.C
		Identify the reasons and evidence a speaker provides to support particular points.
		CC.1.5.4.D
		Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speaking clearly with adequate volume, appropriate pacing, and clear
		pronunciation.
		CC.1.5.4.E
OM		Differentiate between contexts that require formal English versus informal situations. CC.1.4.4.F
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:	Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.
0	60 min.)	CC.1.4.4.K
8-a	Mands 5 times with 2 words in a phrase or sentence	Choose words and phrases to convey ideas precisely.
8-b	Mands for information 2 times using what questions (e.g., What's that?)	CC.1.4.4.L Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.
8-c	Mands with a pronoun 2 times (e.g., My train. That's yours.)	CC.1.4.4.Q
8-d	Mands occur with 3 different carrier phrases (e.g., I want It's my Can I That's my)	Choose words and phrases to convey ideas precisely.
8-e	Mands with yes and no 4 times (e.g., Do you want a ride? Yes.)	CC.1.4.4.R Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.
8-f	Mands for information 2 times using where questions (e.g., Where's Elmo?)	CC.1.4.4.V
		Conduct short research projects that build knowledge through investigation of different aspects of a topic.
		CC.1.5.4.A
		Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly.
		CC.1.5.4.B
		Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually,
		quantitatively, and orally. CC.1.5.4.C
		Identify the reasons and evidence a speaker provides to support particular points.
		CC.1.5.4.D
		Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant,
		descriptive details to support main ideas or themes; speaking clearly with adequate volume, appropriate pacing, and clear pronunciation.
		CC.1.5.4.E

		Differentiate between contexts that require formal English versus informal situations.		
9-M	Spontaneously emits 15 different mands (e.g., Let's play. Open. I want book.)	CC.1.4.4.F		
9-a	Spontaneously emits 50 mands per day (can be with objects present, but without verbal prompts)	Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.		
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	CC.1.4.4.K Choose words and phrases to convey ideas precisely.		
)-0	giraffe)	C.1.4.4.L		
9-c	Mands for information 25 times using any type of question word	Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.		
		CC.1.4.4.Q		
9-d	Mands with an adjective 5 times (e.g., big chip, red car)	Choose words and phrases to convey ideas precisely. CC.1.4.4.R		
9-е	Emits 5 mands in 30 seconds (e.g., during a game or fun activity such as water play)	Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.		
9-f	Mands contain 3-word phrases 10 times (e.g., That's my horse.)	CC.1.5.4.A		
		Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly.		
		CC.1.5.4.B		
		Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually,		
		quantitatively, and orally.		
		CC.1.5.4.C Identify the reasons and evidence a speaker provides to support particular points.		
		CC.1.5.4.D		
		Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant,		
		descriptive details to support main ideas or themes; speaking clearly with adequate volume, appropriate pacing, and clear		
		pronunciation. CC.1.5.4.E		
		Differentiate between contexts that require formal English versus informal situations.		
10-M	Emits 10 new mands without specific mand training (e.g., spontaneously says Where kitty go? without formal mand	CC.1.2.4.J*		
	training)	Acquire and use accurately grade appropriate conversational, general academic, and domain-specific words and phrases.		
10-a	Emits 2 new mands without training (e.g., says I want hot cocoa without training)	Including those that signal precise actions, emotions, or states of being and that are basic to a particular topic. CC.1.4.4.F		
10-b	Demonstrates response generalization for 2 different mands (e.g., Get me. Chase me. Run.)	Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.		
10-c	Mands with an adjective 5 times — can use verbal and nonverbal prompts	CC.1.4.4.K		
10-d	Mands for information 3 times using who questions	Choose words and phrases to convey ideas precisely. CC.1.4.4.L		
10-u	Spontaneously mands for others to emit 20 different actions (e.g., Run. Go. Push me.)	Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.		
		CC.1.4.4.Q		
10-f	Spontaneously mands to novel and unfamiliar people 2 times	Choose words and phrases to convey ideas precisely.		
		CC.1.4.4.R Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.		
		CC.1.4.4.V		
		Conduct short research projects that build knowledge through investigation of different aspects of a topic.		
		CC.1.5.4.A Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and		
		expressing their own clearly.		
		CC.1.5.4.B		
		Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually,		
		quantitatively, and orally. CC.1.5.4.C		
		Identify the reasons and evidence a speaker provides to support particular points.		
		CC.1.5.4.D		
		Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant,		
		descriptive details to support main ideas or themes; speaking clearly with adequate volume, appropriate pacing, and clear pronunciation.		
1				
		CC.1.5.4.E		

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	CC.1.2.4.E*		
	your name? Where do I go?)	Use text structure to interpret information (e.g. chronology, comparison, cause/effect, problem/solution).		
11-a	Mands to peers 5 times	CC.1.4.4.T With guidance and support form peers and adults, develop and strengthen writing as needed by planning, revising, and editing.		
11-b	Spontaneously mands for attention 5 times (e.g., Teacher! Hey! Excuse me.)	CC.1.4.4.U		
11-c	The child emits 100 or more different mands in a one week period	With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact		
11-d	Mands contain 3-word phrases 10 times (e.g, Can I see?)	and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.		
11-a	Mands for a specific quantity of reinforcers 2 times (e.g., two gummy bears)	CC.1.4.4.V		
11-0	Wands for a specific quantity of femoreers 2 times (e.g., two guinniy bears)	Conduct short research projects that build knowledge through investigation of different aspects of a topic.		
		CC.1.5.4.A Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and		
		expressing their own clearly.		
		CC.1.5.4.B		
		Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.		
		CC.1.5.4.C		
		Identify the reasons and evidence a speaker provides to support particular points.		
		CC.1.5.4.D Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant,		
		descriptive details to support main ideas or themes; speaking clearly with adequate volume, appropriate pacing, and clear		
		pronunciation.		
		CC.1.5.4.E Differentiate between contexts that require formal English versus informal situations.		
		CC.2.1.4.B.1		
		Apply place-value and numeration concepts to compare, find equivalencies, and round.		
		CC.2.1.4.B.2 Use place value understanding and properties of operations to perform multi-digit arithmetic.		
		CC.2.2.4.A.1		
		Represent and solve problems involving the four operations.		
		CC.2.2.4.A.2 Develop and/or apply number theory concepts to find factors and multiples.		
		CC.2.2.4.A.4		
		Generate and analyze patterns using one rule.		
12-M	Politely mands to stop an undesirable activity, or remove any aversive MO under 5 different circumstances (e.g.,	CC.1.5.4.A Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and		
1.0	Please stop pushing me. No thank you. Excuse me, can you move?)	expressing their own clearly.		
12-a	Mands to remove an aversive item or activity 2 times (e.g., Let go. Give it back.)	CC.1.5.4.B		
12-b	Mands for others to perform a two-step action 2 times (e.g., Come here and watch me.)	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.		
12-c	Says please and thank you with indirect adult verbal prompts (e.g., What do you say?)	CC.1.5.4.C		
12-d	Demonstrates MO generalization by asking for 2 different reinforcers with the same words (e.g., when wanting attention	Identify the reasons and evidence a speaker provides to support particular points.		
	saying let's draw, and when wanting to get out of work saying let's draw)	CC.1.5.4.D Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant,		
12-е	Mands for others to participate in an activity 2 times (e.g., Come play. Help dig.)	descriptive details to support main ideas or themes; speaking clearly with adequate volume, appropriate pacing, and clear		
		pronunciation.		
		CC.1.5.4.E Differentiate between contexts that require formal English versus informal situations.		
13-M	Mands with 10 different adjectives, prepositions, or adverbs (e.g., My crayon is broken. Don't take it out. Go fast.)	CC.1.2.4.J*		
13-a	Spontaneously mands to use the bathroom 2 times	Acquire and use accurately grade-appropriately conversational, general academic, and domain-specific words and phrases,		
13-b	Mands for others to attend to his own nonverbal behavior 2 times (e.g., watch me)	including those that signal precise actions, emotions, or states of being and that are basic to a particular topic. CC.1.4.4.C		
13-c	Mands for others to attend to some aspect of the environment 2 times (e.g., Look, it's a truck.)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic;		
13-d	Mands with 2 different adjectives (e.g., I want the red gummy bear.)	include illustrations and multimedia when useful to aiding comprehension.		
13-d 13-e	Mands with 2 different prepositions (e.g., Put it in the house.)	CC.1.4.4.F Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.		
13-c	Mands with 2 different adverbs (e.g., Slow down.)	CC.1.4.4.G		
1.0-1	Wands with 2 different adverses (e.g., blow down.)	Write opinion pieces on topics or texts.		
		CC.1.4.4.H Introduce the topic and state an opinion on the topic.		
L		individues the topic und state an opinion on the topic.		

		CC.1.4.4.J
		Create an organizational structure that includes related ideas grouped to support the writer's purpose and linked in a logical
		order with a concluding statement or section related to the opinion.
		CC.1.4.4.L
		Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.
		CC.1.4.4.R
		Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.
		CC.1.5.4.A
		Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and
		expressing their own clearly.
		CC.1.5.4.B
		Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually,
		quantitatively, and orally.
		CC.1.5.4.C
		Identify the reasons and evidence a speaker provides to support particular points.
		CC.1.5.4.D
		Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant,
		descriptive details to support main ideas or themes; speaking clearly with adequate volume, appropriate pacing, and clear
		pronunciation.
		CC.1.5.4.E
		Differentiate between contexts that require formal English versus informal situations.
14-M	Gives directions, instructions, or explanations as to how to do something or how to participate in an activity 5 times	CC.1.2.4.E*
T-4-14T	· · · · · · · · · · · · · · · · · · ·	Use text structure to interpret information (e.g. chronology, comparison, cause/effect, problem/solution).
	(e.g., You put the glue on first, then stick it. You sit here while I get a book.)	CC.1.4.4.A
14-a	Mands for sympathy or other emotional support 2 times (e.g., He's mean.)	Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.
14-b	Mands for others to deliver a specific object to another person 2 times (e.g., Give it to Sarah.)	CC.1.4.4.B
		Introduce and identify the topic clearly.
14-c	Mands for instructions for completing a task 2 times (e.g., Where does it go? How do I do it?)	CC.1.4.4.C
14-d	Spontaneously mands with 3 different major parts of speech (e.g., noun-verb-adjective) in one sentence 2 times (e.g., Push	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic;
1.0		include illustrations and multimedia when useful to aiding comprehension.
	the big bike fast.)	- CC.1.4.4.E
		Use precise language and domain-specific vocabulary to inform about or explain the topic.
		CC.1.4.4.F
		Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.
		CC.1.4.4.G
		Write opinion pieces on topics or texts.
		CC.1.4.4.H
		Introduce the topic and state an opinion on the topic.
		CC.1.4.4.I
		Provide reasons that are supported by facts and details.
		CC.1.4.4.J
		Create an organizational structure that includes related ideas grouped to support the writer's purpose and linked in a logical
		order with a concluding statement or section related to the opinion.
		CC.1.4.4.K
		Choose words and phrases to convey ideas precisely.
		CC.1.4.4.L
		Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.
		CC.1.4.4.M
		Write narratives to develop real or imagined experiences or events.
		CC.1.4.4.0
		Use dialogue and descriptions to develop experiences and events or show the responses of characters to situations; use concrete
		words and phrases and sensory details to convey experiences and events precisely.
		CC.1.4.4.P
		Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of
		events; provide a conclusion that follows from the narrated experiences and events.
		CC.1.4.4.Q
		Choose words and phrases to convey ideas precisely.
		CC.1.4.4.R
		Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.
		CC.1.4.4.S
		Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading
		standards for literature and informational texts.

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		CC.1.4.4.V Conduct short research projects that build knowledge through investigation of different aspects of a topic.
		CC.1.4.4.W
İ		Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and
i		categorize information, and provide a list of sources.
		CC.1.4.4.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.1.5.4.A Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and
		expressing their own clearly.
		CC.1.5.4.B
		Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually,
		quantitatively, and orally.
		CC.1.5.4.C
		Identify the reasons and evidence a speaker provides to support particular points.
		CC.1.5.4.D
		Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speaking clearly with adequate volume, appropriate pacing, and clear
		pronunciation.
		CC.1.5.4.E
		Differentiate between contexts that require formal English versus informal situations.
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	CC.1.4.4.A
	happened I'm telling the story)	Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.
15-a	Mands contain 5 word phrases or sentences 10 times	— CC.1.4.4.B
		Introduce and identify the topic clearly. CC.1.4.4.C
15-b	Mands for information about future events 2 times (e.g., When are we going to the party?)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic;
15-c	Mands for attention to a private event 2 times (e.g., My stomach hurts.)	include illustrations and multimedia when useful to aiding comprehension.
15-d	Mands for information 5 times using why questions	CC.1.4.4.E
15-е	Mands for information 5 times using how questions	Use precise language and domain-specific vocabulary to inform about or explain the topic.
13 0	Walles for information 5 times using now questions	CC.1.4.4.F
		Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.
		CC.1.4.4.I Provide reasons that are supported by facts and details.
		CC.1.4.4.L
		Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.
		CC.1.4.4.M
		Write narratives to develop real or imagined experiences or events.
		CC.1.4.4.R
		Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. CC.1.4.4.T
		With guidance and support form peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
		CC.1.4.4.U
		With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact
		and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single
		sitting.
		CC.1.4.4.V
		Conduct short research projects that build knowledge through investigation of different aspects of a topic. CC.1.5.4.A
		Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and
		expressing their own clearly.
		CC.1.5.4.B
		Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually,
		quantitatively, and orally.
		CC.1.5.4.C
		Identify the reasons and evidence a speaker provides to support particular points.
		CC.1.5.4.D Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant,
		descriptive details to support main ideas or themes; speaking clearly with adequate volume, appropriate pacing, and clear
		pronunciation.
		CC.1.5.4.E
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Differentiate between contexts	that rec	illire forma	al English	versus informal	SITHATIONS

	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.1.4.4.V Conduct short research projects that build knowledge through investigation of different aspects of a topic.				
1-a	Tacts 1 familiar person, pet, or object with verbal prompts and motivation present (e.g. mama)	CC.1.5.4.E				
0.75		Differentiate between contexts that require formal English versus informal situations.				
2-M	Tacts any 4 items without echoic or imitative prompts (e.g., people, pets, characters, or other objects)	CC.1.4.4.V Conduct short research projects that build knowledge through investigation of different aspects of a topic.				
		CC.1.5.4.E				
3-M	Tacts 6 non-reinforcing items (e.g., shoe, hat, spoon, car, cup, bed)	Differentiate between contexts that require formal English versus informal situations. CC.1.4.4.G				
3-a	Generalizes known responses across 2 different people and 2 settings (e.g., tacts kitty for both mom and dad: tacts dada while	Write opinion pieces on topics or texts. CC.1.5.4.E				
	in bed and in the kitchen)	Differentiate between contexts that require formal English versus informal situations.				
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.1.4.4.C Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic;				
4-a 4-b	Looks at family photos and, with verbal prompts, tacts 2 family members	include illustrations and multimedia when useful to aiding comprehension.				
4-0	Tacts 2 pictures from a book or picture card (2D) (e.g., duck, ball)	CC.1.4.4.G Write opinion pieces on topics or texts.				
		CC.1.4.4.H				
		Introduce the topic and state an opinion on the topic. CC.1.4.4.I				
		Provide reasons that are supported by facts and details.				
		CC.1.4.4.M Write narratives to develop real or imagined experiences or events.				
		CC.1.4.4.N				
		Orient the reader by establishing a situation and introducing a narrator and/or characters. CC.1.4.4.O				
		Use dialogue and descriptions to develop experiences and events or show the responses of characters to situations; use concrete				
		words and phrases and sensory details to convey experiences and events precisely. CC.1.4.4.P				
		Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of				
		events; provide a conclusion that follows from the narrated experiences and events. CC.1.4.4.S				
		Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading				
5 M	Toots 10 items (e.g. common objects, needle body newty or nietuwes)	standards for literature and informational texts. CC.1.1.4.D				
5-M 5-a	Tacts 10 items (e.g., common objects, people, body parts, or pictures) Tacts 5 pictures (2D)	Know and apply grade level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound				
5-a 5-b	Maintains a newly acquired tact after 24 hours without training	correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words. CC.1.1.4.E				
5-c	Generalizes tacts across 3 examples of an item for 5 items (e.g., tacts 3 different spoons)	Read with accuracy and fluency to support comprehension:				
		Read on-level text with purpose and understanding.				
		 Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 				
		CC.1.2.4.A*				
		Determine the main idea of a text and explain how it is supported by key details; summarize the text. CC.1.2.4.B*				
		Refer to details and examples in text to support what the text says explicitly and make inferences.				
		CC.1.2.4.C* Explain events, procedures, ideas, or concepts in a text, including what happened and why, based on specific information in the				
		Explain events, procedures, ideas, or concepts in a text, including what happened and why, based on specific information in the				

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CC.1.2.4.D*

Compare and contrast an event or topic told from two different points of view.

CC.1.2.4.E*

Use text structure to interpret information (e.g. chronology, comparison, cause/effect, problem/solution).

CC.1.2.4.F*

Determine the meaning of words and phrases as they are used in grade level text, including figurative language.

CC.1.2.4.G

Interpret various presentations of information within a text or digital source and explain how the information contributes to an understanding of text in which it appears.

CC.1.2.4.H*

Explain how an author uses reasons and evidence to support particular points in a text.

CC.1.2.4.I*

Integrate information from two texts on the same topic to demonstrate understanding of that topic.

CC.1.2.4.J*

Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.

CC.1.2.4.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.1.2.4.L

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

CC.1.4.4.A

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

CC.1.4.4.B

Identify and introduce the topic clearly.

CC.1.4.4.C

Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension.

CC.1.4.4.I

Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases; provide a concluding statement or section; include formatting when useful to aiding comprehension.

CC.1.4.4.E

Use precise language and domain-specific vocabulary to inform about or explain the topic.

CC.1.4.4.F

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

CC.1.4.4.G

Write opinion pieces on topics or texts.

CC.1.4.4.H

Introduce the topic and state an opinion on the topic.

CC.1.4.4.I

Provide reasons that are supported by facts and details.

CC.1.4.4.J

Create an organizational structure that includes related ideas grouped to support the writer's purpose and linked in a logical order with a concluding statement or section related to the opinion.

CC.1.4.4.K

Choose words and phrases to convey ideas precisely.

CC.1.4.4.M

Write narratives to develop real or imagined experiences or events.

CC.1.4.4.N

Orient the reader by establishing a situations and introducing a narrator and/or characters.

CC.1.4.4.O

Use dialogue and descriptions to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely.

CC.1.4.4.P

Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of events; provide a conclusion that follows from the narrated experiences and events.

CC.1.4.4.Q

Choose words and phrases to convey ideas precisely.

CC.1.4.4.R

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

CC.1.4.4.S

Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and informational texts. CC.1.4.4.T With guidance and support form peers and adults, develop and strengthen writing as needed by planning, revising, and editing. CC.1.4.4.U With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. CC.1.4.4.V Conduct short research projects that build knowledge through investigation of different aspects of a topic. CC.1.4.4.W Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. CC.1.4.4.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. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. CC.1.5.4.D Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speaking clearly with adequate volume, appropriate pacing, and clear pronunciation. CC.1.5.4.E Differentiate between contexts that require formal English versus informal situations. CC.2.1.4.B.1 Apply place-value understanding for multi-digit whole numbers. CC.2.1.4.B.2 Use place value understanding and properties of operations to perform multi-digit arithmetic. CC.2.1.4.C.1 Extend the understanding of fractions to show equivalence and ordering. CC.2.1.4.C.2 Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers. CC.2.1.4.C.3 Connect decimal notation to fractions, and compare decimal fractions (base 10 denominator, e.g., 19/100). CC.2.3.4.A.1 Draw lines and angles and identify these in two-dimensional figures. CC.2.3.4.A.2 Classify two-dimensional figures by properties of their lines and angles. CC.2.3.4.A.3 Recognize symmetric shapes and draw lines of symmetry. CC.2.4.4.A.2 Translate information from one type of data display to another. CC.2.4.4.A.4 Represent and interpret data involving fractions using information provided in a line plot. CC.2.4.4.A.6 Measure angles and use properties of adjacent angles to solve problems.

TACT	
LEVEL	2

	LEVEL 2	
Skill	VB-MAPP Milestones & Supporting Skills List	PA Core Standards
Skill 6-M 6-a 6-b 6-c 6-d		PA Core Standards CC.1.1.4.D Know and apply grade level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words. CC.1.1.4.E Read with accuracy and fluency to support comprehension: Read on-level text with purpose and understanding. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. CC.1.2.4.8* Determine the main idea of a text and explain how it is supported by key details; summarize the text. CC.1.2.4.Cc* Explain events, procedures, ideas, or concepts in a text, including what happened and why, based on specific information in the text. CC.1.2.4.F* Use text structure to interpret information (e.g. chronology, comparison, cause/effect, problem/solution). CC.1.2.4.F* Determine the meaning of words and phrases as they are used in grade level text, including figurative language. CC.1.2.4.G* Interpret various presentations of information within a text or digital source and explain how the information contributes to an understanding of text in which it appears. CC.1.2.4.H* Explain how an author uses reasons and evidence to support particular points in a text. CC.1.2.4.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.1.2.4.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. CC.1.4.A.D Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases: provide a concluding statement or section; include formatting when useful to aiding comprehension. CC.1.4.A.1 Provide reasons that are supported by facts and details.
		Provide reasons that are supported by facts and details. CC.1.4.4.K Choose words and phrases to convey ideas precisely. CC.1.4.4.M Write narratives to develop real or imagined experiences or events. CC.1.4.4.N Orient the reader by establishing a situations and introducing a narrator and/or characters.
		CC.1.4.4.O Use dialogue and descriptions to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely. CC.1.4.4.P Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of events; provide a conclusion that follows from the narrated experiences and events.
		CC.1.4.4.Q Choose words and phrases to convey ideas precisely. CC.1.4.4.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and informational texts. CC.1.4.4.T With guidance and support form peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

		CC.1.4.4.U
		With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact
		and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single
		sitting. CC.1.4.4.V
		Conduct short research projects that build knowledge through investigation of different aspects of a topic.
		CC.1.4.4.W
		Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and
		categorize information, and provide a list of sources.
		CC.1.4.4.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.2.1.4.B.1
		Apply place-value understanding for multi-digit whole numbers.
		CC.2.1.4.B.2
		Use place value understanding and properties of operations to perform multi-digit arithmetic. CC.2.2.4.A.2
		Develop and/or apply number theory concepts to find factors and multiples.
		CC.2.2.4.A.4
		Generate and analyze patterns using one rule.
		CC.2.3.4.A.1
		Draw lines and angles and identify these in two-dimensional figures.
		CC.2.3.4.A.2
		Classify two-dimensional figures by properties of their lines and angles.
		CC.2.3.4.A.3
		Recognize symmetric shapes and draw lines of symmetry.
		CC.2.4.4.A.2
		Translate information from one type of data display to another.
		CC.2.4.4.A.4 Represent and interpret data involving fractions using information provided in a line plot.
		CC.2.4.4.A.6
		Measure angles and use properties of adjacent angles to solve problems.
- > -	Consuling tooks against 2 examples of 50 items, on from a list of known generalizations	
1 '/- V	Transcribes tacts across a examines of an items of from a fix of known deneralizations	CC.1.1.4.D
7-M	Generalizes tacts across 3 examples of 50 items, or from a list of known generalizations	CC.1.1.4.D Know and apply grade level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound
7-a	Tacts 3 body parts (e.g., nose, eyes, mouth)	Know and apply grade level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words.
		Know and apply grade level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words. CC.1.1.4.E
7-a	Tacts 3 body parts (e.g., nose, eyes, mouth) Tacts 2 auditory stimuli (e.g., phone ringing, siren, dog barking)	Know and apply grade level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words. CC.1.1.4.E Read with accuracy and fluency to support comprehension:
7-a 7-b 7-c	Tacts 3 body parts (e.g., nose, eyes, mouth) Tacts 2 auditory stimuli (e.g., phone ringing, siren, dog barking) Spontaneously emits a tact containing two words for 5 different tacts (e.g., baby's crying)	Know and apply grade level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words. CC.1.1.4.E Read with accuracy and fluency to support comprehension: • Read on-level text with purpose and understanding.
7-a 7-b 7-c 7-d	Tacts 3 body parts (e.g., nose, eyes, mouth) Tacts 2 auditory stimuli (e.g., phone ringing, siren, dog barking) Spontaneously emits a tact containing two words for 5 different tacts (e.g., baby's crying) Tacts 2 different actions when asked What he doing? (e.g., drinking, swimming)	Know and apply grade level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words. CC.1.1.4.E Read with accuracy and fluency to support comprehension:
7-a 7-b 7-c	Tacts 3 body parts (e.g., nose, eyes, mouth) Tacts 2 auditory stimuli (e.g., phone ringing, siren, dog barking) Spontaneously emits a tact containing two words for 5 different tacts (e.g., baby's crying)	Know and apply grade level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words. CC.1.1.4.E Read with accuracy and fluency to support comprehension: Read on-level text with purpose and understanding.
7-a 7-b 7-c 7-d	Tacts 3 body parts (e.g., nose, eyes, mouth) Tacts 2 auditory stimuli (e.g., phone ringing, siren, dog barking) Spontaneously emits a tact containing two words for 5 different tacts (e.g., baby's crying) Tacts 2 different actions when asked What he doing? (e.g., drinking, swimming)	Know and apply grade level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words. CC.1.1.4.E Read with accuracy and fluency to support comprehension: Read on-level text with purpose and understanding. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. CC.1.2.4.A*
7-a 7-b 7-c 7-d	Tacts 3 body parts (e.g., nose, eyes, mouth) Tacts 2 auditory stimuli (e.g., phone ringing, siren, dog barking) Spontaneously emits a tact containing two words for 5 different tacts (e.g., baby's crying) Tacts 2 different actions when asked What he doing? (e.g., drinking, swimming)	Know and apply grade level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words. CC.1.1.4.E Read with accuracy and fluency to support comprehension: Read on-level text with purpose and understanding. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. CC.1.2.4.A* Determine the main idea of a text and explain how it is supported by key details; summarize the text.
7-a 7-b 7-c 7-d	Tacts 3 body parts (e.g., nose, eyes, mouth) Tacts 2 auditory stimuli (e.g., phone ringing, siren, dog barking) Spontaneously emits a tact containing two words for 5 different tacts (e.g., baby's crying) Tacts 2 different actions when asked What he doing? (e.g., drinking, swimming)	Know and apply grade level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words. CC.1.1.4.E Read with accuracy and fluency to support comprehension: Read on-level text with purpose and understanding. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. CC.1.2.4.A* Determine the main idea of a text and explain how it is supported by key details; summarize the text. CC.1.2.4.J*
7-a 7-b 7-c 7-d	Tacts 3 body parts (e.g., nose, eyes, mouth) Tacts 2 auditory stimuli (e.g., phone ringing, siren, dog barking) Spontaneously emits a tact containing two words for 5 different tacts (e.g., baby's crying) Tacts 2 different actions when asked What he doing? (e.g., drinking, swimming)	Know and apply grade level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words. CC.1.1.4.E Read with accuracy and fluency to support comprehension: Read on-level text with purpose and understanding. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. CC.1.2.4.A* Determine the main idea of a text and explain how it is supported by key details; summarize the text. CC.1.2.4.J* Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases,
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CC.1.4.4.8 Choose words and phrases to convey ideas precisely. CC.1.4.4.8 Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and informational texts. CC.1.4.4.8 CC.1.4.4.9 CC.1.4.4.9 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. CC.1.4.4.8 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 off discipline-specific tasks, purposes and andiences. CC.1.4.4.8 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 off discipline-specific tasks, purposes and andiences. CC.1.4.8.1 Apple place-value understanding for multi-digit whole numbers. CC.2.1.4.8.1 Apple place-value understanding and properties of operations to perform multi-digit arithmetic. CC.2.3.4.1 Draw lines and angles and identify these in two-dimensional figures. CC.2.3.4.2 Classify two-dimensional figures by properties of their lines and angles. CC.2.3.4.3 Recognize symmetric shapes and draw lines of symmetry. CC.2.4.4.4 Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit. Translate information from one type of data display to another. CC.2.4.4.4.6 Measure angles and use properties of adjacent angles to solve problems.			
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CC.1.4.4.S	8-a 8-b 8-c	Tacts 2 tactile stimuli (e.g., says ball when feeling a ball in a bag) Tacts 5 noun-verb or verb-noun combinations (e.g., dog eating, rolling ball) Tacts two or more items from 10 different pages in a book when asked, What do you see here?	CC.1.2.4.B* Refer to details and examples in text to support what the text says explicitly and make inferences. CC.1.2.4.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. CC.1.4.4.D Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases; provide a concluding statement or section; include formatting when useful to aiding comprehension. CC.1.4.4.F Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. CC.1.4.4.I Provide reasons that are supported by facts and details. CC.1.4.4.K Choose words and phrases to convey ideas precisely. CC.1.4.4.L Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. CC.1.4.4.M Write narratives to develop real or imagined experiences or events. CC.1.4.4.N Orient the reader by establishing a situation and introducing a narrator and/or characters. CC.1.4.4.O Use dialogue and descriptions to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely. CC.1.4.4.P Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of events; provide a conclusion that follows from the narrated experiences and events. CC.1.4.4.Q Choose words and phrases to convey ideas precisely. CC.1.4.4.R
	8-a 8-b 8-c	Tacts 2 tactile stimuli (e.g., says ball when feeling a ball in a bag) Tacts 5 noun-verb or verb-noun combinations (e.g., dog eating, rolling ball) Tacts two or more items from 10 different pages in a book when asked, What do you see here?	CC.1.2.4.B* Refer to details and examples in text to support what the text says explicitly and make inferences. CC.1.2.4.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. CC.1.4.4.D Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases; provide a concluding statement or section; include formatting when useful to aiding comprehension. CC.1.4.4.F Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. CC.1.4.4.I Provide reasons that are supported by facts and details. CC.1.4.4.L Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. CC.1.4.A.I Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. CC.1.4.A.M Write narratives to develop real or imagined experiences or events. CC.1.4.A.N Orient the reader by establishing a situation and introducing a narrator and/or characters. CC.1.4.4.O Use dialogue and descriptions to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely. CC.1.4.1.P Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of events; provide a conclusion that follows from the narrated experiences and events. CC.1.4.Q Choose words and phrases to convey ideas precisely. CC.1.4.R Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.

		Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and informational texts. CC.1.4.4.T With guidance and support form peers and adults, develop and strengthen writing as needed by planning, revising, and editing. CC.1.4.4.U With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single
		sitting.
9-M	Tacts 50 two-component verb-noun, or noun-verb combinations, tested or from a list of known two-component tacts	CC.1.2.4.A* Determine the main idea of a text and explain how it is supported by key details; summarize the text.
_	(e.g., washing face, Joe swinging, baby sleeping)	CC.1.2.4.F*
9-a	Tacts 25 two-component noun-noun relations (e.g., paper and pencil; car and truck)	Determine the meaning of words and phrases as they are used in grade level text, including figurative language.
9-b	Acquires a new tact in less than 15 training trials	CC.1.2.4.G* Interpret various presentations of information within a text or digital sources and explain how the information contributes to an
9-c	Spontaneously tacts items in a book, on TV, or in a video 5 times (e.g., Cinderella)	understanding of text in which it appears.
9-d	Learns 2 new tacts without direct training (e.g., untrained echoic to tact transfer)	CC.1.2.4.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.
9-е	Shows response generalization for 5 items (i.e., tacts the same stimulus with two different words teacher and Katie; cat and	CC.1.2.4.J*
	Garfield; dog and Maggie)	Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases,
		including those that signal precise actions, emotions, or states of being and that are basic to a particular topic. CC.1.4.4.D
		Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases;
		provide a concluding statement or section; include formatting when useful to aiding comprehension.
		CC.1.4.4.F Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.
		CC.1.4.4.K
		Choose words and phrases to convey ideas precisely. CC.1.4.4.L
		Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. CC.1.4.4.Q
		Choose words and phrases to convey ideas precisely.
		CC.1.4.4.R Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.
		CC.1.4.4.U
		With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact
		and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
		CC.1.4.4.W
		Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and
		categorize information, and provide a list of sources. CC.1.4.4.X
		Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting
10 34		or a day or two) for a range of discipline-specific tasks, purposes and audiences. CC.1.1.4.D
10-M	Tacts 200 nouns and/or verbs (or other parts of speech), tested or from an accumulated list of known tacts	Know and apply grade level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound
10-a	Tacts 10 actions (e.g., climbing, playing, coloring, swimming, washing)	correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words.
10-b	Tacts 2 gustatory stimuli (e.g., tacts orange by tasting it)	CC.1.1.4.E Read with accuracy and fluency to support comprehension:
10-c	Tacts 20 items in a 1 minute fluency test	Read on-level text with purpose and understanding.
10-d	Tacts 2 different colors (e.g., red, blue)	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
10-е	Tacts 2 different shapes (e.g., circle, star)	• Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
		CC.1.2.4.A* Determine the main idea of a text and explain how it is supported by key details; summarize the text.
		CC.1.2.4.B*
		Refer to details and examples in text to support what the text says explicitly and make inferences.
		CC.1.2.4.C* Explain events, procedures, ideas, or concepts in a text, including what happened and why, based on specific information in the
		text.
		CC.1.2.4.D* Compare and contrast an event or topic told from two different points of view.
		CC.1.2.4.F*
1		

Determine the meaning of words and phrases as they are used in grade level text, including figurative language.

CC.1.2.4.G*

Interpret various presentations of information within a text or digital sources and explain how the information contributes to an understanding of text in which it appears.

CC.1.2.4.H*

Explain how an author uses reasons and evidence to support particular points in a text.

CC.1.2.4.I*

Integrate information from two texts on the same topic to demonstrate understanding of that topic.

CC.1.2.4.J*

Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.

CC.1.2.4.K*

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

CC.1.2.4.L

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

CC.1.4.4.D

Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases; provide a concluding statement or section; include formatting when useful to aiding comprehension.

CC.1.4.4.F

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

CC.1.4.4.I

Provide reasons that are supported by facts and details.

CC.1.4.4.J

Create an organizational structure that includes related ideas grouped to support the writer's purpose and linked in a logical order with a concluding statement or section related to the opinion.

CC.1.4.4.K

Choose words and phrases to convey ideas precisely.

CC.1.4.4.L

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

CC.1.4.4.M

Write narratives to develop real or imagined experiences or events.

CC.1.4.4.O

Use dialogue and descriptions to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely.

CC.1.4.4.P

Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of events; provide a conclusion that follows from the narrated experiences and events.

CC.1.4.4.0

Choose words and phrases to convey ideas precisely.

CC.1.4.4.R

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

CC.1.4.4.S

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

CC.1.4.4.T

With guidance and support form peers and adults, develop and strengthen writing as needed by planning, revising, and editing. **CC.1.4.4.U**

With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

CC.1.4.4.V

Conduct short research projects that build knowledge through investigation of different aspects of a topic.

CC.1.4.4.W

Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

CC.1.4.4.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.1.5.4.D

Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speaking clearly with adequate volume, appropriate pacing, and clear

pronunciation.
CC.1.5.4.E
Differentiate between contexts that require formal English versus informal situations.
CC.2.2.4.A.2
Develop and apply number theory concepts to represent numbers in various ways.
CC.2.2.4.A.4
Generate and analyze patterns using one rule.
CC.2.3.4.A.1
Draw lines and angles and identify these in two-dimensional figures.
CC.2.3.4.A.2
Classify two-dimensional figures by properties of their lines and angles.
CC.2.3.4.A.3
Recognize symmetric shapes and draw lines of symmetry.
CC.2.4.4.A.1
Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.
CC.2.4.4.A.2
Translate information from one type of data display to another.
CC.2.4.4.A.4
Represent and interpret data involving fractions using information provided in a line plot.
CC.2.4.4.A.6
Measure angles and use properties of adjacent angles to solve problems.

	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.1.1.4.D Know and apply grade level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words. Know and apply grade level phonics and word analysis skills in decoding words.	
11-a	Tacts 2 olfactory stimuli (e.g., cookies, popcorn, flowers)	CC.1.1.4.E Read with accuracy and fluency to support comprehension:	
11-b	Acquires 5 new tacts in a week without direct training	Read on-level text with purpose and understanding.	
11-c	Tacts 2 people (not family members) by their first names	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	
11-d	Tacts 5 categories or classes (e.g., animals, drinks, toys)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. CC 1.2.4 A **	
11-e	Tacts 5 locations (e.g., kitchen, bedroom, playground, grandma's house)	CC.1.2.4.A* Determine the main idea of a text and explain how it is supported by key details; summarize the text.	
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	CC.1.2.4.B*	
	adding a verbal SD to the task)	Refer to details and examples in text to support what the text says explicitly and make inferences.	
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.1.2.4.C* Explain events, procedures, ideas, or concepts in a text, including what happened and why, based on specific information in the	
11-h	Tacts 2 specific features or parts of 25 items or people (e.g., wheels and doors on a car)	text.	
11-i	Generalization occurs to new examples of an item or action on the first trial, for 5 items	CC.1.2.4.J*	
		Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic. CC.1.4.4.D	
		Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases;	
		provide a concluding statement or section; include formatting when useful to aiding comprehension. CC.1.4.4.K	
		Choose words and phrases to convey ideas precisely.	
		CC.1.4.4.M	
		Write narratives to develop real or imagined experiences or events. CC.1.4.4.N	
		Orient the reader by establishing a situation and introducing a narrator and/or characters.	

		CC.1.4.4.Q Change words and phresses to convey ideas precisely.
		Choose words and phrases to convey ideas precisely. CC.1.4.4.V
		Conduct short research projects that build knowledge through investigation of different aspects of a topic.
		CC.1.4.4.W
		Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and
		categorize information, and provide a list of sources.
		CC.1.4.4.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.2.1.4.B.2
		Use place value understanding and properties of operations to perform multi-digit arithmetic.
		CC.2.3.4.A.1 Draw lines and angles and identify these in two-dimensional figures.
		CC.2.3.4.A.2
		Classify two-dimensional figures by properties of their lines and angles.
		CC.2.3.4.A.3
		Recognize symmetric shapes and draw lines of symmetry.
		CC.2.4.4.A.1 Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.
		CC.2.4.4.A.2
		Translate information from one type of data display to another.
		CC.2.4.4.A.4
		Represent and interpret data involving fractions using information provided in a line plot. CC.2.4.4.A.6
		Measure angles and use properties of adjacent angles to solve problems.
12-M	Tacts 4 different prepositions (e.g., in, out, on, under) and 4 pronouns (e.g., I, you, me, mine)	CC.1.2.4.G*
12-a	Tacts the class of 25 items (e.g., an adult points to a dog and says A dog is an) (part intraverbal)	Interpret various presentations of information within a text or digital source and explain how the information contributes to an
12-b	Tacts what's wrong or missing from 10 pictures or objects (e.g., a face without a nose)	understanding of text in which it appears. CC.1.4.4.F
-		Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.
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	CC.1.4.4.N
10.1	him, A cookie is a type of) (part intraverbal)	Orient the reader by establishing a situation and introducing a narrator and/or characters.
12-d	Tacts 2 prepositional relations (e.g., Where is Oscar?in the garbage can) (part intraverbal)	CC.1.4.4.R Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.
12-e	Tacts people with 2 different pronouns (e.g., Who has the hat on?you do) (part intraverbal)	- CC.1.4.4.V
12-f	Spontaneously tacts the function, feature, or class of an item for 5 items (e.g., That goes in the swimming pool.)	Conduct short research projects that build knowledge through investigation of different aspects of a topic.
12-g	Generalizes feature, function, and class tacting to 10 new members of each set (e.g., after training cow, bird, and monkey as	CC.2.1.4.B.2
	animals, the child tacts a bear as an animal on the first trial)	Use place value understanding and properties of operations to perform multi-digit arithmetic. - CC.2.3.4.A.1
	,	Draw lines and angles and identify these in two-dimensional figures.
		CC.2.3.4.A.2
		Classify two-dimensional figures by properties of their lines and angles.
		CC.2.3.4.A.3
		Recognize symmetric shapes and draw lines of symmetry. CC.2.4.4.A.1
		Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.
		CC.2.4.4.A.4
		Represent and interpret data involving fractions using information provided in a line plot.
13-M	Tacts 4 different adjectives, excluding colors and shapes (e.g., big, little, long, short) and 4 adverbs (e.g., fast, slow,	CC.1.4.4.D Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases;
	quietly, gently)	provide a concluding statement or section; include formatting when useful to aiding comprehension.
13-a	Tacts people by gender using 4 different terms (girl, boy, man, woman)	CC.1.4.4.F
13-b	Spontaneously tacts the behavior of others 2 times (e.g., He's crying.)	Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.
13-с	Tacts 2 pairs of relative adjectives (e.g., big and little; long and short) (part intraverbal if questions such as What size is this?	CC.1.4.4.K Choose words and phrases to convey ideas precisely.
	are used)	CC.1.4.4.L
13-d	Spontaneously tacts with 2 different adjectives	Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.
	Spontaneously tacts with 2 different adjectives Spontaneously tacts with 2 different adverbs	- CC.1.4.4.N
13-e	1 7	Orient the reader by establishing a situation and introducing a narrator and/or characters.
13-f	Spontaneously tacts possession of items 2 times (e.g., mine, yours)	CC.1.4.4.Q

Choose words and phrases to convey ideas precisely. CC.1.4.8.1 Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. CC.2.1.4.6.1 Apply place value concepts to show an understanding of multi-digit whole numbers. CC.2.1.4.C.1 Extend the understanding of fractions to show equivalence and ordering. CC.2.1.4.C.2 Build fractions from unit fractions by applying and extending previous understandings of operations on whole CC.2.1.4.C.2 Build fractions from unit fractions, and compare decimal fractions (base 10 denominator, e.g., 19/100). CC.2.3.4.A.1 Draw lines and angles and identify these in two-dimensional figures. CC.2.3.4.A.2 Classify two-dimensional figures by properties of their lines and angles. CC.2.3.4.A.3 Recognize symmetric shapes and draw lines of symmetry. CC.2.4.4.A.1 Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit. CC.2.4.4.A.4 Represent and interpret data involving fractions using information provided in a line plot. CC.2.4.4.A.6 Measure angles and use properties of adjacent angles to solve problems.	ibers.
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Build fractions from unit fractions by applying and extending previous understandings of operations on whole of CC2.1.4.C.3 Connect decimal notation to fractions, and compare decimal fractions (base 10 denominator, e.g., 19/100). CC.2.3.4.A.1 Draw lines and angles and identify these in two-dimensional figures. CC.2.3.4.A.2 Classify two-dimensional figures by properties of their lines and angles. CC.2.3.4.A.3 Recognize symmetric shapes and draw lines of symmetry. CC.2.4.4.A.1 Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit. CC.2.4.4.A.4 Represent and interpret data involving fractions using information provided in a line plot. CC.2.4.4.A.6 Measure angles and use properties of adjacent angles to solve problems.	nbers.
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CC.2.4.4.A.6 Measure angles and use properties of adjacent angles to solve problems.	
14-M Tacts with complete sentences containing 4 or more words, 20 times	
14-a Tacts people by relationship using 4 different terms (e.g., sister, brother, grandmother, uncle) (part intraverbal if questions	
Read on-level text with purpose and understanding.	
Read on-level text orany with accuracy, appropriate rate, and expression on successive readings.	
Explain execute precedures ideas or concents in a text including what homeoned and why based on specific in	mation in the
14-d Tacts 5 preposition-noun combinations in a complete sentence (The dog's in the nouse.)	
14-e Tacts 5 subject-verb-noun combinations in a complete sentence (e.g., The girl is pulling the wagon.) CC.1.2.4.L	
Read and comprehend literary non-fiction and informational text on grade level, reading independently and pro	ently.
CC.1.4.4.F Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.	
CC.1.4.4.L	
Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.	
CC.1.4.4.N	
Orient the reader by establishing a situation and introducing a narrator and/or characters.	
CC.1.4.4.0 Use dialogue and descriptions to develop experiences and events or show the responses of characters to situation	usa concrete
words and phrases and sensory details to convey experiences and events precisely.	use concrete
CC.1.4.4.P	
Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage	sequence of
events; provide a conclusion that follows from the narrated experiences and events.	
CC.1.4.4.R Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.	
CC.1.4.4.S	
Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade	el reading
standards for literature and informational texts.	
CC.1.4.4.T	
With guidance and support form peers and adults, develop and strengthen writing as needed by planning, revisi	and editing.
CC.1.4.4.U With some guidance and support, use technology, including the Internet, to produce and publish writing as well	to interact
and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one p	
sitting.	
Recall relevant information from experiences or gather relevant information from print and digital sources; take	tes and
categorize information, and provide a list of sources.	
CC.1.4.4.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames	ingle sitting
or a day or two) for a range of discipline-specific tasks, purposes and audiences.	ingic sitting

		CC.1.5.4.D
		Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant,
		descriptive details to support main ideas or themes; speaking clearly with adequate volume, appropriate pacing, and clear
		pronunciation.
		CC.1.5.4.E
4=3=		Differentiate between contexts that require formal English versus informal situations.
15-M	Has a total tact vocabulary of 1000 words (nouns, verbs, adjectives, etc.), tested or from an accumulated list of known	CC.1.1.4.E Read with accuracy and fluency to support comprehension:
	tacts	Read on-level text with purpose and understanding.
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	Read on-level text with purpose and understanding. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
	used)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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	CC.1.2.4.A*
10 0	quiet, thumbs up for a good job, a fake yawn for being tired)	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
15 .		- CC.1.2.4.B*
15-c	Tacts 5 community helpers (e.g., policeman, fireman, nurse, doctor, garbage man)	Refer to details and examples in text to support what the text says explicitly and make inferences. CC.1.2.4.C*
15-d	Tacts with 2 different negation words 5 times (e.g., That's not a cat.)	Explain events, procedures, ideas, or concepts in a text, including what happened and why, based on specific information in the
15-e	Tacts 5 social, community, or group events (e.g., parade, party, emergency)	text.
15-f	Spontaneously tacts 2 different social circumstances (e.g., They are busy. They are arguing.)	CC.1.2.4.D*
15-g	Spontaneously emits untrained tacts in sentences containing at least 5 words, 5 times	Compare and contrast an event or topic told from two different points of view.
		CC.1.2.4.E* Use text structure to interpret information (e.g., chronology, comparison, cause/effect, problem/solution).
		CC.1.2.4.F*
		Determine the meaning of words and phrases as they are used in grade level text, including figurative language.
		CC.1.2.4.G*
		Interpret various presentations of information within a text or digital sources and explain how the information contributes to an
		understanding of text in which it appears.
		CC.1.2.4.H* Explain how an author uses reasons and evidence to support particular points in a text.
		CC.1.2.4.I*
		Integrate information from two texts on the same topic to demonstrate understanding of that topic.
		CC.1.2.4.J*
		Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases,
		including those that signal precise actions, emotions, or states of being and that are basic to a particular topic. CC.1.2.4.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.1.2.4.L
		Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.
		CC.1.4.4.D
		Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases; provide a concluding statement or section; include formatting when useful to aiding comprehension.
		CC.1.4.4.G
		Write opinion pieces on topics or texts.
		CC.1.4.4.H
		Introduce the topic and state an opinion on the topic.
		CC.1.4.4.I Provide reasons that are supported by facts and details.
		CC.1.4.4.J
		Create an organizational structure that includes related ideas grouped to support the writer's purpose and linked in a logical
		order with a concluding statement or section related to the opinion.
		CC.1.4.4.K
		Choose words and phrases to convey ideas precisely. CC.1.4.4.M
		Write narratives to develop real or imagined experiences or events.
		CC.1.4.4.N
		Orient the reader by establishing a situation and introducing a narrator and/or characters.
		CC.1.4.4.0
		Use dialogue and descriptions to develop experiences and events or show the responses of characters to situations; use concrete
		words and phrases and sensory details to convey experiences and events precisely. CC.1.4.4.P
		COLUMN

Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of events; provide a conclusion that follows from the narrated experiences and events.
CC.1.4.4.Q
Choose words and phrases to convey ideas precisely.
CC.1.4.4.S
Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading
standards for literature and informational texts.
CC.1.4.4.T
With guidance and support form peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
CC.1.4.4.U
With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single
sitting. CC.1.4.4.W
Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and
categorize information, and provide a list of sources. CC.1.4.4.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.1.5.4.D
Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant,
descriptive details to support main ideas or themes; speaking clearly with adequate volume, appropriate pacing, and clear
pronunciation.
CC.1.5.4.E
Differentiate between contexts that require formal English versus informal situations.
CC.2.1.4.B.1
Apply place value concepts to show an understanding of multi-digit whole numbers.
CC.2.1.4.B.2
Use place value understanding and properties of operations to perform multi-digit arithmetic.
CC.2.3.4.A.1
Draw lines and angles and identify these in two-dimensional figures.
CC.2.3.4.A.2
Classify two-dimensional figures by properties of their lines and angles.
CC.2.3.4.A.3
Recognize symmetric shapes and draw lines of symmetry.
CC.2.4.4.A.4
Represent and interpret data involving fractions using information provided in a line plot.
CC.2.4.4.A.6
Measure angles and use properties of adjacent angles to solve problems.

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.1.2.4.B*
1-a	Turns head to locate the source of a sound (e.g., bell, squeaky toy, a cell phone ringing)	Refer to details and example sin text to support what the text says explicitly and make inferences.
		Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.
		CC.1.4.4.D Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases;
		provide a concluding statement or section; include formatting when useful to aiding comprehension.
		CC.1.4.4.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
		CC.1.5.4.A Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and

		expressing their own clearly.
2-M	Responds to hearing his own name 5 times (e.g., looks at the speaker)	CC.1.4.4.T
2-a	Smiles at the sound of the caretaker's voice 2 times	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
2-a	Similes at the sound of the caretaker's voice 2 times	CC.1.4.4.U
		With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single
		sitting.
		CC.1.5.4.A
		Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly.
3-M	Looks at, touches, or points to the correct family member, pet, or other reinforcer when presented in an array of 2,	CC.1.1.4.D
J-1V1		Know and apply grade level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound
2 0	for 5 different reinforcers (e.g., Where's Elmo? Where's mommy?)	correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words.
3-a	Interrupts a play activity when his name is called	CC.1.1.4.E Read with accuracy and fluency to support comprehension:
3-b	Responds to no, hot, stop or other commands in the appropriate context	Read on-level text with purpose and understanding.
3-с	Attends to an object or picture when named (without discrimination) 5 times	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
3-d	Responds to 2 simple (1 part) verbal instructions in context (e.g., sit down, when by a chair)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
3-е	Discriminates between 2 family members and/or pets when named (e.g., Where's daddy?)	CC.1.4.4.D
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	Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases;
	a ball and a shoe and asked touch ball)	provide a concluding statement or section; include formatting when useful to aiding comprehension. CC.1.4.4.N
		Orient the reader by establishing a situation and introducing a narrator and/or characters.
		CC.1.4.4.0
		Use dialogue and descriptions to develop experiences and events or show the responses of characters to situations; use concrete
		words and phrases and sensory details to convey experiences and events precisely. CC.1.4.4.P
		Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of
		events; provide a conclusion that follows from the narrated experiences and events.
		CC.1.4.4.S
		Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and informational texts.
		CC.1.4.4.V
		Conduct short research projects that build knowledge through investigation of different aspects of a topic.
		CC.1.5.4.C
		Identify the reasons and evidence a speaker provides to support particular points. CC.2.1.4.C.1
		Extend the understanding of fractions to show equivalence and ordering.
		CC.2.1.4.C.2
		Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers. CC.2.1.4.C.3
		Connect decimal notation to fractions, and compare decimal fractions (base 10 denominator, e.g., 19/100)/
		CC.2.3.4.A.1
		Draw lines and angles and identify these in two-dimensional figures.
4-M	Performs 4 different motor actions on command without a visual prompt (e.g., Can you jump? Show me clapping.)	CC.1.1.4.D Know and apply grade level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound
4-a	Selects the correct item from an array of 2 for 10 different objects or pictures	correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words.
4-b	Maintains eye contact to a speaker for 2 seconds	CC.1.1.4.E
4-c	Touches 2 body parts (e.g., Touch your nose. Where's your ears?)	Read with accuracy and fluency to support comprehension:
4-d	Performs 2 motor actions (e.g., Show me clapping. Can you spin around?)	Read on-level text with purpose and understanding. Read on level text are live with accuracy, contraries and appropriate are and appropriate are direct.
4-e	Selects the correct item from an array of 3 when named, for 10 different items (e,g. dog, hat, book)	 Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
4-f	Generalizes in a listener discrimination (LD) task across 2 examples of 5 different items (e.g., can identify 2 different dogs, 2	CC.1.2.4.K*
	different cups, 2 different balls)	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and
	directive cape, 2 directive cane)	content, choosing flexibly from a range of strategies and tools.
		CC.1.4.4.K Choose words and phrases to convey ideas precisely
		Choose words and phrases to convey ideas precisely. CC.1.4.4.O
		Use dialogue and descriptions to develop experiences and events or show the responses of characters to situations; use concrete
		words and phrases and sensory details to convey experiences and events precisely.
		CC.1.4.4.P

		Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of events; provide a conclusion that follows from the narrated experiences and events. CC.1.4.4.Q
		Choose words and phrases to convey ideas precisely.
		CC.1.4.4.S
		Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and informational texts.
		CC.1.4.4.T
		With guidance and support form peers and adults, develop and strengthen writing as needed by planning, revising, and editing. CC.1.4.4.U
		With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact
		and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
		CC.1.5.4.C
		Identify the reasons and evidence a speaker provides to support particular points.
5-M	Selects the correct item from an array of 4, for 20 different objects or pictures (e.g., Show me cat. Touch shoe.)	CC.1.1.4.D
5-a	Identifies (LD) 5 items in a 10 second period (fluency test)	Know and apply grade level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words.
5-b	Demonstrates 6 different motor actions on command without a visual prompt	CC.1.1.4.E
5-c	Maintains an acquired listener skill after 24 hours without training	Read with accuracy and fluency to support comprehension:
		Read on-level text with purpose and understanding.
5-d	Spontaneously emits (no direct prompts to respond) a listener response (LD) 2 times	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
5-e	Generalizes known listener tasks across 3 different people, 3 settings, and 3 times of day	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
		CC.1.2.4.A*
		Determine the main idea of a text and explain how it is supported by key details; summarize the text.
		CC.1.2.4.B*
		Refer to details and examples in text to support what the text says explicitly and make inferences. CC.1.2.4.C*
		Explain events, procedures, ideas, or concepts in a text, including what happened and why, based on specific information in a
		text.
		CC.1.2.4.E*
		Use text structure to interpret information (e.g., chronology, comparison, cause/effect, problem/solution). CC.1.2.4.G*
		Interpret various presentations of information within a text or digital source and explain how the information contributes to an
		understanding of text in which it appears. CC.1.2.4.H*
		Explain how an author uses reasons and evidence to support particular points in a text. CC.1.2.4.J*
		Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases,
		including those that signal precise actions, emotions, or states of being and that are basic to a particular topic. CC.1.2.4.L
		Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.
		CC.1.4.4.A Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.
		CC.1.4.4.B
		Identify and introduce the topic clearly.
		CC.1.4.4.C
		Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic;
		include illustrations and multimedia when useful to aiding comprehension. CC.1.4.4.D
		Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases;
		provide a concluding statement or section; include formatting when useful to aiding comprehension.
		CC.1.4.4.E
		Use precise language and domain-specific vocabulary to inform about or explain the topic.
		CC.1.4.4.G Write entirion pieces on topics or texts
		Write opinion pieces on topics or texts. CC.1.4.4.H
		Introduce the topic and state an opinion on the topic.
		CC.1.4.4.I
		Provide reasons that are supported by facts and details.
		CC.1.4.4.J

Create an organizational structure that includes related ideas grouped to support the writer's purpose and linked in a logical
order with a concluding statement or section related to the opinion.
CC.1.4.4.K
Choose words and phrases to convey ideas precisely.
CC.1.4.4.M
Write narratives to develop real or imagined experiences or events.
CC.1.4.4.N
Orient the reader by establishing a situation and introducing a narrator and/or characters.
CC.1.4.4.Q
Choose words and phrases to convey ideas precisely.
CC.1.4.4.T
With guidance and support form peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
CC.1.4.4.U
With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact
and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single
sitting.
CC.1.4.4.V
Conduct short research projects that build knowledge through investigation of different aspects of a topic.
CC.1.4.4.W
Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and
categorize information, and provide a list of sources.
CC.1.4.4.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.1.5.4.B
Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually,
quantitatively, and orally.
CC.1.5.4.C
Identify the reasons and evidence a speaker provides to support particular points.
CC.2.3.4.A.1
Draw lines and angles and identify these in two-dimensional figures.
CC.2.3.4.A.2
Classify two-dimensional figures by properties of their lines and angles.
CC.2.3.4.A.3
Recognize symmetric shapes and draw lines of symmetry.
CC.2.2.4.A.2
Develop and/or apply number theory concepts to find factors and multiples.
CC.2.2.4.A.4
Generate and analyze patterns using one rule.
Centrate and analyze patterns using the rule.

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.1.1.4.E
6-a	Selects the correct item from a messy array of 5, for 25 different items (e.g., book, car, dog, shoe)	Read with accuracy and fluency to support comprehension: • Read on-level text with purpose and understanding.
6-b	Acquires a new listener skill in less than 25 training trials	Read on-level text with purpose and understanding. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
6-c	Discriminates among 6 people, pets, or characters by name (e.g., Find Oscar.)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
6-d	Generalizes in a listener task across 3 examples of 25 different items	CC.1.2.4.A*
		Determine the main idea of a text and explain how it is supported by key details; summarize the text. CC.1.2.4.C*
		Explain events, procedures, or concepts in a text, including what happened and why, based on specific information in the text. CC.1.2.4.E*
		Use text structure to interpret information (e.g., chronology, comparison, cause/effect, problem/solution).

		CC.1.4.4.D
		Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases; provide a concluding statement or section; include formatting when useful to aiding comprehension.
		CC.1.4.4.I
		Provide reasons that are supported by facts and details.
		CC.1.4.4.K
		Choose words and phrases to convey ideas precisely.
		CC.1.4.4.M
		Write narratives to develop real or imagined experiences or events.
		CC.1.4.N
		Orient the reader by establishing a situation and introducing a narrator and/or characters.
		CC.1.4.4.O Use dialogue and descriptions to develop experiences and events or show the responses of characters to situations; use concrete
		words and phrases and sensory details to convey experiences and events precisely.
		CC.1.4.4.P
		Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of
		events; provide a conclusion that follows from that narrated experiences and events.
		CC.1.4.4.Q
		Choose words and phrases to convey ideas precisely.
		CC.1.4.4.S
		Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading
		standards for literature and informational texts.
		CC.1.4.4.V
		Conduct short research projects that build knowledge through investigation of different aspects of a topic.
		CC.1.4.4.W
		Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and
		categorize information, and provide a list of sources. CC.1.4.4.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.1.5.4.C
		Identify the reasons and evidence a speaker provides to support particular points.
		CC.2.2.4.A.2
		Develop and/or apply number theory concepts to find factors and multiples.
		CC.2.2.4.A.4
		Generate and analyze patterns using one rule.
		CC.2.3.4.A.1
		Draw lines and angles and identify these in two-dimensional figures.
		CC.2.3.4.A.2 Classify two dimensional figures by managing of their lines and angles
		Classify two-dimensional figures by properties of their lines and angles. CC.2.3.4.A.3
		Recognize symmetric shapes and draw lines of symmetry.
		CC.2.4.4.A.1
		Solve problems involving measurement and conversions from a larger unit to a smaller unit.
		CC.2.4.4.A.6
		Measure angles and use properties of adjacent angles to solve problems.
7-M	Generalizes listener discriminations (LDs) in a messy array of 8, for 3 different examples of 50 items (e.g., the child	CC.1.1.4.E
	can find 3 examples of a train)	Read with accuracy and fluency to support comprehension:
7-a	Goes to 3 specified people on command (e.g., Go to Debbie)	Read on-level text with purpose and understanding.
		Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
7-b	Points to a named item in a book for 5 items (e.g., Where's the fire truck?)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
7-c	Selects 5 items in the natural environment on command (e.g., get the spoon, while at the table)	CC.1.4.4.D Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases:
7-d	Spontaneously demonstrates (no prompts to respond) 5 listener skills in the natural environment (e.g., when someone in the	Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases; provide a concluding statement or section; include formatting when useful to aiding comprehension.
	room mentions the rocking horse, the child spontaneously goes to the horse)	CC.1.4.4.I
	6 - 4 - 7 - 6 - 4 - 7 - 7 - 7 - 7 - 7 - 7 - 7 - 7 - 7	Provide reasons that are supported by facts and details.
		CC.1.4.4.K
		Choose words and phrases to convey ideas precisely.
		CC.1.4.4.M
		Write narratives to develop real or imagined experiences or events.
		CC.1.4.4.Q

		Choose words and phrases to convey ideas precisely. CC.1.4.4.T With guidance and support form peers and adults, develop and strengthen writing as needed by planning, revising, and editing. CC.1.4.4.U With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. CC.1.4.4.V Conduct short research projects that build knowledge through investigation of different aspects of a topic. CC.1.5.4.C Identify the reasons and evidence a speaker provides to support particular points. CC.2.3.4.A.1 Draw lines and angles and identify these in two-dimensional figures. CC.2.3.4.A.2
		Classify two-dimensional figures by properties of their lines and angles. CC.2.3.4.A.3 Require symmetric shapes and draw lines of symmetry.
		CC.2.4.4.A.2 Translate from one type of data display to another.
		CC.2.4.4.A.4 Represent and interpret data involving fractions using information provided in a line plot. CC.2.4.4.A.6 Measure angles and use properties of adjacent angles to solve problems.
8-M	Performs 10 specific motor actions on command (e.g., Show me clapping. Can you hop?)	CC.1.1.4.E
8-a	Goes to 3 specified locations on command (e.g., Go to the kitchen. Show me your bedroom.)	Read with accuracy and fluency to support comprehension:
8-b	Selects the correct item from an array of 8 containing 2 similar stimuli (e.g., same color), for 20 items	Read on-level text with purpose and understanding.
8-c	Selects an item when given the sound that the item makes for 5 items (e.g., barking: dog, siren: fire truck)	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. Lead on-level text orally with accuracy, appropriate rate, and expression on successive readings.
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?)	 Use context to confirm or self-correct word recognition and understanding, rereading as necessary. CC.1.4.4.D
Q.M	Follows 25 two-component naun-verb and/or verb-noun instructions (a.g. Show me the behy cleaning. Duch the	Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases; provide a concluding statement or section; include formatting when useful to aiding comprehension. CC.1.4.4.I Provide reasons that are supported by facts and details. CC.1.4.4.K Choose words and phrases to convey ideas precisely. CC.1.4.4.M Write narratives to develop real or imagined experiences or events. CC.1.4.1.T With guidance and support form peers and adults, develop and strengthen writing as needed by planning, revising, and editing. CC.1.4.1.U With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. CC.1.5.4.C Identify the reasons and evidence a speaker provides to support particular points. CC.2.4.4.A.2 Translate from one type of data display to another. CC.1.2.4.A*
9-M	Follows 25 two-component noun-verb and/or verb-noun instructions (e.g., Show me the baby sleeping. Push the swing.)	Determine the main idea of a text and explain how it is supported by key details; summarize the text. CC.1.4.4.I
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)	Provide reasons that are supported by facts and details. CC.1.4.4.M
9-b	Appropriately responds to 5 different gestures (e.g., finger to the lips for quiet, palm out for stop)	Write narratives to develop real or imagined experiences or events. CC.1.4.4.0
9-c	Demonstrates 3 specified actions to 3 different people (e.g., Hug Grandma. Give Laura a high-five.)	Use dialogue and descriptions to develop experiences and events or show the responses of characters to situations; use concrete
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?)	words and phrases and sensory details to convey experiences and events precisely. CC.1.4.4.P Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of events; provide a conclusion that follows from the narrated experiences and events. CC.1.4.4.S
		Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading

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		standards for literature and informational texts. CC.1.4.4.W
		Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and
		categorize information, and provide a list of sources.
		CC.1.5.4.A
		Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and
		expressing their own clearly.
		CC.1.5.4.C
		Identify the reasons and evidence a speaker provides to support particular points. CC.1.5.4.E
		Differentiate between contexts that require formal English versus informal situations.
		CC.2.2.4.A.2
		Translate from one type of data display to another.
		CC.2.2.4.A.4
		Represent and interpret data involving fractions using information provided in a line plot.
10-M	Selects the correct item in a book, picture scene, or natural environment when named for 250 items, tested or from an	CC.1.1.4.E
	accumulated list of known words	Read with accuracy and fluency to support comprehension:
10-a	Performs two consecutive actions for 10 different sets of actions (verb-verb) (e.g., Show me jumping and clapping.	Read on-level text with purpose and understanding.
		Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
10-b	Discriminates between 2 colors from an array of 4 different colored objects	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
10-c	Discriminates between 2 shapes from an array of 4 different shapes	CC.1.2.4.A* Determine the main idea of a text and explain here it is supported by leaved details; supporting the text
10-d	Generalizes in a noun-verb listener task with a new object for 5 different actions (e.g., after receiving training on spinning	Determine the main idea of a text and explain how it is supported by key details; summarize the text. CC.1.2.4.B *
	and rolling a pencil, the child correctly spins and rolls a straw on the first trial)	Refer to details and examples in text to support what the text says explicitly and make inferences.
10-е	Generalizes in a noun-verb listener task with a new action for 5 objects (e.g., can spin any item)	CC.1.2.4.D*
10-0	Generalizes in a noun-vero distence task with a new action for 5 objects (e.g., can spin any item)	Compare and contrast an event or topic told from two different points of view.
		CC.1.2.4.F*
		Determine the meaning of words and phrases as they are used in grade level text, including figurative language.
		CC.1.2.4.G*
		Interpret various presentations of information within a text or digital sources and explain how the information contributes to an understanding of text in which it appears.
		CC.1.2.4.H*
		Explain how an author uses reasons and evidence to support particular points in a text.
		CC.1.2.4.I*
		Integrate information from two texts on the same topic to demonstrate understanding of that topic.
		CC.1.2.4.J*
		Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific word and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.
		CC.1.2.4.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.1.2.4.L
		Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.
		CC.1.4.4.D
		Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases; provide a concluding statement or section; include formatting when useful to aiding comprehension.
		CC.1.4.4.K
		Choose words and phrases to convey ideas precisely.
		CC.1.4.4.0
		Use dialogue and descriptions to develop experiences and events or show the responses of characters to situations; use concrete
		words and phrases and sensory details to convey experiences and events precisely.
		CC.1.4.4.P Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of
		events; provide a conclusion that follows from the narrated experiences and events.
		CC.1.4.4.Q
		Choose words and phrases to convey ideas precisely.
		CC.1.4.4.S
		Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading
		standards for literature and informational texts.
		CC.1.4.4.V Conduct short research projects that build knowledge through investigation of different aspects of a topic.
	<u> </u>	Conduct short research projects that build knowledge through investigation of different aspects of a topic.

CC.1.4.4.W
Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and
categorize information, and provide a list of sources.
CC.1.4.4.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.1.5.4.C
Identify the reasons and evidence a speaker provides to support particular points.
CC.1.5.4.D
Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant,
descriptive details to support main ideas or themes; speaking clearly with adequate volume, appropriate pacing, and clear
pronunciation.
CC.1.5.4.E
Differentiate between contexts that require formal English versus informal situations.
CC.2.3.4.A.1
Draw lines and angles and identify these in two-dimensional figures.

	LISTENER RESPONDING		
	LEVEL 3		
Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards	
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.1.1.4.D Know and apply grade level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words.	
11-a	Puts 5 specified items where they belong (e.g., Put the hairbrush away.)	CC.1.1.4.E	
11-b	Discriminates among 4 colors in an array of 4 different colored objects	Read with accuracy and fluency to support comprehension:	
11-c	Discriminates among 4 shapes in an array of 4 different shapes	 Read on-level text with purpose and understanding. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. 	
11-d	Discriminates between 2 different prepositions (e.g., in, on, under)	 Wead on-level text orany with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 	
11-e	Discriminates between self and others given a pronoun (e.g., your, my)	CC.1.2.4.H*	
11-f	Selects two different colors or shapes from an array of 8 for 10 pairs (e.g., Give me red and blue.)	Explain how an author uses reasons and evidence to support particular points in a text. CC.1.4.4.D	
		Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases; provide a concluding statement or section; include formatting when useful to aiding comprehension. CC.1.4.4.K Choose words and phrases to convey ideas precisely. CC.1.4.4.N Orient the reader by establishing a situation and introducing a narrator and/or characters. CC.1.4.4.Q Choose words and phrases to convey ideas precisely. CC.1.5.4.C Identify the reasons and evidence a speaker provides to support particular points. CC.2.1.4.B.1 Apply place value concepts to show an understanding of multi-digit whole numbers. CC.2.3.4.A.1 Draw lines and angles and identify these in two-dimensional figures. CC.2.3.4.A.3 Recognize symmetric shapes and draw lines of symmetry. CC.2.4.4.A.1 Solve problems involving measurement and conversions from a larger unit to a smaller unit. CC.2.4.4.A.4 Represent and interpret data involving fractions using information provided in a line plot.	

		CC.2.4.4.A.6 Measure angles and use properties of adjacent angles to solve problems.
12-M	Follows 2 instructions involving 6 different prepositions (e.g., Stand behind the chair.) and 4 different pronouns (e.g.,	CC.1.2.4.E*
12-111	Touch my ear.)	Use structure to interpret information (e.g. chronology, comparison, cause/effect, problem/solution).
12 0		CC.1.4.4.D
12-a	Follows instructions to take an item to 5 different locations (e.g., Take the tray to the sink.)	Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases; provide a concluding statement or section; include formatting when useful to aiding comprehension.
12-b	Goes to 5 different locations and retrieves specific objects (e.g., Go to the kitchen and get a cup.)	CC.1.4.4.N
12-c	Selects items from an array of similar stimuli based on an adjective (e.g., Touch the little bird?)	Orient the reader by establishing a situation and introducing a narrator and/or characters.
12-d	Discriminates between the genders for girl and boy and man and woman (e.g., Where's the girl?)	CC.1.5.4.C
12-e	Discriminates between males and females given a pronoun (e.g., he and she)	Identify the reasons and evidence a speaker provides to support particular points. CC.2.3.4.A.2
12-f	Demonstrates actions modified by 2 different adverbs (e.g., Walk slow. Walk fast.)	Classify two-dimensional figures by properties of their lines and angles.
		CC.2.3.4.A.3
		Recognize symmetric shapes and draw lines of symmetry. CC.2.4.4.A.4
		Represent and interpret data involving fractions using information provided in a line plot.
13-M	Selects items from an array of similar stimuli based on 4 pairs of relative adjectives (e.g., big-little, long-short) and	CC.1.4.4.D
	demonstrates actions based on 4 pairs of relative adverbs (e.g., quiet-loud, fast-slow)	Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases; provide a concluding statement or section; include formatting when useful to aiding comprehension.
13-a	Demonstrates 3 pretend emotions on command (e.g., Show me a sad face. Make a happy face.)	CC.1.4.4.K
13-b	Identifies (LDs) 10 items based on a subject, adjective, and noun (e.g., Show me the girl's red hair.)	Choose words and phrases to convey ideas precisely.
13-c	Performs 10 actions based on a subject, preposition, and noun (e.g., Put the horse in the barn.)	CC.1.4.4.N
13-d	Identifies (LDs) 10 items based on a verb, pronoun, and noun (e.g., Brush his hair.)	Orient the reader by establishing a situation and introducing a narrator and/or characters. CC.1.4.4.Q
13-e	Generalizes a pronoun and a preposition to a new situation (e.g., uses his correctly with a new friend)	Choose words and phrases to convey ideas precisely.
13-0	Generalizes a pronoun and a preposition to a new situation (e.g., uses his correctly with a new friend)	CC.2.3.4.A.2
		Classify two-dimensional figures by properties of their lines and angles. CC.2.3.4.A.3
		Recognize symmetric shapes and draw lines of symmetry.
		CC.2.4.4.A.1
		Solve problems involving measurement and conversions from a larger unit to a smaller unit.
		CC.2.4.4.A.4 Represent and interpret data involving fractions using information provided in a line plot.
		CC.2.4.A.A.6
		Measure angles and use properties of adjacent angles to solve problems.
14-M	Follows 3-step directions for 10 different directions (e.g., Get your coat, hang it up, and sit down.)	CC.1.4.4.V Conduct short research projects that build knowledge through investigation of different aspects of a topic.
14-a	Performs 10 actions based on a subject, verb, and adverb (e.g., Show me the frog jumping high.)	CC.2.1.4.B.1
14-b	Performs 10 actions based on a subject, adjective, and verb (e.g., Show me the big bear dancing.)	Apply place value concepts to show an understanding of multi-digit whole numbers.
14-c	Discriminates among 6 community helpers by category (e.g., nurse, doctor, mailman, bus driver)	CC.2.1.4.B.2 Use place value understanding and properties of operations to perform multi-digit arithmetic.
14-d	Correctly responds to 10 tasks involving "one" vs. "two" vs. "all" of something	CC.2.2.4.A.2
		Develop and/or apply number theory concepts to find factors and multiples.
		CC.2.2.4.A.4 Generate and analyze patterns using one rule.
15-M	Has a total listener repertoire of 1200 words (nouns, verbs, adjectives, etc.), tested or from an accumulated list of	CC.1.1.4.E
13-111	known words	Read with accuracy and fluency to support comprehension:
15-a	Discriminates among items given negation words for 10 tasks (e.g., Which one is not a food?)	Read on-level text with purpose and understanding.
15-a 15-b	Discriminates among items given negation words for 10 tasks (e.g., which one is not a rood?) Discriminates 5 attributes of peers in a small group (e.g., Who is wearing blue shoes? Who has red hair? Who is wearing	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
13-0		 Use context to confirm or self-correct word recognition and understanding, rereading as necessary. CC.1.2.4.A*
15 .	glasses?) Compathy responds to 10 singular vs. plyrel tooks (e.g. Toyoh the dog vs. Toyoh the dogs)	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
15-c	Correctly responds to 10 singular vs. plural tasks (e.g., Touch the dog. vs. Touch the dogs.)	CC.1.2.4.B*
15-d	Generalizes 5 adjectives to new nouns (e.g., says, Sticky fly stuff when first encounters a fly trap)	Refer to details and examples in text to support what the text says explicitly and make inferences. CC.1.2.4.C*
15-e	Generalizes 5 adverbs to new verbs (e.g., says, Lava moves slow when first encountering lava)	Explain events, procedures, ideas, or concepts in a text, including what happened and why, based on specific information in the
		text.
		CC.1.2.4.D* Compare and contract an event or tonic told from two different points of view.
		Compare and contrast an event or topic told from two different points of view. CC.1.2.4.E*
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Use text structure to interpret information (e.g., chronology, comparison, cause/effect, problem/solution).

CC.1.2.4.F*

Determine the meaning of words and phrases as they are used in grade level text, including figurative language.

CC.1.2.4.G*

Interpret various presentations of information within a text or digital sources and explain how the information contributes to an understanding of text in which it appears.

CC.1.2.4.H*

Explain how an author uses reasons and evidence to support particular points in a text.

CC.1.2.4.I*

Integrate information from two texts on the same topic to demonstrate understanding of that topic.

CC.1.2.4.J*

Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific word and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.

CC 1 2 4 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.1.2.4.L

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

CC.1.4.4.D

Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases; provide a concluding statement or section; include formatting when useful to aiding comprehension.

CC.1.4.4.I

Provide reasons that are supported by facts and details.

CC.1.4.4.J

Create an organizational structure that includes related ideas grouped to support the writer's purpose and linked in logical order with a concluding statement or section related to the opinion.

CC.1.4.4.K

Choose words and phrases to convey ideas precisely.

CC.1.4.4.M

Write narratives to develop real or imagined experiences or events.

CC.1.4.4.N

Orient the reader by establishing a situation and introducing a narrator and/or characters.

CC.1.4.4.O

Use dialogue and descriptions to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely.

CC.1.4.4.P

Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of events; provide a conclusion that follows from the narrated experiences and events.

CC.1.4.4.0

Choose words and phrases to convey ideas precisely.

CC.1.4.4.T

With guidance and support form peers and adults, develop and strengthen writing as needed by planning, revising, and editing. **CC.1.4.4.U**

With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

CC.1.4.4.V

Conduct short research projects that build knowledge through investigation of different aspects of a topic.

CC.1.4.4.W

Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

CC.1.4.4.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.2.1.4.B.1

Apply place value concepts to show an understanding of multi-digit whole numbers.

CC.2.1.4.B.2

Use place value understanding and properties of operations to perform multi-digit arithmetic.

CC.2.3.4.A.1

Draw lines and angles and identify these in two-dimensional figures.

CC.2.3.4.A.2

Classify two-dimensional figures by properties of their lines and angles.

CC.2.3.4.A.3
Recognize symmetric shapes and draw lines of symmetry.
CC.2.4.4.A.4
Represent and interpret data involving fractions using information provided in a line plot.

	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.1.2.4.L	
1-a	Visually attends to faces and people 5 times	Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.	
1-b	Visually attends to reinforcing objects 5 times	CC.1.4.4.T With guidance and support form peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	
		CC.1.4.4.U	
		With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single	
		sitting.	
2-M	Grasps small objects with thumb and index finger (pincer grasp) 5 times	CC.1.5.4.F Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or	
2-a	Reaches for and successfully grabs objects 5 times	themes.	
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.1.2.4.L	
3-a	Transfers objects from one hand to another 5 times	Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. CC.1.4.4.D	
3-b	Looks for an object that has fallen out of sight 5 times	Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases;	
		provide a concluding statement or section; include formatting when useful to aiding comprehension. CC.1.4.4.T	
		With guidance and support form peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	
		CC.1.4.4.U With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact	
		and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single	
		sitting. CC.2.2.4.A.2	
		Develop and/or apply number theory concepts to find factors and multiples.	
		CC.2.2.4.A.4	
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	Represent and interpret data involving fractions using information provided in a line plot. CC.1.4.4.J	
4-a	Dumps things out of containers, or pulls items out of cupboards 5 times	Create an organizational structure that includes related ideas grouped to support the writer's purpose and linked in logical order	
4-b	Pushes and/or pulls objects 5 times	with a concluding statement or section related to the opinion. CC.2.2.4.A.1	
4-0	Tusiles and/or puns objects 5 times	Represent and solve problems involving the four operations.	
5-M	Matches any 10 identical items (e.g., inset puzzles, toys, objects, or pictures)	CC.1.1.4.D	
5-w	Visually attends to toys or books for 1 minute, 2 times	Know and apply grade level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words.	
5-b	Successfully uses a spoon 5 times during a meal	CC.1.2.4.C*	
5-c	Completes a 3-piece in-set puzzle without physical prompts	Explain events, procedures, ideas, or concepts in a text, including what happened and why, based on specific information in the text.	
5-d	Attempts to scribble with any writing instrument	CC.1.2.4.I*	
5-e	Puts two similar items together 2 times (e.g., picks up a matching toy)	Integrate information from two texts on the same topic to demonstrate understanding of that topic. CC.1.2.4.L	
		Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.	
		CC.1.4.4.A	

Write informative/explanatory texts to examine a topic and convey ideas and information clearly. CC.1.4.4.B Identify and introduce the topic clearly. CC.1.4.4.C Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension. Use precise language and domain-specific vocabulary to inform about or explain the topic. CC.1.4.4.G Write opinion pieces on topics or texts. CC.1.4.4.H Introduce the topic and state an opinion on the topic. CC.1.4.4.I Provide reasons that are supported by facts and details. CC.1.4.4.J Create an organizational structure that includes related ideas grouped to support the writer's purpose and linked in a logical order with a concluding statement or section related to the opinion. CC.1.4.4.K Choose words and phrases to convey ideas precisely. Write narratives to develop real or imagined experiences or events. CC.1.4.4.Q Choose words and phrases to convey ideas precisely. CC.1.4.4.T With guidance and support form peers and adults, develop and strengthen writing as needed by planning, revising, and editing. With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single CC.2.1.4.C.1 Extend the understanding of fractions to show equivalence and ordering. CC.2.1.4.C.2 Build fractions from unit fractions by applying and extending previous understandings of operations of whole numbers. Connect decimal notation to fractions, and compare decimal fractions (base 10 denominator, e.g., 19/100).

VISUAL PERCEPTUAL SKILLS AND MATCHING-TO-SAMPLE		
LEVEL 2		

6-M	Matches identical objects or pictures in a messy array of 6, for 25 items	CC.1.1.4.D
6-a	Connects 2 items or toys together (e.g. Duplos)	Know and apply grade level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words.
6-b	Nests identical objects in a stack 2 times (e.g., bowls, cups, plates	CC.1.2.4.I*
6-c	Turns 2 pages in a book	Integrate information from two texts on the same topic to demonstrate understanding of that topic. CC.1.2.4.L
6-d	Completes 3 different inset puzzles containing 3-4 pieces without prompts	Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.
6-e	Stacks 4 blocks without help	CC.1.4.4.K
6-f	Matches identical objects or pictures in a neat array of 3, for 10 items (e.g., matches a hat to a hat)	Choose words and phrases to convey ideas precisely. CC.1.4.4.Q
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	Choose words and phrases to convey ideas precisely.
U g	a little red ball)	CC.1.4.4.T
6-h	Places 5 items where they belong or in an appropriate context (e.g., puts a cup in the sink)	With guidance and support form peers and adults, develop and strengthen writing as needed by planning, revising, and editing. CC.1.4.4. U
O II	Traces 5 herns where they belong of in an appropriate context (e.g., puts a cup in the sink)	With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact
		and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single
		sitting. CC.2.1.4.B.1
		Apply place value concepts to show an understanding of multi-digit whole numbers.
		CC.2.1.4.B.2
		Use place value understanding and properties of operations to perform multi-digit arithmetic. CC.2.1.4.C.1
		Extend the understanding of fractions to show equivalence and ordering.
		CC.2.1.4.C.2
		Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.
		CC.2.1.4.C.3 Connect decimal notation to fractions, and compare decimal fractions (base 10 denominator, e.g., 19/100).
		CC.2.2.4.A.1
		Represent and solve problems involving the four operations. CC.2.2.4.A.2
		Develop and/or apply number theory concepts to find factors and multiples.
		CC.2.2.4.A.4
		Generate and analyze patterns using one rule.
		CC.2.3.4.A.1 Draw lines and angles and identify these in two-dimensional figures.
		CC.2.3.4.A.2
		Classify two-dimensional figures by properties of their lines and angles.
		CC.2.3.4.A.3 Recognize symmetric shapes and draw lines of symmetry.
		CC.2.4.4.A.4
		Represent and interpret data involving fractions using information provided in a line plot.
7-M	Matches similar colors and shapes for 10 different colors or shapes given models (e.g., given red, blue, and green	CC.2.1.4.C.1 Extend the understanding of fraction to show equivalence and ordering.
_	bowls and a pile of red, blue, and green bears the child sorts the items by color	CC.2.1.4.C.2
7-a	Completes 5 different puzzles containing 6 or more pieces without prompts	Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.
7-b	Matches identical objects or pictures in a messy array of 8, for 25 objects	CC.2.1.4.C.3 Connect decimal notation to fractions, and compare decimal fractions (base 10 denominator, e.g., 19/100).
7-c	Matches identical pictures that have different backgrounds in a messy array of 8, for 25 pictures	CC.2.3.4.A.1
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	Draw lines and angles and identify these in two-dimensional figures. CC.2.3.4.A.2
	Thomas the Train to a toy Thomas the Train	Classify two-dimensional figures by properties of their lines and angles.
7-е	Spontaneously matches 2 items together in play or other situations (e.g., picks up a Hulk figurine and selects a matching	CC.2.3.4.A.3
	Hulk from a bin of figurines)	Recognize symmetric shapes and draw lines of symmetry. CC.2.4.4.A.4
7-f	Completes identical matches in an array of 8, for 10 matches in less than 20 seconds (fluency)	Represent and interpret data involving fractions using information provided in a line plot.
		CC.2.4.4.A.6
0.37		Measure angles and use properties of adjacent angles to solve problems.
8-M	Matches identical objects or pictures in a messy array of 8 containing 3 similar stimuli, for 25 items (e.g., matches a	CC.1.1.4.D Know and apply grade level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound
	dog to a dog in an array that also contains a cat, a pig, and a pony	correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words.
8-a	Generalizes to 5 new identical matching tasks without formal	CC.1.1.4.E

8-b	Matches identical objects or pictures to corresponding items in a book for 25 items	Read with accuracy and fluency to support comprehension:
8-c		Read on-level text with purpose and understanding.
	Matches identical objects or pictures to corresponding items in the natural environment for 25	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
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	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
	containing other toys)	CC.1.2.4.I*
8-e	Successfully assembles 5 parts of 5 connecting toys (e.g., Duplos, trains, Mr. Potato Head)	Integrate information from two texts on the same topic to demonstrate understanding of that topic.
		CC.1.2.4.L
		Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. CC.1.4.4.D
		Group related information in paragraphs and sections, linking ideas within categories of information using word and phrases;
		provide a concluding statement or sections; include formatting when useful to aiding comprehension.
		CC.1.4.4.I
		Provide reasons that are supported by facts and details.
		CC.1.4.4.K
		Choose words and phrases to convey ideas precisely.
		CC.1.4.4.M Write narratives to develop real or imagined experiences or events.
		CC.1.4.4.0
		Use dialogue and descriptions to develop experiences and events or show the responses of characters to situations; use concrete
		words and phrases and sensory details to convey experiences and events precisely.
		CC.1.4.4.P
		Organize an event sequence that unfolds naturally, using a variety of transitional word and phrases to manage the sequence of
		events; provide a conclusion that follows from the narrated experiences and events. CC.1.4.4.Q
		Choose words and phrases to convey ideas precisely.
		CC.1.4.4.S
		Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading
		standards for literature and informational texts.
		CC.1.4.4.T
		With guidance and support form peers and adults, develop and strengthen writing as needed by planning, revising, and editing. CC.1.4.4.U
		With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact
		and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single
		sitting.
		CC.2.1.4.B.1
		Apply place value concepts to show an understanding of multi-digit whole numbers.
		CC.2.1.4.B.2 Use place value understanding and properties of operations to perform multi-digit arithmetic.
		CC.2.1.4.C.1
		Extend the understanding of fractions to show equivalence and ordering.
		CC.2.1.4.C.2
		Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.
		CC.2.1.4.C.3 Connect decimal notation to fractions, and compare decimal fractions (base 10 denominator, e.g. 19/100).
		CC.2.2.4.A.1
		Represent and solve problems involving the four operations.
		CC.2.2.4.A.2
		Develop and/or apply number theory concepts to find factors and multiples.
		CC.2.2.4.A.4 Generate and analyze patterns using one rule.
		CC.2.3.4.A.2
		Classify two-dimensional figures by properties of their lines and angles.
		CC.2.3.4.A.3
		Recognize symmetric shapes and draw lines of symmetry.
		CC.2.4.4.A.4
0.14		Represent and interpret data involving fractions using information provided in a line plot. CC.1.1.4.D
9-M	Matches non-identical objects or non-identical pictures in a messy array of 10 containing 3 similar stimuli, for 25	Know and apply grade level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound
	items (e.g., matches a Ford truck to a Toyota truck)	correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words.
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	Read with accuracy and fluency to support comprehension:
	Ford Mustang to a blue Ford Mustang	Read on-level text with purpose and understanding.

9-b	Matches non-identical objects or pictures in a messy array of 8 containing 2 similar stimuli, for 25 items	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
9-c	Matches non-identical objects or pictures to corresponding items in a book for 25 items	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
9-d	Matches non-identical objects or pictures to corresponding items in the natural environment for 25 items	CC.1.2.4.L
	J 1 E	
9-d 9-e	Demonstrates spontaneous functional matching-to-sample in the natural environment 2 times (e.g., finds a matching shoe)	Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. CC.1.2.4.G* Interpret various presentations of information within a text or digital source and explain how the information contributes to an understanding of text in which it appears. CC.1.2.4.H* Explain how an author uses reasons and evidence to support particular points in a text. CC.1.4.4.D Group related information in paragraphs and sections, linking ideas within categories of information using word and phrases; provide a concluding statement or sections; include formatting when useful to aiding comprehension. CC.1.4.4.1 Provide reasons that are supported by facts and details. CC.1.4.4.0 Use dialogue and descriptions to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely. CC.1.4.4.P Organize an event sequence that unfolds naturally, using a variety of transitional word and phrases to manage the sequence of events; provide a conclusion that follows from the narrated experiences and events. CC.1.4.4.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and informational texts. CC.1.4.4.T With guidance and support form peers and adults, develop and strengthen writing as needed by planning, revising, and editing. CC.1.4.4.T With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. CC.2.1.4.B.1 Apply place value concepts to show an understanding of multi-digit whole numbers. CC.2.1.4.B.2 Use place value understanding and properties of operations to perform multi-digit arithmetic.
10-M	10-M Matches non-identical objects (3D) to pictures (2D) and/or vice versa, in a messy array of 10 containing 3	Extend the understanding of fractions to show equivalence and ordering. CC.2.1.4.C.2 Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers. CC.2.1.4.C.3 Connect decimal notation to fractions, and compare decimal fractions (base 10 denominator, e.g. 19/100). CC.2.2.4.A.1 Represent and solve problems involving the four operations. CC.2.2.4.A.2 Develop and/or apply number theory concepts to find factors and multiples. CC.2.3.4.A.1 Draw lines an analyze patterns using one rule. CC.2.3.4.A.1 Draw lines an angles and identify these in two-dimensional figures. CC.2.3.4.A.2 Classify two-dimensional figures by properties of their lines and angles. CC.2.3.4.A.3 Recognize symmetric shapes and draw lines of symmetry. CC.2.4.4.A.2 Translate information from one type of data display to another. CC.2.4.4.A.4 Represent and interpret data involving fractions using information provided in a line plot. CC.1.2.4.H* Explain how an author uses reasons and evidence to support particular points in a text.
	similar stimuli, for 25 items	Explain how an author uses reasons and evidence to support particular points in a text. CC.1.4.4.D
10-a	Assembles, collects, or groups 5 different toys, characters, or items that go together (e.g., a tea set)	Group related information in paragraphs and sections, linking ideas within categories of information using word and phrases;
10-b	Matches a picture of a body part to his own body part for 5 body parts	provide a concluding statement or sections; include formatting when useful to aiding comprehension.
1		

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	CC.1.4.4.I
	swimming to a picture of a boy swimming in a different pool)	Provide reasons that are supported by facts and details.
10.1		- CC.1.4.4.K
10-d	Colors pictures in a coloring book although doesn't always stay in the	Choose words and phrases to convey ideas precisely.
10-e	Matches 10 different items that are associated with each other (e.g., a shoe to a sock)	CC.1.4.4.M
		Write narratives to develop real or imagined experiences or events.
		CC.1.4.4.Q
		Choose words and ideas to convey ideas precisely.
		CC.2.1.4.B.1
		Apply place value concepts to show an understanding of multi-digit whole numbers. CC.2.1.4.B.2
		Use place value understanding and properties of operations to perform multi-digit arithmetic. CC.2.1.4.C.1
		Extend the understanding of fractions to show equivalence and ordering.
		CC.2.1.4.C.2
		Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers. CC.2.1.4.C.3
		Connect decimal notation to fractions, and compare decimal fractions (base 10 denominator, e.g. 19/100).
		CC.2.2.4.A.1
		Represent and solve problems involving the four operations.
		CC.2.2.4.A.2
		Develop and/or apply number theory concepts to find factors and multiples.
		CC.2.2.4.A.4
		Generate and analyze patterns using one rule.
		CC.2.3.4.A.1
		Draw lines an angles and identify these in two-dimensional figures.
		CC.2.3.4.A.2
		Classify two-dimensional figures by properties of their lines and angles.
		CC.2.4.4.A.4
		Represent and interpret data involving fractions using information provided in a line plot.
		CC.2.4.4.A.6
		Measure angles and use properties of adjacent angles to solve problems.

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.1.1.4.D Know and apply grade level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words.		
11-a	Completes 5 different interlocking puzzles with 10 pieces	CC.2.1.4.B.2		
11-b	Completes a 4-component block design with a 2D sample and 3D blocks for 4 designs	Use place value understanding and properties of operations to perform multi-digit arithmetic. CC.2.2.4.A.1		
11-c	Uses glue to make things stick together without physical prompts 2 times	Represent and solve problems involving the four operations.		
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.2.2.4.A.2 Develop and/or apply number theory concepts to find factors and multiples. CC.2.3.4.A.3		
		Recognize symmetric shapes and draw lines of symmetry.		
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.1.4.4.D Group related information in paragraphs and sections, linking ideas within categories of information using word and phrases; provide a concluding statement or sections; include formatting when useful to aiding comprehension.		
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.2.1.4.B.1		
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	Apply place value concepts to show an understanding of multi-digit whole numbers. CC.2.1.4.B.2 Use place value understanding and properties of operations to perform multi-digit arithmetic.		

12-c	Completes a 6-component block design with a 2D sample and 3D blocks for 8 designs	CC.2.2.4.A.2
12-d	Matches a 3D block design with 4 blocks (e.g., a house, tower)	Develop and/or apply number theory concepts to find factors and multiples.
12 4	Wateries a 5D block design with 4 blocks (e.g., a noase, to wel)	CC.2.2.4.A.4 Generate and analyze patterns using one rule.
		CC.2.3.4.A.1
		Draw lines and angles and identify these in two-dimensional figures.
		CC.2.3.4.A.2
		Classify two dimensional figures by properties of their lines and angles.
		CC.2.3.4.A.3 Resonation symmetric shares and draw lines of symmetry
		Recognize symmetric shapes and draw lines of symmetry. CC.2.4.4.A.2
		Translate information from one type of data display to another.
		CC.2.4.4.A.4
		Represent and interpret data involving fractions using information provided in a line plot.
		CC.2.4.4.A.6
10 3/		Measure and use properties of adjacent angles to solve problems. CC.1.2.4.I*
13-M	Completes 20 different block designs, parquetry, shape puzzles, or similar tasks with at least 8 different pieces	Integrate information from two texts on the same topic to demonstrate understanding of that topic.
13-a	Uses scissors to cut out 5 different patterns or items without physical prompts	CC.1.4.4.B
13-b	Sets a table for two people with 6 dishes and utensils	Identify and introduce the topic clearly.
	1 1	— CC.1.4.4.C
13-c	Place 3 sets of items in order by size (seriation)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic;
13-d	Imitates a model block structure or similar assembly of objects with at least 6 parts	include illustrations and multimedia when useful to aiding comprehension. CC.1.4.4.D
		Group related information in paragraphs and sections, linking ideas within categories of information using word and phrases;
		provide a concluding statement or sections; include formatting when useful to aiding comprehension.
		CC.1.4.4.E
		Use precise language and domain-specific vocabulary to inform about or explain the topic.
		CC.1.4.4.I Provide reasons that are supported by facts and details.
		CC.1.4.4.K
		Choose words and phrases to convey ideas precisely.
		CC.1.4.4.M
		Write narratives to develop real or imagined experiences or events.
		CC.1.4.4.Q Choose words and ideas to convey ideas precisely.
		CC.2.1.4.B.1
		Apply place value concepts to show an understanding of multi-digit whole numbers.
		CC.2.1.4.B.2
		Use place value understanding and properties of operations to perform multi-digit arithmetic.
		CC.2.2.4.A.1 Represent and solve
		CC.2.2.4.A.2
		Develop and/or apply number theory concepts to find factors and multiples.
		CC.2.2.4.A.4
		Generate and analyze patterns using one rule.
		CC.2.3.4.A.1 Draw lines and angles and identify these in two-dimensional figures.
		CC.2.3.4.A.2
		Classify two dimensional figures by properties of their lines and angles.
		CC.2.3.4.A.3
		Recognize symmetric shapes and draw lines of symmetry.
		CC.2.4.4.A.1 Solve problems involving measurement and conversions from a larger unit to a smaller unit.
		CC.2.4.4.A.2
		Translate information from one type of data display to another.
		CC.2.4.4.A.4
		Represent and interpret data involving fractions using information provided in a line plot.
		CC.2.4.4.A.6 Measure and use properties of adjacent angles to solve problems.
14-M	Sorts 5 items from 5 different categories without a model (e.g., animals, clothing, furniture)	CC.1.2.4.I*
14-W	Sorts 5 fichis from 5 unferent categories without a model (e.g., animals, clothing, furniture)	

14-a	Successfully completes a human figure puzzle with at least 6 parts	Integrate information from two texts on the same topic to demonstrate understanding of that topic. CC.1.4.4.D
14-b	Matches 25 items that are associated with each other in a messy array of 6 with 3 similar stimuli	Group related information in paragraphs and sections, linking ideas within categories of information using word and phrases;
14-c	Completes 10 different seriation tasks (i.e., part-to-whole, small-to-large, etc.)	provide a concluding statement or sections; include formatting when useful to aiding comprehension.
14-d	Plays a short "concentration" or memory game with identical pictures	Use precise language and domain-specific vocabulary to inform about or explain the topic.
	guard water production of the control of the contro	CC.1.4.4.I
		Provide reasons that are supported by facts and details.
		CC.1.4.4.K Choose words and phrases to convey ideas precisely.
		CC.1.4.4.Q
		Choose words and phrases to convey ideas precisely.
		CC.2.1.4.B.1 Apply place value concepts to show an understanding of multi-digit whole numbers.
		CC.2.1.4.B.2
		Use place value understanding and properties of operations to perform multi-digit arithmetic.
		CC.2.1.4.C.1 Extend the understanding of fractions to show equivalence and ordering.
		CC.2.1.4.C.2
		Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.
		CC.2.1.4.C.3 Connect decimal notation to fractions, and compare decimal fractions (base 10 denominator, e.g., 19/100).
		CC.2.2.4.A.1
		Represent and solve problems involving the four operations.
		CC.2.2.4.A.2 Develop and/or apply number theory concepts to find factors and multiples.
		CC.2.2.4.A.4
		Generate and analyze patterns using one rule.
		CC.2.3.4.A.1 Draw lines and angles and identify these in two-dimensional figures.
		CC.2.3.4.A.2
		Classify two-dimensional figures by properties of their liens and angles.
		CC.2.3.4.A.3 Recognize symmetric shapes and draw lines of symmetry.
		CC.2.4.4.A.1
		Solve problems involving measurement and conversions from a larger unit to a smaller unit. CC.2.4.4.A.2
		Translate information from one type of data display to another.
		CC.2.4.4.A.4
		Represent and interpret data involving fractions using information provided in a line plot. CC.2.4.4.A.6
		Measure angles and use properties of adjacent angles to solve problems.
15-M	Continues 20 three-step patterns, sequences, or seriation tasks (e.g., star, triangle, heart, star, triangle)	CC.1.1.4.D
15-a	Completes an A-B pattern for 5 different color or shape patterns	Know and apply grade level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words.
15-b	Completes an A-B pattern for 5 different picture patterns	CC.1.4.4.A
15-c	Places 3 pictures in the correct sequential order for 5 sets	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
15-d	Constructs 5 felt (or similar material) scenes with 5 parts (e.g., farm, party)	CC.1.4.4.B Identify and introduce the topic clearly.
15 4	Constructs 5 fest (of similar materiar) seemes with 5 parts (e.g., farm, party)	CC.1.4.4.E
		Use precise language and domain-specific vocabulary to inform about or explain the topic. CC.1.4.4.I
		Provide reasons that are supported by facts and details.
1		CC.1.4.4.0
		Use dialogue and descriptions to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely.
1		CC.1.4.4.S
		Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading
		standards for literature and informational texts. CC.1.4.4.T
		With guidance and support form peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
		CC.1.4.4.W

CC	ategorize information, and provide a list of sources.
CC	
l Wr	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.1.5.4.D
Re	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant,
	lescriptive details to support main ideas or themes; speaking clearly with adequate volume, appropriate pacing, and clear
	ronunciation.
	CC.2.1.4.B.1
	Apply place value concepts to show an understanding of multi-digit whole numbers.
	CC.2.1.4.B.2
	Jse place value understanding and properties of operations to perform multi-digit arithmetic.
	CC.2.2.4.A.1
Re	Represent and solve problems involving the four operations.
	CC.2.2.4.A.2
De	Develop and/or apply number theory concepts to find factors and multiples.
	CC.2.2.4.A.4
Ge	Generate and analyze patterns using one rule.
	CC.2.3.4.A.2
Cl	Classify two-dimensional figures by properties of their liens and angles.
	CC.2.3.4.A.3
Re	Recognize symmetric shapes and draw lines of symmetry.
	CC.2.4.4.A.2
Tra	Franslate information from one type of data display to another.
	CC.2.4.4.A.4
Re	Represent and interpret data involving fractions using information provided in a line plot.
	CC.2.4.4.A.6
	Measure angles and use properties of adjacent angles to solve problems.

	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)	CC.1.4.4.N	
1-a	Has a favorite comfort item that he might sleep with or carry (e.g., a blanket, stuffed animal)	Orient the reader by establishing a situation and introducing a narrator and/or characters. Mathematics:	
1-b	Reaches for objects of interest (e.g., keys, cup, ball)	widthematics.	
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	CC.1.2.4.C* Evaluin avents precedures ideas or concepts in a taut including what harmoned and why based on specific information in the	
	block)	Explain events, procedures, ideas, or concepts in a text, including what happened and why, based on specific information in the text.	
2-a	Points to a toy or object of interest	CC.1.4.4.N	
2-b	Drops items to watch them fall, or demonstrates other interests in cause-and-effect	Orient the reader by establishing a situation and introducing a narrator and/or characters. CC.1.4.4.U	
2-c	Opens cupboard doors, toy boxes, or reaches in a toy container	With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact	
2-d	Repeats a play behavior that produces an auditory sound (e.g., squeezes toys, bangs items)	and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single	
2-е	Makes eye contact with others 3 times during play	sitting.	
3-M	Demonstrates generalization by engaging in exploratory movement and playing with the toys in a novel environment	CC.1.2.4.J*	
	for 2 minutes (e.g., in a new playroom)	Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases,	

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	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.1.4.4.V Conduct short research projects that build knowledge through investigation of different aspects of a topic. CC.2.2.4.A.1	
6-a	Carries 2 or more toys while walking	Represent and solve problems involving the four operations.	
6-b	Independently plays with in-set puzzles for 1 minute	CC.2.2.4.A.2	
6-c	Engages in sensory play for 2 minutes (e.g., scoops sand, or rice from a tray, plays in shaving cream)	Develop and/or apply number theory concepts to find factors and multiples. CC.2.2.4.A.4	
6-d	Splashes water and plays with objects in a swimming or wading pool	Generate and analyze patterns using one rule.	
6-е	Plays with sets of toys that have multiple parts for 2 minutes (e.g., farm animals, form ball)	CC.2.3.4.A.2	
		Classify two-dimensional figures by properties of their lines and angles.	
		Recognize symmetric shapes and draw lines of symmetry.	
		CC.2.4.4.A.4	

		Represent and interpret data involving fractions using information provided in a line plot.
7-M	Independently demonstrates the use of toys or objects according to their function for 5 items (e.g., placing a train on	CC.1.4.4.D Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases;
	a track, pulling a wagon, holding a telephone to the ear)	provide a concluding statement or section; include formatting when useful to aiding comprehension.
7-a	Scribbles on a Magna Doodle, white board, or paper	CC.1.4.4.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
7-b	Waits while an activity is being set up	CC.1.4.4.U
7-c	Independently plays for 2 minutes without adult interaction	With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact
7-d	Sorts or separates preferred toy items from others in a bin (e.g., pulls out the Thomas trains)	and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
7-е	Spontaneously imitates an adult's use of objects (e.g., brushing hair)	Sitting. - CC.1.5.4.F
		Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or
0.75		themes.
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.1.5.4.D Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant,
8-a	Independently plays on a playground for 2 minutes without adult prompts	descriptive details to support main ideas or themes; speaking clearly with adequate volume, appropriate pacing, and clear
8-b	Observes, then imitates other children on play structures (e.g., going down a slide)	pronunciation.
8-c	Strings large beads, laces, or similar fine motor leisure activities for 1 minute	CC.1.5.4.E Differentiate between contexts that require formal English versus informal situations.
8-d	Plays with 2 toy sets as designed (e.g., hammer and tool bench set, kitchen set)	CC.1.5.4.G
		Demonstrate command of the conventions of standard English when speaking based on grade 4 level and content.
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.1.5.4.D Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speaking clearly with adequate volume, appropriate pacing, and clear
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)	pronunciation. CC.1.5.4.E
9-b	Completes 5 inset puzzles with 5 or more pieces	Differentiate between contexts that require formal English versus informal situations. CC.1.5.4.G
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)	Demonstrate command of the conventions of standard English when speaking based on grade 4 level and content.
9-d	Spontaneously kicks a ball forward	
10-M	Assembles toys that have multiple parts for 5 different sets of materials	CC.1.4.4.D
10-ivi	Plays with toy sets as designed (e.g., birthday set, tea set)	Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases;
10-a	Allows others to play in close proximity	provide a concluding statement or section; include formatting when useful to aiding comprehension. CC.1.4.4.T
10-c	Demonstrates interest in a peer's completed project (e.g., a sand castle, Lego structure)	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
10-c	Mands to peers to not disturb his structure or toy assembly	CC.1.4.4.U
10-u 10-e	Improvises when parts are missing (e.g., still plays with a car that is missing a wheel)	With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single
10-6		sitting.
10. f	Heine to nick un tove after an activity with adult prompte	
10-f	Helps to pick up toys after an activity with adult prompts	CC.2.4.4.A.4 Represent and interpret data involving fractions using information provided in a line plot.

	INDEPENDENT PLAY LEVEL 3	
Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
	Spontaneously engages in pretend or imaginary play on 5 occasions (e.g., dressing up, a pretend party with stuffed animals, pretends to cook)	CC.1.5.4.D Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speaking clearly with adequate volume, appropriate pacing, and clear
11-a	Navigates a riding toy around obstructions (e.g., moving a tricycle or big wheel around a pole)	pronunciation.
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	CC.1.5.4.E

	bottle)	Differentiate between contexts that require formal English versus informal situations.
11-c	Will get toys and play independently for 2 minutes	CC.1.5.4.G Demonstrate command of the conventions of standard English when speaking based on grade 4 level and content.
11-d	Sings, hums, or recites a few words to familiar songs while engaged in an activity	Demonstrate command of the conventions of standard English when speaking based on grade 4 level and content.
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.1.4.4.A Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. CC.1.4.4.U
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)	With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single
12-b	Colors in a picture in a coloring book or on paper	sitting.
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	
13-M	Independently engages in arts and crafts type activities for 5 minutes (e.g., drawing, coloring, painting, cutting, pasting)	CC.1.4.4.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-a	Uses arts and crafts materials as intended (e.g., cuts with scissors, uses glue)	CC.1.5.4.F
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)	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
13-c	Independently draws recognizable items	CC.2.3.4.A.1
13-d	Shows a completed project to an adult or peer (e.g., an art project)	Draw lines and angles and identify these in two-dimensional figures.
13-е	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.1.4.4.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-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)	of a day of two) for a range of discipline specific alsays, purposes and addicinees.
14-b	Follows safety rules (e.g., does not throw objects at other children or climb too high on play structures)	
14-c	Will pretend to write a note	
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.1.4.4.U With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single
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)	sitting. CC.2.1.4.B.2
15-b	Spontaneously assists in daily activities (e.g., setting the table, planting seeds in a garden, sorting socks)	Use place value understanding and properties of operations to perform multi-digit arithmetic. CC.2.2.4.A.2
15-c	Will engage in a non-preferred activity to earn a preferred activity	Develop and/or apply number theory concepts to find factors and multiples.
15-d	Plays computer or video games and properly operates the equipment	CC.2.2.4.A.4
15-e	Will independently solve problems encountered in play (e.g., pulling on a toy that is stuck)	Generate and analyze patterns using one rule. CC.2.3.4.A.1 Draw lines and angles and identify these in two-dimensional figures.

	SOCIAL BEHAVIOR AND SOCIAL PLAY	
	LEVEL 1	
Ski	Skill VB-MAPP Milestones & Supporting Skills PA Core Standards	

1-M	Makes eye contact as a type of mand 5 times	CC.1.4.4.D
1-a	Smiles when hearing familiar voices 3 times (e.g., his mom or dad's voice)	Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases; provide a concluding statement or section; include formatting when useful to aiding comprehension.
1-b	Looks at the faces of familiar people at least 3 times	CC.1.4.4.T
1-c	Orients towards or makes eye contact with familiar people 5 times	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
		CC.1.4.4.U With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact
		and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single
		sitting.
		CC.1.5.4.A Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and
		expressing their own clearly.
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.1.4.4.T
2-a	Smiles or laughs during physical play 5 times	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. CC.1.4.4.U
2-b	Participates and smiles in reciprocal social play 2 times (e.g., patty cake, peek-a-boo)	With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact
2-c	Seeks out adult attention using eye gaze, sounds, or gestures 3 times (e.g., pointing)	and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single
		sitting. CC.1.5.4.A
		Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and
		expressing their own clearly.
3-M	Spontaneously makes eye contact with other children 5 times	CC.1.4.4.D
3-a	Takes a desired item from an adult 3 times (e.g., takes a toy when offered)	Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases; provide a concluding statement or section; include formatting when useful to aiding comprehension.
3-b	Reacts positively to being approached by other children 2 times (can be siblings)	CC.1.4.4.T
3-c	Responds to greetings from others with 2 seconds of eye contact 2 times	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
		CC.1.4.4.U With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact
		and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single
		sitting.
4-M	Spontaneously engages in parallel play near other children for a total of 2 minutes (e.g., sits in the sandbox near	CC.1.4.4.D Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases;
	other children)	provide a concluding statement or section; include formatting when useful to aiding comprehension.
4-a	Approaches other children 2 times with an adult prompt	CC.1.4.4.T
4-b	Appropriately stands close by other children in group activities 2 times	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. CC.1.4.4. U
4-c	Imitates a wave "bye-bye" to others when prompted 2 times	With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact
4-d	Sits next to other children in group activities 2 times when prompted by an adult	and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single
		sitting.
5-M	Spontaneously follows peers or imitates their motor behavior 2 times (e.g., follows a peer into a playhouse)	CC.1.4.4.D Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases;
5-a	Spontaneously follows another child 2 times	provide a concluding statement or section; include formatting when useful to aiding comprehension.
5-b	Spontaneously imitates the behavior of another child 2 times	CC.1.4.4.G
5-c	Laughs or smiles when others engage in silly, fun, or entertaining behavior 2 times	Write opinion pieces on topics or texts. CC.1.4.4.H
		Introduce the topic and state an opinion on the topic.
		CC.1.4.4.K
		Choose words and phrases to convey ideas precisely. CC.1.4.4.0
		Use dialogue and descriptions to develop experiences and events or show the responses of characters to situations; use concrete
		words and phrases and sensory details to convey experiences and events precisely.
		CC.1.4.4.P Organiza on event coguence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of
		Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of events; provide a conclusion that follows from the narrated experiences and events.
		CC.1.4.4.Q
		Choose words and phrases to convey ideas precisely.
		CC.1.4.4.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
		CC.1.4.4.U
		With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact
		and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single

	sitting.

	SOCIAL BEHAVIOR AND SOCIAL PLAY LEVEL 2		
Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards	
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.1.4.4.K	
6-a	Looks at a peer when he talks 2 times	Choose words and phrases to convey ideas precisely. CC.1.4.4.T	
6-b	Chases peers in play with adult prompts 2 times	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	
6-c	Sits with peers in a group activity (e.g., music) without disruptive behavior for 2 minutes	CC.1.4.4.U	
6-d	Engages in physical play with peers (e.g., rolling down a hill) with adult prompts 2 times	With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single	
6-e	Spontaneously imitates 5 different behaviors of peers	sitting.	
0.0	spontaneously minutes a uniform containing of peers	CC.1.5.4.A	
		Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly.	
7-M	Spontaneously mands to peers 5 times (e.g., My turn. Push me. Look! Come on.)	CC.1.2.4.G*	
7- 1 1	Mands to peers with adult prompts 5 times (e.g., Ask Katie for a cookie.)	Interpret various presentations of information within a text or digital source and explain how the information contributes to an	
7-a 7-b	Echoes a peer's sounds or words with adult prompts 2 times (e.g., What did he say?)	understanding of text in which it appears.	
		CC.1.2.4.J* Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases,	
7-c	Spontaneously joins other children in a play activity 2 times (e.g., a playhouse)	including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.	
7-d	Spontaneously offers a reinforcer to a peer 1 time	CC.1.2.4.K*	
		Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies and tools.	
		CC.1.4.4.D	
		Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases;	
		provide a concluding statement or section; include formatting when useful to aiding comprehension. CC.1.4.4.K	
		Choose words and phrases to convey ideas precisely.	
		CC.1.4.4.T	
		Choose words and phrases to convey ideas precisely. CC.1.4.4.U	
		With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact	
		and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single	
		sitting.	
		CC.1.4.4.W Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and	
		categorize information, and provide a list of sources.	
		CC.1.5.4.A	
		Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and	
		expressing their own clearly. CC.1.5.4.E	
		Differentiate between contexts that require formal English versus informal situations.	
8-M	Engages in sustained social play with peers for 3 minutes without adult prompts or reinforcement (e.g.,	CC.1.4.4.D	
	cooperatively setting up a play set, water play)	Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases; provide a concluding statement or section; include formatting when useful to aiding comprehension.	
8-a	Spontaneously greets others with a wave or vocal response 1 time	CC.1.4.4.K	
8-b	Spontaneously imitates a peer's actions with objects 2 times (e.g., blowing a pinwheel)	Choose words and phrases to convey ideas precisely.	
8-c	Responds to the mands of peers with adult prompts 2 times (e.g., Give him the car.)	CC.1.4.4.Q Choose words and phrases to convey ideas precisely.	
8-d	Spontaneously echoes a peer's words 2 times	CC.1.4.4.T	
		Choose words and phrases to convey ideas precisely.	
		CC.1.4.4.U With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact	
	I .	what some guidance and support, use technology, including the internet, to produce and publish writing as well as to interact	

		and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single
		sitting.
9-M	Spontaneously responds to the mands from peers 5 times (e.g., Pull me in the wagon. I want the train.)	CC.1.2.4.A*
9-a	Spontaneously copies a peer's assembly of toys or other items 1 time (e.g., Duplo)	Determine the main idea of a text and explain how it is supported by key details; summarize the text. CC.1.4.4.D
9-b	Responds appropriately to mands from peers for an object 2 times (e.g., Give me the truck.)	Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases;
9-c	Responds appropriately to mands from peers for an action 2 times (e.g., Push me.)	provide a concluding statement or section; include formatting when useful to aiding comprehension. CC.1.4.4.I
9-d	Responds to the mands of peers to stop a behavior 1 time (e.g., Stop pushing me.)	Provide reasons that are supported by facts and details.
9-е	Spontaneously mands for help from adults 1 time	CC.1.4.4.M
9-f	Tacts items for the benefit of peers with adult prompts, 2 times (e.g., There's your car.)	Write narratives to develop real or imagined experiences or events. CC.1.4.4.T
		With guidance and support form peers and adults, develop and strengthen writing as needed by planning, revising, and editing. CC.1.4.4.U With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. CC.1.4.4.V Conduct short research projects that build knowledge through investigation of different aspects of a topic. CC.1.4.4.W Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. CC.1.5.4.A Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly.
		CC.1.5.4.E Differentiate between contexts that require formal English versus informal situations.
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.1.4.4.D Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases; provide a concluding statement or section; include formatting when useful to aiding comprehension.
10-a	Spontaneously mands to peers to follow directions 2 times (e.g., Put the bike here.)	CC.1.4.4.T
10-b	Spontaneously mands for others to attend to what he is attending to (e.g., Look at this!)	With guidance and support form peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
10-c	Spontaneously mands for others to attend to his behavior 2 times (e.g., Watch me.)	CC.1.4.4.U With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact
10-d	Mands for attention from peers 2 times (e.g., Hey Johnny!)	and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single
10-е	Spontaneously imitates a peer riding on a tricycle, toy car, or other riding toy 2 times	sitting. CC.1.4.4.V Conduct short research projects that build knowledge through investigation of different aspects of a topic. CC.1.5.4.E
		CC.1.5.4.E Differentiate between contexts that require formal English versus informal situations.

	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.1.4.4.T With guidance and support form peers and adults, develop and strengthen writing as needed by planning, revising, and editing. CC.1.4.4.U		
11-a	Participates in cooperation activities with adult prompts 2 times (e.g., parachute holding)	With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact		
11-b	Appropriately mands to peers to stop an undesirable behavior 2 times	and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single		
11-c	Waits for a turn with a reinforcer without negative behavior 2 times	sitting. CC.1.5.4.A		
11-d	Accepts an invitation to join a social play activity with a peer 2 times	Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and		
11-е	Mands to peers with a WH question 2 times (e.g., Where the shovel? What's you name?)	expressing their own clearly. CC.1.5.4.E Differentiate between contexts that require formal English versus informal situations.		

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.1.4.4.T With guidance and support form peers and adults, develop and strengthen writing as needed by planning, revising, and editing. CC.1.4.4.U
12-a	Spontaneously imitates a peer's behavior in a pretend play activity 2 times	With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact
12-b	Spontaneously mands using where for the location of a missing peer 2 times	and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single
12-c	Spontaneously mands using what related to the behavior of a peer 2 times	sitting. CC.1.5.4.E
12-d	Spontaneously mands using who evoked by an unknown person 2 times	Differentiate between contexts that require formal English versus informal situations.
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 responds to What do you	CC.1.2.4.C*
	want to play?)	Explain events, procedures, ideas, or concepts in a text, including what happened and why, based on specific information in the text.
13-a	Spontaneously uses please and thank you with an adult or peer 2 times	CC.1.2.4.G*
13-b	Demonstrates any reciprocal verbal exchanges with a peer 2 times	Interpret various presentations of information within a text or digital source and explain how the information contributes to an
13-c	Follows directions given by a peer in a social play activity 2 times	understanding of text in which it appears. CC.1.2.4.H*
13-d	Gives directions to a peer in a social play activity 2 times	Explain how an author uses reasons and evidence to support particular points in a text.
13-е	Spontaneously offers a reinforcer (sharing) to a peer 2 times	CC.1.2.4.K*
		 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies and tools.
		CC.1.4.4.F
		Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.
		CC.1.4.4.L Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.
		CC.1.4.4.R
		Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. CC.1.4.4.T
		With guidance and support form peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
		CC.1.4.4.U
		With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single
		sitting.
		CC.1.5.4.A
		Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly.
		CC.1.5.4.E
		Differentiate between contexts that require formal English versus informal situations.
14-M	Engages in pretend social play activities with peers for 5 minutes without adult prompts or reinforcement (e.g., dress	CC.1.4.4.T With guidance and support form peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
	up play, acting out videos, playing house)	CC.1.4.4.U
14-a	Participates in a social play game directed by a peer (e.g., red light/green light) 2 times	With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact
14-b	Spontaneously mands for a new or unfamiliar child's name 1 time	and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
14-c	Takes turns and shares reinforcers with peers without prompts 2 times	CC.1.5.4.A
14-d	Laughs or smiles at the jokes or humor of peers 2 times	Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and
14-e	Asks questions about the interests of peers 1 time	expressing their own clearly. CC.1.5.4.E
		Differentiate between contexts that require formal English versus informal situations.
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.1.2.4.A* Determine the main idea of a text and explain how it is supported by key details; summarize the text.
15-a	Engages in at least 3 verbal exchanges with a peer 2 times	CC.1.2.4.C* Explain events, procedures, ideas, or concepts in a text, including what happened and why, based on specific information in the
15-b	Engages in a verbal exchange with two or more peers in one setting 2 times	text.
15-c	Demonstrates coping behavior when a peer takes a reinforcer 2 times	CC.1.2.4.G*
15-d	Attends to a peer telling a story for 10 seconds, 2 times	Interpret various presentations of information within a text or digital source and explain how the information contributes to an understanding of text in which it appears.
15-e	Narrates the activity of a peer with at least 2 tacts, 2 times	CC.1.2.4.H*
15-c 15-f	Spontaneously provides sympathy to a peer when hurt 2 times	Explain how an author uses reasons and evidence to support particular points in a text.
1.5-1	Spontaneously provides sympathy to a peer when nurt 2 times	

15-g	Negotiates time with a reinforcer with a peer 2 times	CC.1.2.4.K*
8		Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content,
		choosing flexibly from a range of strategies and tools.
		CC.1.4.4.F
		Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.
		CC.1.4.4.L
		Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.
		CC.1.4.4.R
		Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.
		CC.1.4.4.T
		With guidance and support form peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
		CC.1.4.4.U
		With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact
		and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single
		sitting.
		CC.1.4.4.W
		Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and
		categorize information, and provide a list of sources.
		CC.1.4.4.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.1.5.4.A
		Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and
		expressing their own clearly.

	MOTOR IMITATION LEVEL 1		
Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards	
1-M 1-a 1-b	Imitates 2 gross motor movements when prompted with, Do this (e.g., clapping, raising arms) Imitates mouthing movements 3 times (e.g., puckering lips, opening mouth) Imitates 1 motor movement of another person on demand (i.e., will imitate when asked)	CC.1.5.4.D Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speaking clearly with adequate volume, appropriate pacing, and clear pronunciation. CC.1.5.4.E Differentiate between contexts that require formal English versus informal situations. CC.1.5.4.G Demonstrate command of the conventions of standard English when speaking based on grade 4 level and content.	
2-M 2-a 2-b 2-c	Imitates 4 gross motor movements when prompted with, Do this Imitates 2 actions with an object (e.g., pounding with a toy hammer, rolling a ball) Spontaneously imitates 2 different fun activities (e.g., peek-a boo, patty cake) Makes eye contact while imitating 3 times	CC.1.2.4.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. CC.1.4.4.A Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. CC.1.4.4.D Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases; provide a concluding statement or section; include formatting when useful to aiding comprehension. CC.1.4.A.G Write opinion pieces on topics or texts. CC.1.4.4.H Introduce the topic and state an opinion on the topic. CC.1.4.4.I Provide reasons that are supported by facts and details. CC.1.4.4.K Choose words and phrases to convey ideas precisely. CC.1.4.4.Q Choose words and phrases to convey ideas precisely. CC.1.4.4.T	

		With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
		CC.1.4.4.U
		With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single
		sitting.
Imitates 8 motor movements, 2 of which involve object	(e.g., shaking a maraca, tapping sticks together)	CC.1.2.4.L
Imitates 2 fine motor movements (e.g., wiggles fingers, or		Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.
Spontaneously imitates 2 gross motor movements of anoth		CC.1.2.4.K* Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content,
Imitates side-to-side body rocking	person (e.g., urms up)	choosing flexibly from a range of strategies and tools.
Generalizes known imitation responses to 2 additional ped	le (e.g. clans for 2 new adults)	CC.1.4.4.D
Generalizes known initiation responses to 2 additional pec	te (e.g., chaps for 2 new addits)	Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases; provide a concluding statement or section; include formatting when useful to aiding comprehension.
		CC.1.4.4.K
		Choose words and phrases to convey ideas precisely.
		CC.1.4.4.Q
		Choose words and phrases to convey ideas precisely. CC.1.4.4.T
		With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
		CC.1.4.4.U
		With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single
		sitting.
Spontaneously imitates the motor behaviors of others of	5 occasions	CC.1.2.4.L
Imitates pointing at people or objects		Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.
Imitates transferring an object from one hand to another		CC.1.4.4.D Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases;
Imitates 5 actions that produce an outcome (e.g., pushing)	ttons on a non-un toy)	provide a concluding statement or section; include formatting when useful to aiding comprehension.
	tions on a pop-up toy)	CC.1.4.4.N
Initiates 2 flead movements (e.g., flods yes and flo)		
		events; provide a conclusion that follows from the narrated experiences and events.
		With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact
		and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single
T 1		C
	, ,	
		text.
Imitates the gross motor behavior of other children 2 time	when prompted (e.g., running)	
Spontaneously imitates the behavior of others on 2 occasion		
Demonstrates generalization of 10 imitative responses to 3	new people	
		understanding of text in which it appears.
		Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases,
		including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.
		Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content,
		provide a concluding statement or section; include formatting when useful to aiding comprehension.
		CC.1.4.4.E
		Use precise language and domain-specific vocabulary to inform about or explain the topic.
Imitates 20 motor movements of any type (e.g., fine motor movements (e.g., pokes class Imitates 5 different fine motor movements (e.g., pokes class Imitates the gross motor behavior of other children 2 times Spontaneously imitates the behavior of others on 2 occasion Demonstrates generalization of 10 imitative responses to 3	with index finger, a pincer grasp) when prompted (e.g., running) s (e.g., filling containers)	Orient the reader by establishing a situation and introducing a narrator and/or characters. CC.1.4.P Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequents; provide a conclusion that follows from the narrated experiences and events. CC.1.4.4.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and CC.1.4.4.U With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to in and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a sitting. CC.1.2.4.C* Explain events, procedures, ideas, or concepts in a text, including what happened and why, based on specific informat text. CC.1.2.4.F* Determine the meaning of words and phrases as they are used in grade level text, including figurative language. CC.1.2.4.G* Interpret various presentations of information within a text or digital source and explain how the information contribution understanding of text in which it appears. CC.1.2.4.H* Explain how an author uses reasons and evidence to support particular points in a text. CC.1.2.4.J* Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and including those that signal precise actions, emotions, or states of being and that are basic to a particular topic. CC.1.2.4.L. Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently CC.1.2.4.L. Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently CC.1.2.4.L. Cetal calculated information in paragraphs and sections, linking ideas within categories of information using words and provide a concluding statement or section; include formatting when useful to aiding comprehension.

CC	2.1.4.4.J
	eate an organizational structure that includes related ideas grouped to support the writer's purpose and linked in a logical
	ler with a concluding statement or section related to the opinion.
	2.1.4.4.K
	oose words and phrases to convey ideas precisely.
	2.1.4.4.0
	e dialogue and descriptions to develop experiences and events or show the responses of characters to situations; use concrete
wor	rds and phrases and sensory details to convey experiences and events precisely.
	2.1.4.4.P
	ganize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of
	ents; provide a conclusion that follows from the narrated experiences and events.
	2.1.4.4.S
	aw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading
	ndards for literature and informational texts.
	2.1.4.4.T
	·· ············
	th guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
	th some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact
	I collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single
sittir	ing. Z. 1.4.4.W
	call relevant information from experiences or gather relevant information from print and digital sources; take notes and
	egorize information, and provide a list of sources.
	ite routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting
	a day or two) for a range of discipline-specific tasks, purposes and audiences.
	C.1.5.4.D
	port on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant,
	criptive details to support main ideas or themes; speaking clearly with adequate volume, appropriate pacing, and clear
A CONTRACTOR OF THE CONTRACTOR	onunciation.
	C.1.5.4.E
Diffe	ferentiate between contexts that require formal English versus informal situations.

	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 drumstick from an array also containing a horn and a bell, and imitates an adult's drumming)	CC.1.2.4.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. CC.1.4.4.D	
6-a	Imitates blowing 2 times (e.g., bubbles, candles, balloons)	Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases;	
6-b	Imitates 5 common gestures (e.g., shrugging shoulders, thumbs up, finger to closed lips)	provide a concluding statement or section; include formatting when useful to aiding comprehension.	
6-c	Imitates turning a page in a book	CC.1.4.4.K Choose words and phrases to convey ideas precisely.	
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)	CC.1.4.4.O Use dialogue and descriptions to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely.	
6-e	Imitates pulling 5 different items apart (e.g., Duplos, Kid K'Nex, lids on containers)		

		CC144B
		CC.1.4.4.P Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of
		events; provide a conclusion that follows from the narrated experiences and events.
		CC.1.4.4.S
		Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading
		standards for literature and informational texts.
		CC.1.4.4.T
		With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. CC.1.4.4.U
		With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact
		and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single
		sitting.
7-M	Imitates 20 different fine motor actions when prompted, Do this (e.g., wiggling fingers, pinching, making a fist,	CC.1.1.4.E
	making a butterfly)	Read with accuracy and fluency to support comprehension:
7-a	Imitates 3 play behaviors in the natural environment (e.g., pushing a car down a ramp)	Read on-level text with purpose and understanding. Read on level text with secure year content of the
7-b	Imitates 5 two-step behaviors (e.g., touch head and touch shoulders)	 Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
7-c	Spontaneously imitates a behavior observed on a TV or video (e.g., dancing, hopping)	 Use context to confirm or self-correct word recognition and understanding, rereading as necessary. CC.1.2.4.J*
		Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases,
7-d	Imitates 5 facial expressions (e.g., kissing, opening mouth, shutting eyes, scrunching nose)	including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.
7-e	Maintains a newly acquired imitative behavior after 24 hours without training	CC.1.4.4.D
7-f	Imitates a new behavior correctly on the first trial	Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases;
7-g	Imitates 5 examples of finger play (e.g., pretend walking on two fingers, finger dancing)	provide a concluding statement or section; include formatting when useful to aiding comprehension. CC.1.4.4.K
		Choose words and phrases to convey ideas precisely.
		CC.1.4.4.M
		Write narratives to develop real or imagined experiences or events.
		CC.1.4.4.0
		Use dialogue and descriptions to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely.
		CC.1.4.4.P
		Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of
		events; provide a conclusion that follows from the narrated experiences and events.
		CC.1.4.4.Q
		Choose words and phrases to convey ideas precisely. CC.1.4.4.S
		Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading
		standards for literature and informational texts.
8-M	Imitates 10 different three-component sequences of actions when prompted, Do this (e.g., clapping, jumping,	CC.1.1.4.E
	touching toes; pick up a doll, place her in a crib and rock the crib)	Read with accuracy and fluency to support comprehension:
8-a	Imitates 5 actions in a 10-second fluency test	Read on-level text with purpose and understanding.
8-b	Imitates drawing a circle on 2 occasions	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
		• Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
8-c	Imitates 5 pretend play activities (e.g., a monster, pouring tea, shooting spider webs)	CC.1.2.4.A* Determine the main idea of a text and explain how it is supported by key details; summarize the text.
8-d	Spontaneously imitates 5 fine motor arts and crafts activities (e.g., cutting, pasting, drawing)	CC.1.2.4.L
8-e	Acquires 5 new listener skills through transfer of control from imitation to listener (e.g., the child learns to cast a toy	Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.
	fishing pole by first being shown how, then told how)	CC.1.4.A
8-f	Imitates other children during daily activities on 2 occasions (e.g., lining up, pulling a wagon)	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. CC.1.4.4.D
8-g	Repeats a fun behavior previously observed (delayed imitation) (e.g., squirting water)	Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases;
0 5	Tepears a fair centarior previously conserved (detayed initiation) (e.g., squirting water)	provide a concluding statement or section; include formatting when useful to aiding comprehension.
		CC.1.4.4.E
		Use precise language and domain-specific vocabulary to inform about or explain the topic.
		CC.1.4.4.K Choose words and phrases to convey ideas precisely.
		CC.1.4.4.M
		Write narratives to develop real or imagined experiences or events.
		CC.1.4.4.Q
		Choose words and phrases to convey ideas precisely.
		CC.1.4.4.T

		With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
		CC.1.4.4.U
		With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact
		and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single
		sitting. CC.1.4.4.W
		Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and
		categorize information, and provide a list of sources.
		CC.1.4.4.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.1.5.4.F
		Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or
		themes.
		CC.2.1.4.B.1
		Apply place value concepts to show an understanding of multi-digit whole numbers. CC.2.1.4.B.2
		Use place value understanding and properties of operations to perform multi-digit arithmetic.
		CC.2.2.4.A.1
		Represent and solve problems involving the four operations.
		CC.2.2.4.A.2
		Develop and/or apply number theory concepts to find factors and multiples. CC.2.2.4.A.4
		Generate and analyze patterns using one rule.
		CC.2.3.4.A.1
		Draw lines and angles and identify these in two-dimensional figures.
9-M	Spontaneously imitates 5 functional skills in the natural environment (e.g., eating with a spoon, putting on a coat,	CC.1.4.4.D Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases;
	removing shoes)	provide a concluding statement or section; include formatting when useful to aiding comprehension.
9-a	Imitates a socio-dramatic play activity modeled by peers on 2 occasions	CC.1.4.4.J
9-b	Spontaneously imitates 5 behaviors in a group activity (e.g., sits when other children sit)	Create an organizational structure that includes related ideas grouped to support the writer's purpose and linked in a logical
9-c	Imitates 10 two-component actions (e.g., pretend pouring and drinking)	order with a concluding statement or section related to the opinion. CC.1.4.4.T
9-d	Imitates the same behavior going fast and slow for 5 behaviors (e.g., arms up fast then slow)	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
		CC.1.4.4.U
		With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact
		and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
10-M	Imitates (or attempts to with approximations) any novel motor action modeled by an adult with and without objects	CC.1.2.4.E*
10 111	(i.e., a "generalized imitative repertoire")	Use structure to interpret information (e.g. chronology, comparison, cause/effect, problem/solution).
10-a	Imitates building items or the construction of a toy set (e.g., Legos, a train set, Lincoln Logs)	CC.1.4.4.J Create an organizational structure that includes related ideas grouped to support the writer's purpose and linked in a logical
		order with a concluding statement or section related to the opinion.
10-b	Imitates 5 sequences of multi-step functional self-care skills (e.g., brushing teeth, washing face, putting on shoes)	CC.1.4.4.0
10-c	Imitates 5 functional activities of daily living skills (e.g., setting the table, sweeping the floor)	Use dialogue and descriptions to develop experiences and events or show the responses of characters to situations; use concrete
10-d	Demonstrates delayed imitation of adult behavior in pretend play (e.g., driving a car, typing)	words and phrases and sensory details to convey experiences and events precisely. CC.1.4.4.S
10-е	Imitates 50 different motor behaviors on command	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading
		standards for literature and informational texts.
		CC.1.5.4.D
		Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speaking clearly with adequate volume, appropriate pacing, and clear
		pronunciation.
		CC.1.5.4.E
		Differentiate between contexts that require formal English versus informal situations.
		CC.2.2.4.A.2 Develop and/or apply number theory concepts to find factors and multiples.
		CC.2.2.4.A.4
		Generate and analyze patterns using one rule.

	ECHOIC	
	LEVEL 1	
Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
	Intentionally left blank	CC.1.5.4.D Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speaking clearly with adequate volume, appropriate pacing, and clear pronunciation. CC.1.5.4.E Differentiate between contexts that require formal English versus informal situations. CC.1.5.4.G Demonstrate command of the conventions of standard English when speaking based on grade 4 level and content.

	ECHOIC		
	LEVEL 2		
Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards	
	Intentionally left blank	CC.1.5.4.D Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speaking clearly with adequate volume, appropriate pacing, and clear pronunciation. CC.1.5.4.E Differentiate between contexts that require formal English versus informal situations. CC.1.5.4.G Demonstrate command of the conventions of standard English when speaking based on grade 4 level and content.	

	SPONTANEOUS VOCAL BEHAVIOR		
	LEVEL 1		
Ski	Skill VB-MAPP Milestones & Supporting Skills PA Core Standards		

Intentionally left blank	CC.1.5.4.D Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speaking clearly with adequate volume, appropriate pacing, and clear pronunciation. CC.1.5.4.E Differentiate between contexts that require formal English versus informal situations. CC.1.5.4.G Demonstrate command of the conventions of standard English when speaking based on grade 4 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	CC.1.1.4.E Read with accuracy and fluency to support comprehension:			
6-a 6-b	Selects an animal from an array of 3 for 5 different sounds made by animals (e.g., Meow says a) Selects an object from an array of 3 for 5 different sounds made by objects (e.g., Toot, toot goes the)	 Read on-level text with purpose and understanding. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 			
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)	CC.1.5.4.C Identify the reasons and evidence a speaker provides to support particular points.			
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)	CC.1.1.4.E Read with accuracy and fluency to support comprehension: • Read on-level text with purpose and understanding.			
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)	Read on-level text with purpose and understanding. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.			
7-b	Selects an item from an array of 5 for 5 different spoken associated sets of words (e.g., Shoes and)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.			
7-c	Reverses 5 previously acquired associations in an LRFFC format (e.g., Shoes and, Socks and)	CC.1.2.4.I* Integrate information from two texts on the same topic to demonstrate understanding of that topic.			
7-d	Generalizes 10 known LRFFC responses to different tones of voice, volumes, prosody, etc.	CC.1.4.4.D			
7-e	Generalizes 10 known LRFFC responses to new carrier phrases without training (e.g., Let's sit on aTime to sit on a)	Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases;			
7-f	Generalizes 10 known LRFFC responses to 2 different pictures or objects (e.g., two different shoes)	provide a concluding statement or section; include formatting when useful to aiding comprehension. CC.1.4.4.V Conduct short research projects that build knowledge through investigation of different aspects of a topic. CC.1.5.4.C Identify the reasons and evidence a speaker provides to support particular points. CC.2.3.4.A.1 Draw lines and angles and identify these in two-dimensional figures. CC.2.4.4.A.4 Represent and interpret data involving fractions using information provided in a line plot. CC.2.4.4.A.6 Measure angles and use properties of adjacent angles to solve problems.			
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?)	CC.1.1.4.E Read with accuracy and fluency to support comprehension: Read on-level text with purpose and understanding.			
8-a	Selects an item from an array of 8 for 10 fill-in function statements (e.g., You draw with a)	 Read on-level text with purpose and understanding. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. 			
8-b	Selects an item from an array of 8 for 10 fill-in feature statements (e.g., You find wheels on a)	 Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 			
8-c	Selects an item from an array of 8 for 10 fill-in class statements (e.g., A kind of animal is a)	CC.1.2.4.B* Refer to details and examples in text to support what the text says explicitly and make inferences.			
8-d	Selects an item from an array of 8 for 10 different what questions (e.g., What do you eat?)	CC.1.2.4.I*			
8-e	Selects an item from an array of 8 for 10 different what questions (e.g., which one flies?)	Integrate information from two texts on the same topic to demonstrate understanding of that topic.			

8-f	Selects an item from an array of 8 for 10 different which questions (e.g., Who builds a nest?)	CC.1.2.4.L
0-1	Selects all item from all array of 8 for 10 different which questions (e.g., who builds a fiest:)	Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.
		CC.1.4.4.D
		Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases; provide a concluding statement or section; include formatting when useful to aiding comprehension.
		CC.1.4.4.K
		Choose words and phrases to convey ideas precisely.
		CC.1.4.4.N
		Orient the reader by establishing a situation and introducing a narrator and/or characters. CC.1.4.4.Q
		Choose words and phrases to convey ideas precisely.
		CC.1.4.4.T
		With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. CC.1.4.4.U
		With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. CC.1.4.4.V
		Conduct short research projects that build knowledge through investigation of different aspects of a topic. CC.1.5.4.C
		Identify the reasons and evidence a speaker provides to support particular points. CC.2.4.4.A.1
		Solve problems involving measurement and conversions from a larger unit to a smaller unit.
		CC.2.4.4.A.4
9-M	Selects an item given 3 different verbal statements about each item when independently presented (e.g., Find an	Represent and interpret data involving fractions using information provided in a line plot. CC.1.2.4.F*
9-101	animal. What barks? What has paws?) for 25 items	Determine the meaning of words and phrases as they are used in grade level text, including figurative language.
0 -		— CC.1.2.4.G*
9-a	Demonstrates LRFFC class generalization with 5 examples (e.g., 5 different animals) for 10 classes	Interpret various presentations of information within a text or digital source and explain how the information contributes to an understanding of text in which it appears.
9-b	Emits 10 known LRFFC responses in an array of 10 in less than 1 minute (fluency)	CC.1.2.4.I*
9-c	Selects an item given 2 different verbal statements about each item when independently presented (e.g., Find a food.	Integrate information from two texts on the same topic to demonstrate understanding of that topic.
	What do you eat?) for 10 different items	CC.1.2.4.K*
9-d	Selects an item from an array of 10 for 10 different LRFFC where questions (e.g., Where do you find the milk?)	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies and tools.
9-е	Demonstrates 10 LRFFC responses in the natural environment	CC.1.4.4.D
		Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases;
		provide a concluding statement or section; include formatting when useful to aiding comprehension. CC.1.4.4.K
		Choose words and phrases to convey ideas precisely.
		CC.1.4.4.Q
		Choose words and phrases to convey ideas precisely.
		CC.1.5.4.C Identify the reasons and evidence a speaker provides to support particular points.
		CC.2.2.4.A.2
		Develop and/or apply number theory concepts to find factors and multiples.
		CC.2.2.4.A.4 Generate and analyze patterns using one rule.
		CC.2.3.4.A.1
		Draw lines and angles and identify these in two-dimensional figures.
		CC.2.4.4.A.4
		Represent and interpret data involving fractions using information provided in a line plot.
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.1.4.4.J Create an organizational structure that includes related ideas grouped to support the writer's purpose and linked in a logical order with a concluding statement or section related to the opinion.
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	with a concluding statement of section related to the opinion.
	items	
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	
10-c	Demonstrates 5 untrained LRFFC responses in the natural environment	
10-d	Generalizes to 25 novel 2-component LRFFC tasks without training (e.g., Do you see a red fruit.)	
10-е	Spontaneously emits 5 LRFFC responses (e.g., gets a broom after hearing, There's dirt on the floor.)	
	1 F C C (O.) Band an order matter and on the moon)	

	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.1.4.4.I Provide reasons that are supported by facts and details. CC.2.1.4.B.1			
11-a	Selects 2 members of a class (e.g., Find two body parts.) from an array of 10, for 25 classes	Apply place value concepts to show an understanding of multi-digit whole numbers.			
11-b	Selects 50 items from a book given any type of LRFFC task	CC.2.3.4.A.1 Draw lines and angles and identify these in two-dimensional figures.			
11-c	Selects 50 items from the natural environment or in a functional activity (e.g., setting the table) given any type of LRFFC task	CC.2.4.4.A.4 Represent and interpret data involving fractions using information provided in a line plot.			
11-d	Demonstrates 200 different LRFFC response, tested or obtained from an accumulated list of known responses				
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				
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				
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?)	CC.1.2.4.B* Refer to details and examples in text to support what the text says explicitly and make inferences. CC.1.4.4.D			
12-a	Selects an item from an array of 10 given a color and class (e.g., a yellow animal) for 25 items	Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases;			
12-b	Selects an item from an array of 10 given a shape and class (e.g., a round food) for 25 items	provide a concluding statement or section; include formatting when useful to aiding comprehension.			
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.)	CC.1.4.4.I Provide reasons that are supported by facts and details. CC.1.4.4.K			
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?)	Choose words and phrases to convey ideas precisely. CC.1.4.4.Q Choose words and phrases to convey ideas precisely.			
12-е	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	CC.2.4.4.A.1 Solve problems involving measurement and conversions from a larger unit to a smaller unit.			
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				
13-M	Selects items from a page in a book or in the natural environment based on 3 verbal components (e.g. verb,	CC.1.2.4.B*			
13-111	adjective, preposition, pronoun), for 25 WH-question LRFFC tasks (e.g. Which fruit grows on trees?)	Refer to details and examples in text to support what the text says explicitly and make inferences. CC.1.2.4.L			
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	Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.			
	the house down?)	CC.1.4.4.D			
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	Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases; provide a concluding statement or section; include formatting when useful to aiding comprehension.			
13-с	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.1.4.4.I			
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	Provide reasons that are supported by facts and details. CC.1.4.4.K			
13-е	Selects 10 community helpers from a book when asked what they do (e.g., Who helps you when you are sick?)	Choose words and phrases to convey ideas precisely.			
13-f	Selects 2 different items from an array of 10 given 2 different classes or functions (e.g., Can you find a fruit and a meat?)	CC.1.4.4.N			
	for 25 sets	Orient the reader by establishing a situation and introducing a narrator and/or characters. CC.1.4.4.Q			
13-g	Selects a location from an array of 10 given 2 items from that location (e.g., You buy meat and bread at thestore) for 10	Choose words and phrases to convey ideas precisely.			
	locations	CC.1.4.4.T			

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.)	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. CC.1.4.4.U With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and
1437		collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. CC.1.2.4.B*
14-M	Selects the correct items from a book or the natural environment given 4 different rotating LRFFC questions	Refer to details and examples in text to support what the text says explicitly and make inferences.
1.4 -	about a single topic (Where does the cow live? What does the cow eat? Who milks the cow?) for 25 different topics	CC.1.2.4.C*
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	Explain events, procedures, ideas, or concepts in a text, including what happened and why, based on specific information in a text.
14-b	Selects an item from a book given a when question (e.g., When do you need a towel?) for 10 items	CC.1.2.4.I*
14-c	Selects an item from a book given a how question (e.g., How do you get to school?) for 10 items	Integrate information from two texts on the same topic to demonstrate understanding of that topic.
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-	CC.1.2.4.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.
1.4	preposition combinations	- CC.1.4.4.D
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	Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases;
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	provide a concluding statement or section; include formatting when useful to aiding comprehension. CC.1.4.4.I
	without wings) for 25 items	Provide reasons that are supported by facts and details.
		CC.1.4.K
		Choose words and phrases to convey ideas precisely. CC.1.4.4.M
		Write narratives to develop real or imagined experiences or events.
		CC.1.4.4.Q
		Choose words and phrases to convey ideas precisely. CC.1.4.4.T
		With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
		CC.1.4.4.U
		With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
		CC.1.5.4.B
		Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
15-M	Demonstrates 1000 different LRFFC responses, tested or obtained from an accumulated list of known responses	CC.1.2.4.C*
15-a	Selects an item from an array of 10 relating to past events (e.g., Where did you go yesterday?) for 5 events	Explain events, procedures, ideas, or concepts in a text, including what happened and why, based on specific information in a
15-b	Selects an item relating to future events (e.g., What's happening tomorrow?) for 5 events	text. CC.1.2.4.I*
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	Integrate information from two texts on the same topic to demonstrate understanding of that topic.
13-0	Scients an item from all array of to when asked which one can t! In an Extre tornation to items (e.g., which one	
1	, entre the second of the seco	CC.1.2.4.L
15 d	can't fly?)	CC.1.2.4.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.
15-d	can't fly?) 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	CC.1.2.4.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. CC.1.4.4.D
	can't fly?) 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	CC.1.2.4.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. CC.1.4.4.D Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases; provide a concluding statement or section; include formatting when useful to aiding comprehension.
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Generate and analyze patterns using one rule.

	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.1.1.4.D Know and apply grade level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words.		
6-a	Provides the sound made by 2 animals or objects (e.g., A dog says A horn goes)	CC.1.1.4.E		
6-b	Gives 2 animal names when given the sounds they make (e.g., Meow says a)	Read with accuracy and fluency to support comprehension: • Read on-level text with purpose and understanding.		
6-c	Completes 5 different song fill-ins (e.g., The wheels on the Twinkle, twinkle little)	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.		
6-d	Completes 2 different verbal fill-ins involving fun activities (e.g., Peek-a Ready, set)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		
		CC.1.2.4.B*		
		Refer to details and examples in text to support what the text says explicitly and make inferences. CC.1.2.4.C*		
		Explain events, procedures, ideas, or concepts in a text, including what happened and why, based on specific information in a		
		text.		
		CC.1.4.4.D Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases;		
		provide a concluding statement or section; include formatting when useful to aiding comprehension.		
		CC.1.4.4.G		
		Write opinion pieces on topics or texts. CC.1.4.4.H		
		Introduce the topic and state an opinion on the topic.		
		CC.1.4.4.I		
		Provide reasons that are supported by facts and details. CC.1.4.4.M		
		Write narratives to develop real or imagined experiences or events.		
		CC.1.4.4.V		
		Conduct short research projects that build knowledge through investigation of different aspects of a topic. CC.1.5.4.A		
		Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and		
		expressing their own clearly.		
		CC.2.1.4.B.2 Use place value understanding and properties of operations to perform multi-digit arithmetic.		
7-M	Provides first name when asked, What is your name? (T) 8-a Completes 2 eat and 2 drink classification fill-ins	CC.1.2.4.J*		
1-141	(e.g., You eat You drink)	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases,		
7-a	Completes 5 different in-context fill-ins (e.g., You sleep in your while at his bed)	including those that signal precise actions, emotions, or states of being and that are basic to a particular topic. CC.1.4.4.C		
7-b	Correctly responds to 5 in-context fill-ins when they are reversed (e.g., In your bed you go to)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic;		
7-c	Completes 5 different out of context fill-in-the-blank phrases (e.g., You wash your)	include illustrations and multimedia when useful to aiding comprehension. CC.1.4.4.D		
7-d	Generalizes 10 known intraverbal responses to a different adult and setting	Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases;		
		provide a concluding statement or section; include formatting when useful to aiding comprehension.		
		CC.1.4.4.G Write opinion pieces on topics or texts.		
		CC.1.4.4.H		
		Introduce the topic and state an opinion on the topic.		
		CC.1.4.4.I Provide reasons that are supported by facts and details.		
		CC.1.4.4.K		
		Choose words and phrases to convey ideas precisely.		
		CC.1.4.4.M		

Write narratives to develop real or imagined experiences or events. CC.1.4.4.Q	
Choose words and phrases to convey ideas precisely. CC.1.4.4.T	
With guidance and support from peers and adults, develop and strengthen writing as needed by planni	no revising and editing
CC.1.4.4.U	g, revising, and coning.
With some guidance and support, use technology, including the Internet, to produce and publish writing	g as well as to interact and
collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of	
8-M Completes 25 different fill-in-the-blank phrases (not including songs) (e.g., You eat You sleep in a Shoes and) CC.1.1.4.D	
Know and apply grade level phonics and word analysis skills in decoding words. Use combined know	
eonespondences, syndoleation patterns, and morphology to read accuracity amainman matrisyndole w	ords.
6-c Completes 3 song mir-ins with 2 or more words (e.g., Old We Donald had a rain)	
8-d Generalizes 10 intraverbal responses to new carrier phrases (e.g., We bounce a Let's bounce a) • Read on-level text with purpose and understanding. • Read on-level text orally with accuracy, appropriate rate, and expression on successive read	nge
 Use context to confirm or self-correct word recognition and understanding, rereading as nec 	
CC.1.2.4.A*	ssary.
Determine the main idea of a text and explain how it is supported by key details; summarize the text.	
CC.1.2.4.B*	
Refer to details and examples in text to support what the text says explicitly and make inferences.	
CC.1.2.4.J* Acquire and was acquire take armonists conversational concerl academic and demain anaiffa	words and phrases
Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific including those that signal precise actions, emotions, or states of being and that are basic to a particular	r topic
CC.1.4.4.D	topic.
Group related information in paragraphs and sections, linking ideas within categories of information	using words and phrases;
provide a concluding statement or section; include formatting when useful to aiding comprehension.	
CC.1.4.4.F	
Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling	1g.
CC.1.4.4.K Choose words and phrases to convey ideas precisely.	
CC.1.4.4.L	
Demonstrate a grade appropriate command of the conventions of standard English grammar and spells	ng.
CC.1.4.4.Q	
Choose words and phrases to convey ideas precisely.	
CC.1.4.4.R Demonstrate a grade appropriate command of the conventions of standard English grammar and spelli	
CC.1.4.4.V	ig.
Conduct short research projects that build knowledge through investigation of different aspects of a to	oic.
CC.1.4.4.W	
Recall relevant information from experiences or gather relevant information from print and digital sou	ces; take notes and
categorize information, and provide a list of sources.	
CC.1.4.4.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time	framas (a sinala sittina ar
a day or two) for a range of discipline-specific tasks, purposes and audiences.	frames (a single sitting or
CC.1.5.4.A	
Engage effectively in a range of collaborative discussions on grade level topics and texts, building on	others' ideas and
expressing their own clearly.	
CC.1.5.4.B	
Paraphrase portions of a text read aloud or information presented in diverse media and formats, include quantitatively, and orally.	ng visually,
CC.2.1.4.B.2	
Use place value understanding and properties of operations to perform multi-digit arithmetic.	
CC.2.3.4.A.2	
Classify two-dimensional figures by properties of their lines and angles.	
CC.2.3.4.A.3	
Recognize symmetric shapes and draw lines of symmetry. CC.2.4.4.A.2	
Translate information from one type of data display to another.	
CC.2.4.4.A.4	
Represent and interpret data involving fractions using information provided in a line plot.	

0.7.5		
9-M	Answers 25 different what questions (e.g., What do you brush?)	CC.1.2.4.A* Determine the main idea of a text and explain how it is supported by key details; summarize the text.
9-a	Completes 10 different verb-noun fill-in-the-blank phrases (e.g., You ride the You play in)	CC.1.2.4.B*
9-b	Spontaneously emits (no additional verbal prompts) 2 intraverbal responses	Refer to details and examples in text to support what the text says explicitly and make inferences.
9-c	Answers 10 different what questions with a verb as the primary SD (e.g., What do you brush?)	CC.1.2.4.F* Determine the meaning of words and phrases as they are used in grade level text, including figurative language.
9-d	Answers 10 different what questions with a noun as the primary SD (e.g., What's in the barn?)	CC.1.2.4.G*
9-e	When asked What do you eat (or drink)? provides 2 or more members of each category	Interpret various presentations of information within a text or digital source and explain how the information contributes to an
9-f	Provides 5 novel responses to previously acquired questions (response generalization) (e.g., when asked to name an	understanding of text in which it appears. CC.1.2.4.H*
	animal the child answers bear for the first time without receiving training on bear)	Explain how an author uses reasons and evidence to support particular points in a text.
		CC.1.2.4.K*
		Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies and tools.
		CC.1.2.4.L
		Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. CC.1.2.4.J*
		Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases,
		including those that signal precise actions, emotions, or states of being and that are basic to a particular topic. CC.1.4.4.D
		Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases;
		provide a concluding statement or section; include formatting when useful to aiding comprehension. CC.1.4.4.J
		Create an organizational structure that includes related ideas grouped to support the writer's purpose and linked in a logical order
		with a concluding statement or section related to the opinion.
		CC.1.4.4.K Choose words and phrases to convey ideas precisely.
		CC.1.4.4.N
		Orient the reader by establishing a situation and introducing a narrator and/or characters.
		CC.1.4.4.O Use dialogue and descriptions to develop experiences and events or show the responses of characters to situations; use concrete
		words and phrases and sensory details to convey experiences and events precisely. CC.1.4.4.P
		Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of events; provide a conclusion that follows from the narrated experiences and events.
		CC.1.4.4.Q Choose words and phrases to convey ideas precisely.
		CC.1.4.4.S
		Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading
		standards for literature and informational texts. CC.1.4.4.T
		With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. CC.1.4.4.U
		With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and
		collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. CC.1.4.4.V
		Conduct short research projects that build knowledge through investigation of different aspects of a topic.
		CC.1.4.4.W
		Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
		CC.1.4.4.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.1.5.4.A
		Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and
		expressing their own clearly. CC.1.5.4.B
		Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually,
		quantitatively, and orally.
		CC.1.5.4.D Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant,
		descriptive details to support main ideas or themes; speaking clearly with adequate volume, appropriate pacing, and clear

		pronunciation.
		CC.1.5.4.E
		Differentiate between contexts that require formal English versus informal situations.
		CC.2.4.4.A.2
		Translate information from one type of data display to another.
		CC.2.4.4.A.4
		Represent and interpret data involving fractions using information provided in a line plot.
		CC.2.4.4.A.6 Measure angles and use properties of adjacent angles to solve problems.
10 1/	A	CC.1.1.4.E
10-M	Answers 25 different who or where questions (e.g., Whose your friend? Where is your pillow?)	Read with accuracy and fluency to support comprehension:
10-a	Answers 5 different where questions (e.g., Where are your videos?).	Read on-level text with purpose and understanding.
10-b	Answers 5 different who questions (e.g., Who is your teacher?)	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
10-с	Demonstrates 2 untrained intraverbal responses (e.g., responds flower when someone says daisy)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
		CC.1.2.4.A*
10-d	Answers 10 different class questions (e.g., What animals do you like? What toys do you like?)	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
10-e	Answers both color and name questions about 10 visible items (e.g., What is it? What color is it?)	CC.1.2.4.B*
10-f	Answers 10 different function questions (e.g., What do you do with a toothbrush?)	Refer to details and examples in text to support what the text says explicitly and make inferences.
10-g	Spontaneously emits 5 intraverbal-mands (e.g., Dad says It's hot. and the child says Let's go swimming.)	CC.1.2.4.F*
10-g	Spontaneously enints 3 intraverbal-manus (e.g., Dad says it's not, and the enind says Let's go swimming.)	Determine the meaning of words and phrases as they are used in grade level text, including figurative language. CC.1.2.4.G*
		Interpret various presentations of information within a text or digital source and explain how the information contributes to an
		understanding of text in which it appears.
		CC.1.2.4.K*
		Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content,
		choosing flexibly from a range of strategies and tools.
		CC.1.2.4.L
		Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.
		CC.1.2.4.J*
		Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases,
		including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.
		CC.1.4.4.D
		Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases; provide a concluding statement or section; include formatting when useful to aiding comprehension.
		provide a concluding statement of section; include formatting when useful to aiding comprehension. CC.1.4.4.J
		Create an organizational structure that includes related ideas grouped to support the writer's purpose and linked in a logical order
		with a concluding statement or section related to the opinion.
		CC.1.4.4.K
		Choose words and phrases to convey ideas precisely.
		CC.1.4.4.N
		Orient the reader by establishing a situation and introducing a narrator and/or characters.
		CC.1.4.4.O
		Use dialogue and descriptions to develop experiences and events or show the responses of characters to situations; use concrete
		words and phrases and sensory details to convey experiences and events precisely.
		CC.1.4.4.P
		Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of
		events; provide a conclusion that follows from the narrated experiences and events.
		CC.1.4.4.Q
		Choose words and phrases to convey ideas precisely.
		CC.1.4.4.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading
		standards for literature and informational texts.
		CC.1.4.4.T
		With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
		CC.1.4.4.U
		With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and
		collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
		CC.1.4.4.V
		Conduct short research projects that build knowledge through investigation of different aspects of a topic.
		CC.1.4.4.W
		Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and

categorize information, and provide a list of sources.
CC.1.4.4X
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.1.5.4.A
Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and
expressing their own clearly.
CC.1.5.4.B
Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually,
quantitatively, and orally.
CC.1.5.4.D
Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant,
descriptive details to support main ideas or themes; speaking clearly with adequate volume, appropriate pacing, and clear
pronunciation.
CC.1.5.4.E
Differentiate between contexts that require formal English versus informal situations.
CC.2.4.4.A.4
Represent and interpret data involving fractions using information provided in a line plot.
CC.2.4.4.A.6
Measure angles and use properties of adjacent angles to solve problems.

	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.1.2.4.A* Determine the main idea of a text and explain how it is supported by key details; summarize the text. CC.1.2.4.B*
11-a	Completes 10 two-component (noun-verb) fill-ins (e.g., For breakfast you eat For lunch you eat)	Refer to details and examples in text to support what the text says explicitly and make inferences.
11-b	Answers 25 two-component where questions (e.g., Where do you find the milk? Where's your wagon?)	CC.1.2.4.C* Explain events, procedures, ideas, or concepts in a text, including what happened and why, based on specific information in the
11-c	Answers 25 two-component who questions (e.g., Who takes you to school? Who do you play with?)	text. — CC.1.2.4.J*
11-d	Answers 25 what questions involving function (e.g., What do you do with crayons?)	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases,
11-e	Answers 25 what questions when given the function (e.g., What gets you clean?)	including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.
11-f	Demonstrates 10 untrained intraverbals (e.g., retells what happened in a video without any specific training)	CC.1.4.4.D
11-g	Demonstrates 5 new intraverbals with just tact training (e.g., tact of computerDaddy has a computer.)	Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases; provide a concluding statement or section; include formatting when useful to aiding comprehension.
11-h	Answers I don't know to questions that the child cannot answer	CC.1.4.4.I
		Provide reasons that are supported by facts and details. CC.1.4.4.K
		Choose words and phrases to convey ideas precisely.
		CC.1.4.4.M
		Write narratives to develop real or imagined experiences or events.
		CC.1.4.4.N
		Orient the reader by establishing a situation and introducing a narrator and/or characters.
		CC.1.4.4.Q Choose words and phrases to convey ideas precisely.
		Choose words and phrases to convey ideas precisely. CC.1.4.4.T
		With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
		CC.1.4.4.U
		With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and
		collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
		CC.1.4.4.V
		Conduct short research projects that build knowledge through investigation of different aspects of a topic. CC.2.1.4.B.2

Demonstrates 300 different introverbal responses, tested or obtained from an accumulated list of known provides at least 3 members of 10 classes (e.g., What do you see on a playground?) 2-0 Answers 25 multiple choice questions (e.g., Does a fish live on trees?) 2-1 Provides 10 categories when given a specific feature (e.g., What is son a fire truck?) 2-2 Provides a flexts 25 3 m word responses to questions (e.g., what has well est?) 2-3 Provides a flexts 25 3 m word responses to questions (e.g., what has well as well as 25 3 m word responses to questions (e.g., when asked What do you like to play? the child response) 3-4 Provides a flexts 25 3 m word responses to questions (e.g., when asked What do you like to play? the child response) I like the contract of the provides a flexts 25 3 m word responses to questions (e.g., when asked What do you like to play? the child response) I like the provides a flexts (e.g., and a maswer of 3 m does not previous (e.g., when asked What do you like to play? the child response) I like the provides a flexts (e.g., and a maswer of 3 m does not previous (e.g., when asked What do you like to play? the child response) I like the provides a flexts (e.g., and a maswer of 3 m does not previous (e.g., when asked What do you like to play? the child response) 3-4 Provides a flexts (e.g., and a maswer of 3 m does not previous decisions (e.g., when asked What do you like to play? the child response to the previous decisions (e.g., when asked What do you like to play? the child response to the previous decisions) (e.g., when asked What do you like to play? the child response to the previous decisions) (e.g., when asked What do you like to play? the child response to the previous decisions) (e.g., when asked What do you like to play? the child response to the previous decisions) (e.g., when asked What do you like to play? the child response to the previous decisions) (e.g., when asked What do you like to play? the child response to the previous decisions) (e.g., whe			Use place value understanding and properties of operations to perform multi-digit arithmetic.
Intracerbals In	12-M	Demonstrates 300 different intraverbal responses, tested or obtained from an accumulated list of known	
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Group related information in paragraphs and sections, linking ideas within acceptation of information using provides a conclusion special control included invariance process to use the paragraph and domain-specific vocabulary to inform about or explain the topic. CCL1.4.11 Provide resons, that are supported by facts and dental. CCL1.4.12 Provide resons, that are supported by facts and dental. CCL1.4.13 CCL1.4.14 CCL1.4.15 CCL1.4.15 CCL1.4.15 CCL1.4.15 CCL1.4.16 CCL1.4.10 CCL1.4		Provides at least 25 3+ word responses to questions (e.g., when asked What do you like to play? the child responds I like	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension.
the precise harganger and domain specific variability in informations or explain the topic. CCL4A1 Provide reasons that are supported by facts and details. CCL4A1 And a provide reasons that are supported by facts and details. CCL4A1 CCL4A2 CDL6A2 CDL6A3 CDL6A2 CDL6A3			Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases; provide a concluding statement or section; include formatting when useful to aiding comprehension.
CC.1.4.1 Crease an organizational structure that includes related ideas grouped to support the writer's purpose and link with a concluding statement or section related to the opinion. CC.1.4.4.3 and phrases to convey ideas precisely. CC.1.4.4.3 and phrases to convey ideas precisely. CC.1.4.4.4.0 Use dislogue and descriptions to develop separatives to develop separatives to develop. CC.1.4.4.0 Use dislogue and descriptions to develop separatives and events or show the responses of characters to situat works and phrases can always of the to convey experiences and events precisely. CC.1.4.1 Organize an event sequence that unfolds annually, using a variety of transitional words and phrases to manage of the convey in the separative experiences and events. CC.1.4.4.0 Chouse words and phrases to convey it less precisely. CC.1.4.4.1 With some guidance and support from picture precisely. CC.1.4.4.2 With some guidance and support from picture or the annual of keepboarding skills to type a minimum of one particular command of keepboarding skills to type a minimum of one particular command of keepboarding skills to type a minimum of one page. CC.1.4.4.3 Recall relevant information from experiences or gather relevant information from print and digital sources; in categories information, and provide a list of sources. CC.1.4.4.X With continued over extended time frames (time for research, reflection, and revision) and shorter time frame a day or two for a range of discipline-specific tasks, purposes and andiences. Engage therethered in a mage of collaborative discussions on grade level topics and cents, building on others' expressing their town clearly. CC.1.5.4.B Paraphrase portions of a text read aloud or information presented in diverse media and formats, including via and orally. CC.1.5.4.B Paraphrase portions of a text read aloud or information presented in diverse media and formats, including via and orally. CC.1.5.4.B			Use precise language and domain-specific vocabulary to inform about or explain the topic.
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Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts descriptive details to support main ideas or themes; speaking clearly with adequate volume, appropriate pacin pronunciation. CC.1.5.4.E			Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
			Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speaking clearly with adequate volume, appropriate pacing, and clear pronunciation.
CC.2.4.4.A.4 Represent and interpret data involving fractions using information provided in a line plot.			Differentiate between contexts that require formal English versus informal situations. CC.2.4.4.A.4

13-M	Answers 2 questions after being read short passages (15+ words) from books, for 25 passages (e.g., Who blew the	CC.1.2.4.A*
	house down?)	Determine the main idea of a text and explain how it is supported by key details; summarize the text. CC.1.2.4.B*
13-a	Answers 25 questions with yes or no (e.g., Is a shoe good to eat?)	Refer to details and examples in text to support what the text says explicitly and make inferences.
13-b	Describes 5 locations not in view (e.g., Tell me about your bedroom?)	CC.1.2.4.C*
13-с	Answers 25 intraverbal questions involving adjectives (e.g., Can you tell me a big animal?)	Explain events, procedures, ideas, or concepts in a text, including what happened and why, based on specific information in the text.
13-d	Answers a question about a single sentence just read, for 10 sentences	CC.1.2.4.G*
13-е	Correctly answers the question How old are you?	Interpret various presentations of information within a text or digital source and explain how the information contributes to an
13-f	Answers 2 time questions with general responses (e.g., What time do you go to bed?at nighttime)	understanding of text in which it appears. CC.1.2.4.H*
13-g	Completes a story sequence for 5 stories (e.g., Then what happened to the three little pigs?)	Explain how an author uses reasons and evidence to support particular points in a text.
13-h	Engages in 5 different conversations that contain at least 3 intraverbal exchanges on a single topic	CC.1.2.4.J*
13-ii	Describes 2 attributes about himself (e.g., I have brown hair. I have blue eyes.)	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.
13-1	Describes 2 attributes about minisen (e.g., 1 have brown hair. 1 have blue eyes.)	CC.1.2.4.L
		Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.
		CC.1.4.4.A
		Write informative/explanatory texts to examine a topic and convey ideas and information clearly. CC.1.4.4.B
		Identify and introduce the topic clearly.
		CC.1.4.4.C
		Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension.
		CC.1.4.4.D
		Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases;
		provide a concluding statement or section; include formatting when useful to aiding comprehension.
		CC.1.4.4.E Use precise language and domain-specific vocabulary to inform about or explain the topic.
		CC.1.4.4.K
		Choose words and phrases to convey ideas precisely.
		CC.1.4.4.M Write narratives to develop real or imagined experiences or events.
		CC.1.4.4.0
		Use dialogue and descriptions to develop experiences and events or show the responses of characters to situations; use concrete
		words and phrases and sensory details to convey experiences and events precisely.
		CC.1.4.4.P Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of
		events; provide a conclusion that follows from the narrated experiences and events.
		CC.1.4.4.Q
		Choose words and phrases to convey ideas precisely. CC.1.4.4.T
		With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
		CC.1.4.4.U
		With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
		CC.1.4.4.W
		Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and
		categorize information, and provide a list of sources.
		CC.1.4.4.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.1.5.4.A
		Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and
		expressing their own clearly. CC.1.5.4.B
		Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively,
		and orally.
		CC.1.5.4.D Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant,
		descriptive details to support main ideas or themes; speaking clearly with adequate volume, appropriate facts and felevant,
1		pronunciation.

		CC.1.5.4.E
		Differentiate between contexts that require formal English versus informal situations.
		CC.2.2.4.A.1 Represent and solve problems involving the four operations.
		CC.2.4.4.A.4
		Represent and interpret data involving fractions using information provided in a line plot.
14-M	Describes 25 different events, videos, stories, etc. with 8+ words (e.g., Tell me what happened The big monster	CC.1.2.4.A*
	scared everybody and they all ran into the house.)	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
14.0	Answers 25 different who, what, or where questions that contain 3 or more elements (e.g., What color is a fire truck?)	CC.1.2.4.B*
14-a		Refer to details and examples in text to support what the text says explicitly and make inferences. CC.1.2.4.C*
14-b	Provides at least 3 members of 25 categories (e.g., What do you find on a playground?)	Explain events, procedures, ideas, or concepts in a text, including what happened and why, based on specific information in the
14-c	Answers 5 questions about daily or current events (e.g., Where are you going with dad?)	text.
14-d	Intraverbally responds at least 25 times in a day to the verbal questions or statements from peers	CC.1.2.4.F*
14-e	Shows generalization by giving the same answer to 10 questions presented in 3 different ways (e.g., answers my house to	Determine the meaning of words and phrases as they are used in grade level text, including figurative language.
	Where do you live? Where is your dog? and Where do play?)	CC.1.2.4.G* Interpret various presentations of information within a text or digital source and explain how the information contributes to an
116		understanding of text in which it appears.
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.1.2.4.H*
14-g	Provides 3 pieces of personal information (e.g., Where do you live? What's your brother's name?)	Explain how an author uses reasons and evidence to support particular points in a text.
14-h	Answers 25 intraverbal questions involving prepositions (e.g., What's under your bed?)	CC.1.2.4.J*
14-i	Answers 25 intraverbal questions involving pronouns (e.g., Who has a brown dog?)	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.
14-j	Provides 25 answers to sequence questions (e.g., What do you do after you get to school?)	CC.1.2.4.K*
14-k	Answers 10 when questions (e.g., When do you take a bath?)	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content,
1 1 K	This wers 10 when questions (e.g., when do you take a baar.)	choosing flexibly from a range of strategies and tools.
		CC.1.2.4.L
		Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. CC.1.4.4.A
		Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
		CC.1.4.4.B
		Identify and introduce the topic clearly.
		CC.1.4.4.C
		Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension.
		CC.1.4.4.D
		Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases;
		provide a concluding statement or section; include formatting when useful to aiding comprehension.
		CC.1.4.4.E
		Use precise language and domain-specific vocabulary to inform about or explain the topic. CC.1.4.4.F
		Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.
		CC.1.4.4.I
		Provide reasons that are supported by facts and details.
		CC.1.4.4.J
		Create an organizational structure that includes related ideas grouped to support the writer's purpose and linked in a logical order with a concluding statement or section related to the opinion.
		CC.1.4.4.K
		Choose words and phrases to convey ideas precisely.
		CC.1.4.4.L
		Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.
		CC.1.4.4.M
		Write narratives to develop real or imagined experiences or events. CC.1.4.4.N
		Orient the reader by establishing a situation and introducing a narrator and/or characters.
		CC.1.4.4.0
		Use dialogue and descriptions to develop experiences and events or show the responses of characters to situations; use concrete
		words and phrases and sensory details to convey experiences and events precisely.
		CC.1.4.4.P Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of
		events; provide a conclusion that follows from the narrated experiences and events.
		CC.1.4.4.Q

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		Choose words and phrases to convey ideas precisely.
		CC.1.4.4.R Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.
		CC.1.4.4.S
		Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading
		standards for literature and informational texts.
		CC.1.4.4.T
		With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
		CC.1.4.4.U With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and
		collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
		CC.1.4.4.W
		Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and
		categorize information, and provide a list of sources.
		CC.1.4.4.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.1.5.4.A
		Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and
		expressing their own clearly.
		CC.1.5.4.B
		Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively,
		and orally. CC.1.5.4.D
		Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant,
		descriptive details to support main ideas or themes; speaking clearly with adequate volume, appropriate pacing, and clear
		pronunciation.
		CC.1.5.4.E
		Differentiate between contexts that require formal English versus informal situations.
		CC.2.2.4.A.1 Represent and solve problems involving the four operations.
		CC.2.4.4.A.2
		Translate information from one type of data display to another.
15-M	Answers 4 different rotating WH questions about a single topic for 10 topics (e.g., Who takes you to school? Where	CC.1.2.4.A*
	do you go to school? What do you take to school?)	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
15-a	Answers 10 questions about community helpers (e.g., What does a doctor do?)	CC.1.2.4.B* Refer to details and examples in text to support what the text says explicitly and make inferences.
		CC.1.2.4.C*
15-b	Answers 25 different questions that contain 4 or more parts of speech (e.g., What tool do you need to pound nails?)	Explain events, procedures, ideas, or concepts in a text, including what happened and why, based on specific information in the
15-c	Takes turns adding to a story started by others (e.g., And then he saw a boat)	text.
15-d	Answers 5 different how questions (e.g., How do you fix the hole?)	CC.1.2.4.D*
15-e	Provides last name when asked (e.g., Harrison)	Compare and contrast an event or topic told from two different points of view. CC.1.2.4.F*
15-f	Answers 25 intraverbal questions involving adverbs (e.g., What animal moves slow?)	Determine the meaning of words and phrases as they are used in grade level text, including figurative language.
15-g	Shows response generalization by describing the same 10 objects, events, pets, people, etc. in 3 different ways (e.g., in	CC.1.2.4.G*
13 5	reference to a pet dog Toby, the child says at different times a dog, an animal, Toby)	Interpret various presentations of information within a text or digital source and explain how the information contributes to an
1.5 1.		understanding of text in which it appears.
15-h	Describes 5 events that happened in the past	CC.1.2.4.H* Evaluin have an author year reasons and avidence to support particular points in a taxt
15-i	Describes 5 events that will happen in the future	Explain how an author uses reasons and evidence to support particular points in a text. CC.1.2.4.I*
15-j	Summarizes 5 different stories with at least 10 words	Integrate information from two texts on the same topic to demonstrate understanding of that topic.
15-k	Suggests a possible solution when presented with a problem	CC.1.2.4.K*
		Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content,
		choosing flexibly from a range of strategies and tools.
		CC.1.2.4.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.
		CC.1.4.4.D
		Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases;
		provide a concluding statement or section; include formatting when useful to aiding comprehension.
	\mathbf{I}	CC.1.4.4.F
		Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.

Provide reasons that are supported by facts and details.
CC.1.4.4.J
Create an organizational structure that includes related ideas grouped to support the writer's purpose and linked in a logical order
with a concluding statement or section related to the opinion.
CC.1.4.4.K
Choose words and phrases to convey ideas precisely.
CC.1.4.4.L
Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.
CC.1.4.4.M
Write narratives to develop real or imagined experiences or events.
CC.1.4.4.0
Use dialogue and descriptions to develop experiences and events or show the responses of characters to situations; use concrete
words and phrases and sensory details to convey experiences and events precisely.
CC.1.4.4.P
Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of events; provide a conclusion that follows from the narrated experiences and events.
CC.1.4.4.Q
Choose words and phrases to convey ideas precisely.
CC.1.4.4.R
Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.
CC.1.4.4.S
Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading
standards for literature and informational texts.
CC.1.4.4.T
With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
CC.1.4.4.U
With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and
collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
CC.1.4.4.W
Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and
categorize information, and provide a list of sources.
CC.1.4.4.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.1.5.4.B
Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively
and orally.
CC.1.5.4.D
Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant,
descriptive details to support main ideas or themes; speaking clearly with adequate volume, appropriate pacing, and clear
pronunciation.
CC.1.5.4.E
Differentiate between contexts that require formal English versus informal situations.
CC.2.4.4.A.2
Translate information from one type of data display to another.

	CLASSROM 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	CC.1.4.4.T
6-a	Adjusts to separation from parents (e.g., does not cry when parents leave)	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. CC.1.4.4.U
6-b	Sits at a snack or lunch table when physically prompted for 1 minute	With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and
6-c	Lines up with other children when physically prompted	collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
6-d	Demonstrates general compliance for all classroom aides	CC.1.5.4.A Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and
		expressing their own clearly.
7-M	Puts away personal items, lines up, and comes to a table with only 1 verbal prompt	CC.1.4.4.T
7-a	Does not attempt to move away from a peer when seated next to him	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. CC.1.4.4.U
7-b	Puts away personal items (e.g., coat, backpack, lunch box) with gestural and verbal prompts	With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and
7-c	Goes to and sits at a table with other children with only verbal prompts	collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
7-d	Cooperates with hand washing with physical assistance	
7-е	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	CC.1.4.4.T
8-a	Goes to a circle group and sits with only verbal prompts	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. CC.1.4.4.U
8-b	Goes to and sits at a table or work station with only verbal prompts	With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and
8-c	Waits while seated at a table, without touching materials, until allowed to do so	collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
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	CC.1.4.4.T
9-a	Comes inside after recess with only verbal prompts	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. CC.1.4.4.U
9-b	Participates in group movement and song activities with only verbal prompts (e.g., Ring Around the Rosy, Duck-Duck	With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and
	Goose, Hokey Pokey)	collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. CC.1.5.4.A
9-c	Imitates group activities with objects (e.g., tapping sticks together, shaking a maraca)	Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and
9-d	Sings songs with the group with only verbal prompts (e.g., Head, shoulders, knees and toes)	expressing their own clearly.
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	CC.1.4.4.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
	a teacher's SDs	with guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. — CC.1.4.4.U
10-a	Gets lunch with only verbal prompts	With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and
10-b	Puts away backpack, lunch box, or coat upon entering the classroom with group prompts	collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. CC.1.5.4.A
10-c	Imitates group activities with objects (e.g., tapping sticks together, shaking a maraca)	Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and
10-d	Gets out and opens most snack/lunch items independently	expressing their own clearly.
10-е	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	

	CLASSROM ROUTINES & GROUP SKILLS	
	LEVEL 3	
Skill	Skill VB-MAPP Milestones & Supporting Skills PA Core Standards	

11-M	Uses the toilet and washes hands with only verbal prompts	CC.1.4.4.T
11-a	Sits or stands at an arts and crafts or activity table for 5 minutes without disruptive behavior	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
11-b	Responds to 1 group instruction without additional prompts (e.g., Everybody stand up	CC.1.4.4.U With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and
11-c	Works independently on a task or activity for 1 minute without prompts or reinforcement	collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
11-d	Comes to the front of the group with 1 verbal prompt	CC.1.4.4.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or
11 0	Contes to the front of the group with 1 verous prompt	a day or two) for a range of discipline-specific tasks, purposes and audiences.
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?)	CC.1.4.4.D Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases; provide a concluding statement or section; include formatting when useful to aiding comprehension.
12-a	Raises hand to take a turn in a group setting (e.g., Who wants to pick a song?)	CC.1.4.4.T
12-b	Uses classroom materials as designed (e.g., glue, scissors, crayons, paper)	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. CC.1.4.4.U
12-c	Puts away toys and material when prompted to do so	With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and
12-d	Stays on task for 1 minute during an arts and crafts activity when an adult leaves the table	collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. CC.1.5.4.F
		Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
13-M	Works independently for 5 minutes in a group, and stays on task for 50% of the period	CC.1.4.4.D
13-a	Gets necessary materials to complete an activity when verbally prompted (e.g., Get some glue.)	Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases; provide a concluding statement or section; include formatting when useful to aiding comprehension.
13-b	Independently transitions between classroom activities with only group verbal prompts	CC.1.4.4.T
13-c	Responds to group questions without a direct prompt (e.g., What happened to Simba?)	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. CC.1.4.4.U
13-d	Mands to use the toilet and has minimal accidents	With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and
		collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
14-M	Acquires 2 new behaviors in a 15-minute group-teaching format involving 5 or more children	CC.1.4.4.D
14-a	Takes turns and shares items with peers	Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases; provide a concluding statement or section; include formatting when useful to aiding comprehension.
14-b	Discriminates and follows two-component group instructions (e.g., All the boys line up)	CC.1.4.4.T
14-c	Follows safety rules in a classroom (e.g., No running. No pushing.)	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. CC.1.4.4.U
14-d	Leads 2 different group activities involving 3 other children (e.g., red-light, green-light game)	With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and
14-e	Mands for a specific activity in a group setting (e.g., Let's play tag!)	collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
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.1.4.4.D Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases;
15-a	Focuses on a task despite disruptions in the room	provide a concluding statement or section; include formatting when useful to aiding comprehension. CC.1.4.4.T
15-b	Meets some of his own self-care needs without prompts (e.g., wipes nose, puts on coat)	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
15-c	Verbally interacts with peers 3 times in a table-top group activity	CC.1.4.4.U With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and
15-d	Sits back down when his turn is over without prompts	collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting
15-e	Keeps hands to self in a group setting	
15-f	Raises hand to indicate he knows the answer to a question during a group	
15-g	Completes 2 independent worksheets without prompts at a table with 3 other children	
15-h	Sits in a school assembly for 20 minutes without disruptive behavior	

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.1.2.4.A*
0-101	The child's articulation of 10 tacts can be understood by faminar addits who cannot see the item tacted	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
		CC.1.2.4.B*
		Refer to details and examples in text to support what the text says explicitly and make inferences.
		CC.1.4.4.A Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.
		CC.1.4.4.B
		Identify and introduce the topic clearly.
		CC.1.4.4.D
		Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases;
		provide a concluding statement or section; include formatting when useful to aiding comprehension.
		CC.1.4.4.E Use precise language and domain-specific vocabulary to inform about or explain the topic.
		CC.1.4.4.G
		Write opinion pieces on topics or texts.
		CC.1.4.4.H
		Introduce the topic and state an opinion on the topic.
		CC.1.4.4.I
		Provide reasons that are supported by facts and details. CC.1.4.4.K
		Choose words and phrases to convey ideas precisely.
		CC.1.4.4.M
		Write narratives to develop real or imagined experiences or events.
		CC.1.4.4.N
		Orient the reader by establishing a situation and introducing a narrator and/or characters. CC.1.4.4.Q
		Choose words and phrases to convey ideas precisely.
		CC.1.4.4.W
		Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and
		categorize information, and provide a list of sources.
		CC.1.5.4.A
		Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly.
		CC.1.5.4.B
		Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively,
		and orally.
		CC.1.5.4.C
		Identify the reasons and evidence a speaker provides to support particular points. CC.1.5.4.D
		Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant,
		descriptive details to support main ideas or themes; speaking clearly with adequate volume, appropriate pacing, and clear
		pronunciation.
		CC.1.5.4.E
= 3.5		Differentiate between contexts that require formal English versus informal situations.
7-M	Has a total listener vocabulary of 100 words (e.g., Touch nose. Jump. Find keys.)	CC.1.1.4.E Read with accuracy and fluency to support comprehension:
7-a	Uses recognizable words more frequently than jargon	Read on-level text with purpose and understanding.
7-b	Emits 2-3 word carrier phrases without "understanding" each word (e.g., It's a cat. Go for a ride?)	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
7-c	Has a total speaker vocabulary size of 50 words (all verbal operants except echoic)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
		CC.1.2.4.A*
		Determine the main idea of a text and explain how it is supported by key details; summarize the text.
		CC.1.2.4.B* Refer to details and examples in text to support what the text says explicitly and make inferences.
		CC.1.4.4.A
		Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.
		CC.1.4.4.B
		Identify and introduce the topic clearly.
		CC.1.4.4.D Crown related information in personable and sections limbing ideas within setapories of information using words and phrases.
		Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases; provide a concluding statement or section; include formatting when useful to aiding comprehension.
		CC.1.4.4.E

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		Use precise language and domain-specific vocabulary to inform about or explain the topic. CC.1.4.4.F
		Demonstrate a grade appropriate commando of the conventions of standard English grammar and spelling.
		CC.1.4.4.G
		Write opinion pieces on topics or texts.
		CC.1.4.4.H Introduce the topic and state an opinion on the topic.
		CC.1.4.4.I
		Provide reasons that are supported by facts and details.
		CC.1.4.4.J
		Create an organizational structure that includes related ideas grouped to support the writer's purpose and linked in a logical order
		with a concluding statement or section related to the opinion. CC.1.4.4.K
		Choose words and phrases to convey ideas precisely.
		CC.1.4.4.M
		Write narratives to develop real or imagined experiences or events.
		CC.1.4.4.N
		Orient the reader by establishing a situation and introducing a narrator and/or characters.
		CC.1.4.4.Q Choose words and phrases to convey ideas precisely.
		CC.1.4.4.R
		Demonstrate a grade appropriate commando of the conventions of standard English grammar and spelling.
		CC.1.4.4.W
		Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and
		categorize information, and provide a list of sources. CC.1.4.4.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.1.5.4.A
		Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and
		expressing their own clearly. CC.1.5.4.B
		Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively,
		and orally.
		CC.1.5.4.C
		Identify the reasons and evidence a speaker provides to support particular points.
		CC.1.5.4.D Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant,
		descriptive details to support main ideas or themes; speaking clearly with adequate volume, appropriate facts and relevant,
		pronunciation.
		CC.1.5.4.E
0		Differentiate between contexts that require formal English versus informal situations.
8-M	Emits 10 different 2-word utterances per day of any type except echoic (e.g., mand, tact)	CC.1.2.4.A* Determine the main idea of a text and explain how it is supported by key details; summarize the text.
8-a	Emits 2-word mands for recurrence (e.g., more tickle)	CC.1.2.4.B*
8-b	Emits 2-word noun-verb or verb-noun mands or tacts (e.g., Pour juice. Baby crying.)	Refer to details and examples in text to support what the text says explicitly and make inferences.
8-c	Adjusts volume of voice on command (e.g., whispers and uses loud voice)	CC.1.4.4.A
8-d	Echoes 10 different rhythms, intonations, or pitches	Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. CC.1.4.4.B
		Identify and introduce the topic clearly.
		CC.1.4.4.D
		Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases;
		provide a concluding statement or section; include formatting when useful to aiding comprehension.
		CC.1.4.4.E Use precise language and domain-specific vocabulary to inform about or explain the topic.
		CC.1.4.4.G
		Write opinion pieces on topics or texts.
		CC.1.4.4.H
		Introduce the topic and state an opinion on the topic.
		CC.1.4.4.I Provide reasons that are supported by facts and details.
		CC.1.4.4.K
	ı	

		Choose words and phrases to convey ideas precisely.
		CC.1.4.4.M Write narratives to develop real or imagined experiences or events.
		CC.1.4.4.N
		Orient the reader by establishing a situation and introducing a narrator and/or characters.
		CC.1.4.4.Q
		Choose words and phrases to convey ideas precisely.
		CC.1.4.4.W Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and
		categorize information, and provide a list of sources.
		CC.1.5.4.A
		Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and
		expressing their own clearly. CC.1.5.4.B
		Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively,
		and orally.
		CC.1.5.4.C
		Identify the reasons and evidence a speaker provides to support particular points. CC.1.5.4.D
		Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant,
		descriptive details to support main ideas or themes; speaking clearly with adequate volume, appropriate pacing, and clear
		pronunciation.
		CC.1.5.4.E Differentiate between contexts that require formal English versus informal situations.
9-M	Emits functional prosody (i.e., rhythm, stress, intonation) on 5 occasions in one day (e.g., puts emphasis or stress	CC.1.1.4.E
9-1VI	on certain words at appropriate times such as, It's MINE!)	Read with accuracy and fluency to support comprehension:
0.0		Read on-level text with purpose and understanding.
9-a	Consistently emits the initial consonants of words	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
9-b	Emits 2-word mands for possession (e.g., My cookie. That's mine.)	• Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
9-c	Emits 2-word mands or tacts for location (e.g., Come here. There's Thomas.)	CC.1.4.4.R Demonstrate a grade appropriate commando of the conventions of standard English grammar and spelling.
9-d	Emits 2-word mands for negation or refusal (e.g., No Barney. No shoes. No more.)	CC.1.4.4.S
9-е	Combines 2 words to make a novel word or phrase (e.g., Miss Betty)	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading
		standards for literature and informational texts.
		CC.1.5.4.A Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and
		expressing their own clearly.
		CC.1.5.4.B
		Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively,
		and orally. CC.1.5.4.C
		Identify the reasons and evidence a speaker provides to support particular points.
		CC.1.5.4.D
		Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant,
		descriptive details to support main ideas or themes; speaking clearly with adequate volume, appropriate pacing, and clear pronunciation.
		CC.1.5.4.E
		Differentiate between contexts that require formal English versus informal situations.
		CC.2.1.4.B.2
10 1/		Use place value operations and properties of operations to perform multi-digit arithmetic. CC.1.1.4.D
10-M	Has a total speaker vocabulary of 300 words (all verbal operants except echoic)	Know and apply grade level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound
10-a	Echoes most words or approximations to words on command (generalized echoic repertoire) but still has articulation	correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words.
	errors	CC.1.1.4.E
10-b	Strangers can understand at least 50% of the words emitted by the child	Read with accuracy and fluency to support comprehension:
10-с	Emits a total listener vocabulary size of 400 words	Read on-level text with purpose and understanding. Pend on level text orally with accuracy appropriate rate, and expression on successive readings.
10-d	Emits a mean length of utterance (MLU) of 2 1/2 morphemes (e.g., Push car. Where mommy go?)	 Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
		CC.1.2.4.A*
		Determine the main idea of a text and explain how it is supported by key details; summarize the text.
		CC.1.2.4.B*

Refer to details and examples in text to support what the text says explicitly and make inferences. CC.1.2.4.C* Explain events, procedures, ideas, or concepts in a text, including what happened and why, based on specific information in the text. CC.1.2.4.D* Compare and contrast an event or topic told from two different points of view. CC.1.2.4.F* Determine the meaning of words and phrases as they are used in grade level text, including figurative text. CC.1.2.4.G* Interpret various presentations of information within a text or digital source and explain how the information contributes to an understanding of text in which it appears. CC.1.2.4.I* Integrate information from two texts on the same topic to demonstrate understanding of that topic. CC.1.2.4.K* Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies and tools. CC.1.2.4.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. CC.1.4.4.A Write informative/explanatory texts to examine a topic and convey ideas and information clearly. CC.1.4.4.B Identify and introduce the topic clearly. CC.1.4.4.D Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases; provide a concluding statement or section; include formatting when useful to aiding comprehension. CC.1.4.4.F Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. CC.1.4.4.E Use precise language and domain-specific vocabulary to inform about or explain the topic. CC.1.4.4.G Write opinion pieces on topics or texts. CC.1.4.4.H Introduce the topic and state an opinion on the topic. CC.1.4.4.I Provide reasons that are supported by facts and details. CC.1.4.4.J Create an organizational structure that includes related ideas grouped to support the writer's purpose and linked in a logical order with a concluding statement or section related to the opinion. CC.1.4.4.K Choose words and phrases to convey ideas precisely. CC.1.4.4.M Write narratives to develop real or imagined experiences or events. Use dialogue and descriptions to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely. Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of events; provide a conclusion that follows from the narrated experiences and events. CC.1.4.4.0 Choose words and phrases to convey ideas precisely. CC.1.4.4.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and informational texts. CC.1.4.4.V Conduct short research projects that build knowledge through investigation of different aspects of a topic. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. CC.1.4.4.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.1.5.4.A

	Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and
	expressing their own clearly.
	CC.1.5.4.B
	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively,
	and orally.
	CC.1.5.4.C
	Identify the reasons and evidence a speaker provides to support particular points.
	CC.1.5.4.D
	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant,
	descriptive details to support main ideas or themes; speaking clearly with adequate volume, appropriate pacing, and clear
	pronunciation.
	CC.1.5.4.E
	Differentiate between contexts that require formal English versus informal situations.
	CC.2.1.4.B.2
	Use place value operations and properties of operations to perform multi-digit arithmetic.

	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)	CC.1.2.4.G* Interpret various presentations of information within a text or digital source and explain how the information contributes to an understanding of text in which it appears.	
11-a	Emits auxiliary (helping) verbs in a tact or mand carrier phrase (e.g., do, have, will, can, was)	CC.1.2.4.K*	
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)	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies and tools. CC.1.4.4.D	
11-c	Uses "s" vs. "es" plural markers (e.g., books or glasses)	Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases; provide a concluding statement or section; include formatting when useful to aiding comprehension.	
11-d	Uses irregular plurals correctly (e.g., foot-feet, mouse-mice, tooth-teeth)	CC.1.4.4.F Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. CC.1.4.4.L Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. CC.1.4.4.R Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. CC.1.4.A.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.1.5.4.A Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly. CC.1.5.4.B Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. CC.1.5.4.C Identify the reasons and evidence a speaker provides to support particular points. CC.1.5.4.D Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speaking clearly with adequate volume, appropriate pacing, and clear pronunciation.	
12-M	Emits verb inflections by combining 10 root verbs with affixes for regular past tense (e.g., played) and 10 root	CC.1.5.4.E Differentiate between contexts that require formal English versus informal situations. CC.1.5.4.G Demonstrate command of the conventions of standard English when speaking based on grade 4 level and content. CC.1.4.4.D	

	verbs with affixes for future tense (e.g., will play)	Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases;
12-a	Uses is and am appropriately with verbs (e.g., I am eating. The dog is barking.)	provide a concluding statement or section; include formatting when useful to aiding comprehension. CC.1.4.4.F
12-b	Emits conjunctions to combine words and phrases (e.g., and, or, but)	Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.
12-c	Emits some irregular past tense verbs appropriately (e.g., dug, ran, built)	CC.1.4.4.L
12-d	Emits 2-word noun-verb or verb-noun mands or tacts (e.g., Pour juice. Baby crying.)	Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. CC.1.4.4.R
12-e	Emits present participle inflection with "verb-ing" (e.g., running, playing, swimming)	Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.
12 0	Zimie present partierpre imiteerien with vere ing (e.g., ramming, praying, ewiming)	CC.1.4.4.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.1.5.4.A
		Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and
		expressing their own clearly. CC.1.5.4.B
		Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively,
		and orally.
		CC.1.5.4.C Identify the reasons and evidence a speaker provides to support particular points.
		CC.1.5.4.D
		Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant,
		descriptive details to support main ideas or themes; speaking clearly with adequate volume, appropriate pacing, and clear pronunciation.
		CC.1.5.4.E
		Differentiate between contexts that require formal English versus informal situations.
		CC.1.5.4.G Demonstrate command of the conventions of standard English when speaking based on grade 4 level and content.
13-M	Emits 10 different noun phrases containing at least 3 words, with 2 modifiers (e.g., adjectives, prepositions,	CC.1.2.4.A*
13-141	pronouns) (e.g., He's my puppet. I want chocolate ice cream.)	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
13-a	Speaks in 3-5 word sentences	CC.1.2.4.B* Refer to details and examples in tout to support what the tout says explicitly and make informace.
13-a	Emits prepositional phrases (e.g., on the table, in the house), but may not discriminate between prepositional pairs (e.g.,	Refer to details and examples in text to support what the text says explicitly and make inferences. CC.1.2.4.G*
13-0	on vs. under; in vs. out)	Interpret various presentations of information within a text or digital source and explain how the information contributes to an
13-c	Emits adjectives to modify nouns (e.g., blue train, chocolate cookie)	understanding of text in which it appears. CC.1.2.4.H*
13-c 13-d	Emits adjectives to modify nouns (e.g., one train, chocorate cookie) Emits contractions in a mand, tact, or intraverbal context (e.g., can't, don't, won't)	Explain how an author uses reasons and evidence to support particular points in a text.
	Emits pronouns to modify nouns (e.g., My shoes. Your cup.)	CC.1.2.4.I*
13-е	Emits pronouns to mounty nouns (e.g., wry snoes. Tour cup.)	Integrate information from two texts on the same topic to demonstrate understanding of that topic. CC.1.2.4.J*
		Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases,
		including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.
		CC.1.2.4.K* Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content,
		choosing flexibly from a range of strategies and tools.
		CC.1.4.4.A
		Write informative/explanatory texts to examine a topic and convey ideas and information clearly. CC.1.4.4.B
		Identify and introduce the topic clearly.
		CC.1.4.4.D
		Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases; provide a concluding statement or section; include formatting when useful to aiding comprehension.
		CC.1.4.4.F
		Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. CC.1.4.4.E
		Use precise language and domain-specific vocabulary to inform about or explain the topic.
		CC.1.4.4.G
		Write opinion pieces on topics or texts. CC.1.4.4.H
		Introduce the topic and state an opinion on the topic.
		CC.1.4.4.I
		Provide reasons that are supported by facts and details.
		CC.1.4.4.J

		Create an organizational structure that includes related ideas grouped to support the writer's purpose and linked in a logical order with a concluding statement or section related to the opinion.
		CC.1.4.4.M Write parentines to develop real or imagined experiences or events
		Write narratives to develop real or imagined experiences or events. CC.1.4.4.R
		Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. CC.1.4.4.U
		With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. CC.1.4.4.W
		Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
		CC.1.4.4.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.1.5.4.A Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly.
		CC.1.5.4.B
		Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. CC.1.5.4.C
		Identify the reasons and evidence a speaker provides to support particular points.
		CC.1.5.4.D Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant,
		descriptive details to support main ideas or themes; speaking clearly with adequate volume, appropriate pacing, and clear
		pronunciation. CC.1.5.4.E
		Differentiate between contexts that require formal English versus informal situations.
		CC.1.5.4.G
14-M	Emits 10 different verb phrases containing at least 3 words, with 2 modifiers (e.g., adverbs, prepositions,	Demonstrate command of the conventions of standard English when speaking based on grade 4 level and content. CC.1.4.4.D
14-1/1	pronouns) (e.g., Push me hard. Go up the steps.)	Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases;
14-a	Adjectives usually precede nouns when appropriate (e.g., a big boat vs. a boat big)	provide a concluding statement or section; include formatting when useful to aiding comprehension. CC.1.4.4.F
14-a	Verbs agree with the subjects in person (e.g., he was laughing vs. he were laughing)	Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.
14-c	Verbs agree with the subjects in person (e.g., he was laughing vs. he were laughing) Verbs agree with the subjects in number (e.g., Joey is home vs. Joey are home)	CC.1.4.4.E
14-c 14-d	Emits adjective inflections with the comparative suffixes "er" and "est" (e.g., good, better, best)	Use precise language and domain-specific vocabulary to inform about or explain the topic. CC.1.4.4.J
14-a 14-e	Emits adjective infections with the comparative surfaces of and est (e.g., good, better, best) Emits adjective infections with the comparative surfaces of and est (e.g., good, better, best)	Create an organizational structure that includes related ideas grouped to support the writer's purpose and linked in a logical order
14-6	Ellits advertes to modify veres (e.g., Go fast. It's slow.)	with a concluding statement or section related to the opinion. CC.1.4.4.L
		Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. CC.1.4.4.R
		Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. CC.1.5.4.A
		Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly. CC.1.5.4.B
		Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
		Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. CC.1.5.4.C
		Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. CC.1.5.4.C Identify the reasons and evidence a speaker provides to support particular points. CC.1.5.4.D
		Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. CC.1.5.4.C Identify the reasons and evidence a speaker provides to support particular points. CC.1.5.4.D Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant,
		Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. CC.1.5.4.C Identify the reasons and evidence a speaker provides to support particular points. CC.1.5.4.D Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speaking clearly with adequate volume, appropriate pacing, and clear pronunciation.
		Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. CC.1.5.4.C Identify the reasons and evidence a speaker provides to support particular points. CC.1.5.4.D Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speaking clearly with adequate volume, appropriate pacing, and clear pronunciation. CC.1.5.4.E
		Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. CC.1.5.4.C Identify the reasons and evidence a speaker provides to support particular points. CC.1.5.4.D Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speaking clearly with adequate volume, appropriate pacing, and clear pronunciation. CC.1.5.4.E Differentiate between contexts that require formal English versus informal situations.
		Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. CC.1.5.4.C Identify the reasons and evidence a speaker provides to support particular points. CC.1.5.4.D Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speaking clearly with adequate volume, appropriate pacing, and clear pronunciation. CC.1.5.4.E

	least 5 words (e.g., The dog licked my face.)	Interpret various presentations of information within a text or digital source and explain how the information contributes to an
15-a	Emits different noun and verb phrases connected by conjunctions (e.g., and, or, but, yet)	understanding of text in which it appears.
		CC.1.2.4.H*
15-b	Demonstrates a MLU of 5 morphemes (5 utterances in one "sentence" that each have an individual meaning, e.g., She	Explain how an author uses reasons and evidence to support particular points in a text. CC.1.2.4.J*
	pushed him down — the "ed" ending is a morpheme)	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases,
15-c	Pronouns agree with gender (e.g., the boy splashed himself vs. the boy splashed herself)	including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.
15-d	Pronouns agree with number (e.g., the boy splashed himself vs. the boys splashed himself)	CC.1.2.4.K*
15-е	Uses quantification in a sentence (e.g., always, never, sometimes)	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content,
15-f	Uses demonstratives in a sentence (e.g., this that, these, those)	choosing flexibly from a range of strategies and tools. CC.1.4.4.D
15-g	Emits words that describe the certainty of other words (e.g., I think I'm sure maybe)	Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases; provide a concluding statement or section; include formatting when useful to aiding comprehension. CC.1.4.4.F
		Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. CC.1.4.4.I
		Provide reasons that are supported by facts and details. CC.1.4.4.J Create an organizational structure that includes related ideas grouped to support the writer's purpose and linked in a logical order
		with a concluding statement or section related to the opinion. CC.1.4.4.L
		Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. CC.1.4.4.N
		Orient the reader by establishing a situation and introducing a narrator and/or characters. CC.1.4.4.O
		Use dialogue and descriptions to develop experiences and events or show the responses of characters to situations; use concrete
		words and phrases and sensory details to convey experiences and events precisely.
		CC.1.4.4.P
		Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of events; provide a conclusion that follows from the narrated experiences and events.
		CC.1.4.4.R
		Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. CC.1.4.4.S
		Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and informational texts.
		CC.1.4.4.W Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and
		categorize information, and provide a list of sources. CC.1.4.4.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.1.5.4.A Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and
		expressing their own clearly. CC.1.5.4.B
		Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
		CC.1.5.4.C
		Identify the reasons and evidence a speaker provides to support particular points.
		CC.1.5.4.D Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant,
		descriptive details to support main ideas or themes; speaking clearly with adequate volume, appropriate pacing, and clear pronunciation.
		CC.1.5.4.E
		Differentiate between contexts that require formal English versus informal situations. CC.1.5.4.G
		Demonstrate command of the conventions of standard English when speaking based on grade 4 level and content.

	LEVEL 3		
Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards	
11-M 11-a 11-b 11-c	Attends to a book when a story is being read to him for 75% of the time Turns pages and looks at books for 30 seconds Mands to be read stories from books Touches pictures in books that correspond to the story (e.g., Where's the big bad wolf?) Selects (LDs) the correct uppercase letter from an array of 5 letters, for 10 different letters	CC.1.4.10 Know and apply grade level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words. CC.1.2.4.10 Determine the main idea of a text and explain how it is supported by key details; summarize the text. CC.1.2.4.10 Refer to details and examples in text to support what the text says explicitly and make inferences. CC.1.2.4.10 Compare and contrast an event or topic told from two different points of view. CC.1.2.4.10 Interpret various presentations of information within a text or digital source and explain how the information contributes to an understanding of text in which it appears. CC.1.2.4.14 Explain how an author uses reasons and evidence to support particular points in a text. CC.1.2.4.1 Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. CC.1.4.4.1 Provide reasons that are supported by facts and details. CC.1.4.4.0 Use dialogue and descriptions to develop experiences or events. CC.1.4.4.P Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of events; provide a conclusion that follows from the narrated experiences and events. CC.1.4.4.P Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of events; provide a conclusion that follows from the narrated experiences and events. CC.1.4.4.B Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and informational texts to support analysis, reflection, and research, applying grade level reading standards for literation, and provide a list of sources. CC.1.5.4.B Paraphr	
12-M 12-a 12-b	Completes an ABC inset puzzle without prompts Recites 5 letters from the alphabet with a starting prompt (e.g., A B)	Know and apply grade level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words. CC.1.1.4.E	
12-b	Has a favorite book, and can provide the name of it by seeing the pictures on the cover	Read with accuracy and fluency to support comprehension:	
12-d	Tacts pictures in books while an adult reads the story	 Read on-level text with purpose and understanding. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. 	
12-е	Matches to sample all uppercase letters	 Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. CC.1.2.4.D* Compare and contrast an event or topic told from two different points of view. CC.1.2.4.G* Interpret various presentations of information within a text or digital source and explain how the information contributes to an understanding of text in which it appears. CC.1.2.4.H* Explain how an author uses reasons and evidence to support particular points in a text. CC.1.2.4.J* 	

		Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases,
		including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.
		CC.1.2.4.K*
		Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content,
		choosing flexibly from a range of strategies and tools. CC.1.5.4.B
		Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively,
		and orally.
13-M	Tacts 10 uppercase letters on command	CC.1.1.4.E
13-a	Recites (or sings) the whole alphabet with only a verbal prompt to do so	Read with accuracy and fluency to support comprehension: Read on-level text with purpose and understanding.
13-b	Mands for what written words say (e.g., What word is that?)	Read on-level text with purpose and understanding. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
13-с	Pretends to read a book	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
13-d	Discriminates as a listener (LDs) his own name from an array of 3 written names	The second to comment of some correct ward recognition and understanding, coreduming as necessary)
13-e	Looks at the written words, rather than just the pictures when stories are being read to him	CC.1.2.4.G*
13 C	Looks at the written words, rather than just the pictures when stories are being read to him	Interpret various presentations of information within a text or digital source and explain how the information contributes to an understanding of text in which it appears.
		CC.1.2.4.H*
		Explain how an author uses reasons and evidence to support particular points in a text.
		CC.1.2.4.K*
		Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies and tools.
14-M	Reads his own name	CC.1.1.4.E
14-wi		Read with accuracy and fluency to support comprehension:
	Discriminates among most uppercase letters (but may confuse some; e.g., M and N; P and R)	Read on-level text with purpose and understanding.
14-b	Matches 5 word cards to the same word written on paper	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
14-c	Provides the letter name given 5 sounds, and 5 sounds given a letter name	• Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
14-d	Intraverbally recalls 3 stories that have been read to him	CC.1.2.4.A* Determine the main idea of a text and explain how it is supported by key details; summarize the text.
14-e	Demonstrates LD and tact generalization for 3 different variations of the uppercase letters	CC.1.2.4.D*
		Compare and contrast an event or topic told from two different points of view.
		CC.1.2.4.I*
		Integrate information from two texts on the same topic to demonstrate understanding of that topic. CC.1.2.4.J*
		Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases,
		including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.
		CC.1.2.4.L
		Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. CC.1.4.4.0
		Use dialogue and descriptions to develop experiences and events or show the responses of characters to situations; use concrete
		words and phrases and sensory details to convey experiences and events precisely.
		CC.1.4.4.T
		With guidance and support form peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
		CC.1.4.4.U With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and
		collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
		CC.1.4.4.W
		Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and
		categorize information, and provide a list of sources. CC.1.5.4.B
		Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively,
		and orally.
15-M	Matches 5 words to the corresponding pictures or items in an array of 5, and vice versa (e.g., matches the written	CC.1.1.4.D
	word bird to a picture of a bird)	Know and apply grade level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words.
15-a	Indicates if 2 words rhyme or not for 10 different rhymes (e.g., cat and hat vs. cat and book)	CC.1.1.4.E
15-b	Tacts most uppercase letters (may confuse those that look similar; e.g., M and N; P and R)	Read with accuracy and fluency to support comprehension:
15-c	Matches 10 lower case letters to uppercase letters	Read on-level text with purpose and understanding.
15-d	Discriminates as a listener between numbers and letters (e.g., Which one is a letter?)	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
15 0	2 is the indicated as a fisherical section of the final section (e.g., 11 inch one is a fetter.)	

15-e	Spells his own name without prompts	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
15-f	Selects (LDs) the correct written word from an array of 3 words, for 3 different words	CC.1.2.4.F* Determine the meaning of words and phrases as they are used in grade level, text, including figurative language. CC.1.4.4.V Conduct short research projects that build knowledge through investigation of different aspects of a topic. CC.1.5.4.B Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly. CC.2.4.4.A.2 Translate information from one type of data display to another.

	WRITING LEVEL 3		
Skill	VB MAPP Milestones & Task Analysis	PA Core Standards	
11-M 11-a 11-b 11-c 11-d 11-e 11-f 11-g	Imitates 5 different writing actions modeled by an adult using a writing instrument and writing surface Uses a writing instrument to mark on paper, white board, or Magna Doodle when prompted Independently scribbles on paper, a white board, Magna Doodle, etc. Demonstrates right or left hand dominance Imitates back and forth horizontal movements with a crayon, marker, or pencil Imitates up and down vertical movements with a crayon, marker, or pencil Imitates small and large circular movements with a crayon, marker, or pencil Imitates diagonal and curved movements with a crayon, marker, or pencil	CC.1.4.A. Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. CC.1.4.B. Identify and introduce the topic clearly. CC.1.4.C. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension. CC.1.4.E. Use precise language and domain-specific vocabulary to inform about or explain the topic. CC.1.4.A.M Write narratives to develop real or imagined experiences or events. CC.1.4.A.U With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. CC.1.4.A.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.1.5.4.F Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. CC.2.1.4.B.1 Apply place value concepts to show an understanding of multi-digit whole numbers. CC.2.1.4.B.2 Use place value understanding and properties of operations to perform multi-digit arithmetic. CC.2.2.4.A.2 Develop and/or apply number theory concepts to find factors and multiples. CC.2.4.4.A.4 Generate and analyze patterns using one rule.	
12-M	Independently traces within ¼ inch of the lines of 5 different geometrical shapes (e.g. circle, square, triangle, rectangle, star)	CC.1.4.4.U With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact	

12-b Imitates drawing a square and triangle 12-c 17-aces 3 different shapes und stays within 1 inch of the lines 12-d 12-c 17-aces 3 different shapes when given a sample 12-c 17-aces 3 different shapes when given a sample 12-c 17-aces 4 miles of makes of the stay of the s	early.
12-c Traces 3 different shapes and stays within 1 inch of the lines Soliton of the content of a 6 inch curved path 12-c Copies 3 different shapes when given a sample CC.2.4.4.1.	early.
12-d Copies 3 different shapes when given a sample Cc.2.34.A1 12-f Copies 5 different lines and shapes together Copies 5 different lines and shapes together Cc.2.34.A2 13-M Copies 10 letters or numbers legibly CC.1.34.A3 13-a Copies 10 letters or numbers legibly CC.1.34.A4 13-a Copies 4 numbers or letters Cc.2.34.A1 13-b Independently combines shapes to make a picture (adult verbal prompts are okay) Copies 10 letters Copies 4 numbers or letters Copies 4 numbers or letters Copies 4 numbers or letters Copies 1 numbers or letters Copies 2 numbers or letters Copies 3 numbers or letters Copies 4 number	early.
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 CC.24.4A.2 Develop and/or apply number theory concepts to find factors and multiples. CC.24.4A.3 Genetic and analyze patterns using one rule. CC.14.4A. Traces in sown name on paper and stays within 1/2 inch of the letters CC.14.4A. Traces his own name on paper and stays within 1/2 inch of the letters CC.14.4A.1 Local Loc	
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13-M Copies 10 letters or numbers legibly 13-a Copies 4 numbers or letters 13-b Independently combines shapes to make a picture (adult verbal prompts are okay) 13-c Independently draws a person with 4 recognizable body parts (adult verbal prompts are okay) 13-d Traces his own name on paper and stays within 1/2 inch of the letters 13-d Traces his own name on paper and stays within 1/2 inch of the letters 13-d Use received in the price with facts, definitions, concrete details, quotations, or other information a include illustrations and multimedia when useful to aiding comprehension. 13-d User loop the topic with facts, definitions, concrete details, quotations, or other information a include illustrations and multimedia when useful to aiding comprehension. 13-d User loop the topic with facts, definitions, concrete details, quotations, or other information a include illustrations and multimedia when useful to aiding comprehension. 13-d User loop the topic with facts, definitions, concrete details, quotations, or other information a include illustrations and multimedia when useful to aiding comprehension. 13-d User loop the topic with facts, definitions, concrete details, quotations, or other information a include illustrations and multimedia when useful to aiding comprehension. 13-d User loop the topic with facts, definitions, concrete details, quotations, or other information a include illustrations and multimedia when useful to aiding comprehension. 13-d User loop the topic with facts, definitions, concrete details, quotations, or other information a include illustrations and multimedia when useful to aiding comprehension. 13-d User loop the topic with facts, definitions, concrete details, quotations, or other information a include illustrations and multimedia when useful to aiding comprehension. 13-d User loop the topic with facts, definitions, concrete details, quotations, concrete details, quotations and useful to aiding comprehension. 13-d User loop the topic with facts, definitions, concret	
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Solve problems involving measurement and conversions from a larger unit to a smaller unit	
CC.2.4.4.A.4	
Generate and analyze patterns using one rule.	
14-M Legibly spells and writes his own name without copying CC.1.4.4.U	
With some guidance and support, use technology, including the Internet, to produce and pul and collaborate with others; demonstrate sufficient command of keyboarding skills to type and collaborate with others.	lish writing as well as to interact
14-b Colors in pictures in coloring books and mostly stays within the lines sitting.	minimum of one page in a single
14-c Copies numbers 1-10 legibly on lined paper CC.2.4.4.A.1	
Solve problems involving measurement and conversions from a larger unit to a smaller unit	
CC.2.4.4.A.2 Develop and/or apply number theory concepts to find factors and multiples.	
CC.2.4.4.A.4	
Generate and analyze patterns using one rule.	
15-M Copies all 26 upper and lower case letters legibly Write informative/ explanatory texts to examine a topic and convey ideas and information of the control of the con	
15-a Draws recognizable pictures of 3 different items CC.1.4.4.B	early.
15-b Legibly writes 10 letters or numbers when dictated	early.
15-c Copies 5 simple words legibly CC.1.4.4.C Develop the topic with facts, definitions, concrete details, quotations, or other information a	early.
include illustrations and multimedia when useful to aiding comprehension.	
CC.1.4.4.E	

Use precise language and domain-specific vocabulary to inform about or explain the topic.
CC.1.4.4.G
Write opinion pieces on topics or texts.
СС.1.4.4.Н
Introduce the topic and state an opinion on the topic.
CC.1.4.4.I
Provide reasons that are supported by facts and details.
CC.1.4.4.J
Create an organizational structure that includes related ideas grouped to support the writer's purpose and linked in a logical
order with a concluding statement or section related to the opinion.
CC.1.4.4.K
Choose words and phrases to convey ideas precisely.
CC.1.4.4.M
Write narratives to develop real or imagined experiences or events.
CC.1.4.4.Q
Choose words and phrases to convey ideas precisely.
CC.1.4.4.U
With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact
and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single
sitting.
CC.I.4.4.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.2.4.4.A.1
Solve problems involving measurement and conversions from a larger unit to a smaller unit.
CC.2.4.4.A.2
Develop and/or apply number theory concepts to find factors and multiples.
CC.2.4.4.A.4
Generate and analyze patterns using one rule.
CC.2.4.4.A.6
Measure angles and use properties of adjacent angles to solve problems.

	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	CC.1.1.4.D	
11-a	Rote counts to 5 with a verbal starter prompt (e.g., count 1, 2,)	Know and apply grade level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words.	
11-b	Arranges objects by size (e.g., small, medium, and large blocks)	CC.2.1.4.B.1	
11-c	Distinguishes between 1 and 2 items as a listener (e.g., Where are 2 boats?)	Apply place value concepts to show an understanding of multi-digit whole numbers.	
11-d	Distinguishes between 1 and 2 items as a mand (e.g., I want 2 cookies.)	CC.2.1.4.B.2 Use place value understanding and properties of operations to perform multi-digit arithmetic.	
11-e	Matches to sample the numbers 1-10 (e.g., puts the number 4 with the number 4)	CC.2.2.4.A.1	
	7	Represent and solve problems involving the four operations.	
		CC.2.2.4.A.2 Develop and/or apply number theory concepts to find factors and multiples.	
		CC.2.2.4.A.4	
		Generate and analyze patterns using one rule.	
		CC.2.3.4.A.1	
		Draw lines and identify these in two-dimensional figures. CC.2.4.4.A.1	
		Solve problems involving measurement and conversions from a larger unit to a smaller unit.	
		CC.2.4.4.A.2	
		Develop and/or apply number theory concepts to find factors and multiples. CC.2.4.4.A.4	
		Generate and analyze patterns using one rule.	

		CC.2.4.4.A.6
		Measure angles and use properties of adjacent angles to solve problems.
10.35		CC.1.1.4.D
12-M	Tacts the numbers 1-5	Know and apply grade level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound
12-a	Distinguishes between 1 and 2 items as a tact (e.g., How many shoes do you have?)	correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words.
12-b	Holds up corresponding fingers for numbers 1-5 (e.g., Show me 2 fingers.)	CC.2.1.4.B.1 Apply place value concepts to show an understanding of multi-digit whole numbers.
12-c	Distinguishes between 1, 2, and 3 items as a listener (e.g., Can you find 3 flowers?)	— CC.2.1.4.B.2
12-d	Counts 2 items with 1:1 correspondence	Use place value understanding and properties of operations to perform multi-digit arithmetic.
		CC.2.2.4.A.1 Represent and solve problems involving the four operations.
		CC.2.2.4.A.2
		Develop and/or apply number theory concepts to find factors and multiples.
		CC.2.2.4.A.4 Generate and analyze patterns using one rule.
		CC.2.3.4.A.2
		Classify two-dimensional figures by properties of their lines and angles.
		CC.2.3.4.A.3 Recognize symmetric shapes and draw lines of symmetry.
		CC.2.4.4.A.1
		Solve problems involving measurement and conversions from a larger unit to a smaller unit.
		CC.2.4.4.A.2 Develop and/or apply number theory concepts to find factors and multiples.
		CC.2.4.4.A.4
		Generate and analyze patterns using one rule.
		CC.2.4.4.A.6 Measure angles and use properties of adjacent angles to solve problems.
		Measure angles and use properties of adjacent angles to solve problems.
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	CC.2.1.4.B.1
	cars.)	Apply place value concepts to show an understanding of multi-digit whole numbers. CC.2.1.4.B.2
13-a	Provides age when asked	Use place value understanding and properties of operations to perform multi-digit arithmetic.
13-b	Counts out up to 3 items given the verbal prompt How many? and the related set of items	CC.2.1.4.C.1
13-c	Identifies as a listener (LDs) the number of items (e.g., Which picture has 2 cars?)	Extend the understanding of fractions to show equivalence and ordering. CC.2.1.4.C.2
13-d	Demonstrates enumeration in counting (final emphasis on correct number) for numbers 1-3	Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.
		CC.2.1.4.C.3
		Connect decimal notation to fractions, and compare decimal fractions (base 10 denominator, e.g., 19/100). CC.2.2.4.A.1
		Represent and solve problems involving the four operations.
		CC.2.2.4.A.2
		Develop and/or apply number theory concepts to find factors and multiples. CC.2.2.4.A.4
		Generate and analyze patterns using one rule.
		CC.2.4.4.A.1
		Solve problems involving measurement and conversions from a larger unit to a smaller unit. CC.2.4.4.A.2
		Develop and/or apply number theory concepts to find factors and multiples.
		CC.2.4.4.A.4
		Generate and analyze patterns using one rule.
		Generate and analyze patterns using one rule. CC.2.4.4.A.6 Measure angles and use properties of adjacent angles to solve problems.
14-M	Identifies as a listener 8 different comparisons involving measurement (e.g., show me more or less, big or little,	Generate and analyze patterns using one rule. CC.2.4.4.A.6 Measure angles and use properties of adjacent angles to solve problems. CC.2.1.4.B.1
14-M	long or short, full or empty, loud or quiet)	Generate and analyze patterns using one rule. CC.2.4.4.A.6 Measure angles and use properties of adjacent angles to solve problems. CC.2.1.4.B.1 Apply place value concepts to show an understanding of multi-digit whole numbers.
14-M		Generate and analyze patterns using one rule. CC.2.4.4.A.6 Measure angles and use properties of adjacent angles to solve problems. CC.2.1.4.B.1 Apply place value concepts to show an understanding of multi-digit whole numbers. CC.2.1.4.B.2 Use place value understanding and properties of operations to perform multi-digit arithmetic.
	long or short, full or empty, loud or quiet)	Generate and analyze patterns using one rule. CC.2.4.4.A.6 Measure angles and use properties of adjacent angles to solve problems. CC.2.1.4.B.1 Apply place value concepts to show an understanding of multi-digit whole numbers. CC.2.1.4.B.2 Use place value understanding and properties of operations to perform multi-digit arithmetic. CC.2.1.4.C.1
14-a	long or short, full or empty, loud or quiet) Correctly tacts a collection of 1-3 items as "1," "2," and "3" (e.g., How many are here?)	Generate and analyze patterns using one rule. CC.2.4.4.A.6 Measure angles and use properties of adjacent angles to solve problems. CC.2.1.4.B.1 Apply place value concepts to show an understanding of multi-digit whole numbers. CC.2.1.4.B.2 Use place value understanding and properties of operations to perform multi-digit arithmetic. CC.2.1.4.C.1 Extend the understanding of fractions to show equivalence and ordering.
14-a 14-b	long or short, full or empty, loud or quiet) Correctly tacts a collection of 1-3 items as "1," "2," and "3" (e.g., How many are here?) Identifies (LDs) a collection of items as more or less/fewer than a comparison group	Generate and analyze patterns using one rule. CC.2.4.4.A.6 Measure angles and use properties of adjacent angles to solve problems. CC.2.1.4.B.1 Apply place value concepts to show an understanding of multi-digit whole numbers. CC.2.1.4.B.2 Use place value understanding and properties of operations to perform multi-digit arithmetic. CC.2.1.4.C.1

14-e	Identifies (LDs) an item as longer or shorter than a comparison item	CC.2.1.4.C.3
110	Recharges (2009) an item as longer of shorter than a comparison item	Connect decimal notation to fractions, and compare decimal fractions (base 10 denominator, e.g., 19/100).
		CC.2.2.4.A.1
		Represent and solve problems involving the four operations.
		CC.2.2.4.A.2
		Develop and/or apply number theory concepts to find factors and multiples.
		CC.2.2.4.A.4
		Generate and analyze patterns using one rule. CC.2.3.4.A.1
		Draw lines and angles and identify these in two-dimensional figures.
		CC.2.3.4.A.2
		Classify two-dimensional figures by properties of their lines and angles.
		CC.2.3.4.A.3
		Recognize symmetric shapes and draw lines of symmetry.
		CC.2.4.4.A.1
		Solve problems involving measurement and conversions from a larger unit to a smaller unit.
		CC.2.4.4.A.2
		Develop and/or apply number theory concepts to find factors and multiples.
		CC.2.4.4.A.4
		Generate and analyze patterns using one rule.
		CC.2.4.4.A.6
		Measure angles and use properties of adjacent angles to solve problems.
15-M	Correctly matches a written number to a quantity and a quantity to a written number for the numbers 1-5 (e.g.,	CC.1.4.4.U
	matches the number 3 to a picture of 3 trucks)	With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
15-a	Performs an action a specified number of times up to 5 (e.g., Clap 3 times)	CC.2.1.4.B.1
		Apply place value concepts to show an understanding of multi-digit whole numbers.
15-b	Completes a sequence or pattern containing 2 elements (e.g., red-green; red-green)	CC.2.1.4.B.2
15-c	Correctly Identifies (LDs) the ordinal terms "first" and "last"	Use place value understanding and properties of operations to perform multi-digit arithmetic.
15-d	Correctly Identifies (LDs) and tacts morning time and night time	CC.2.1.4.C.1
15-e	Intraverbally responds to what number is next for numbers 1-9	Extend the understanding of fractions to show equivalence and ordering. CC.2.1.4.C.2
15-f	Correctly Identifies (LDs) 3 different coins, and intraverbally states what to do with money	Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.
		CC.2.1.4.C.3
		Connect decimal notation to fractions, and compare decimal fractions (base 10 denominator, e.g., 19/100).
		CC.2.2.4.A.1
		Represent and solve problems involving the four operations.
		CC.2.2.4.A.2
		Develop and/or apply number theory concepts to find factors and multiples. CC.2.2.4.A.4
		Generate and analyze patterns using one rule.
		CC.2.3.4.A.1
		Draw lines and angles and identify these in two-dimensional figures.
		CC.2.3.4.A.2
		Classify two-dimensional figures by properties of their lines and angles.
		CC.2.3.4.A.3
		Recognize symmetric shapes and draw lines of symmetry.
		CC.2.4.4.A.1
		Solve problems involving measurement and conversions from a larger unit to a smaller unit.
		CC.2.4.4.A.2
		Develop and/or apply number theory concepts to find factors and multiples.
		CC.2.4.4.A.4 Generate and analyze patterns using one rule.
		CC.2.4.4.A.6
		Measure angles and use properties of adjacent angles to solve problems.
		included ungress and use properties of adjacent ungress to sorre problems.