

The purpose of this document is to assist Kansas educators when aligning the DLM Essential Elements with the VB-MAPP. Educators are expected to purchase the protocol to administer the VB-MAPP assessments

4th Grade

VB-MAPP Milestones Alignment to the KS DLM Essential Elements & SECD Standards

MAND — LEVEL 1

VB-MAPP Milestones	KS DLM Essential Elements & SECD Standards
MAND 1 M – 5 M	

MAND — LEVEL 2

VB-MAPP Milestones	KS DLM Essential Elements & SECD Standards
MAND 6 M – 10 M	ELA EE.L.4.3 Use language to achieve desired outcomes when communicating. -Use language to express emotion -Communicate effectively with peers and adults

MAND — LEVEL 3

VB-MAPP Milestones	KS DLM Essential Elements & SECD Standards
MAND 11 M – 15 M	ELA EE.L.4.3 Use language to achieve desired outcomes when communicating. -Use language to express emotion -Communicate effectively with peers and adults

TACT — LEVEL 1

VB-MAPP Milestones	KS DLM Essential Elements & SECD Standards
TACT 1 M – 2 M	
TACT 3 M – 4 M	ELA EE.RL.4.6 Identify the narrator of a story
TACT 5 M	ELA EE.RL.4.6 Identify the narrator of a story EE.RF.4.3 Use letter-sound knowledge to read words -Apply letter-sound knowledge to use first letter plus context to identify unfamiliar words -Decode single-syllable words with common spelling patterns (consonant-vowel-consonant CVC or high-frequency rimes) EE. RF.4.4 Read words in text -Read text comprised of familiar words with accuracy and understanding -Use letter knowledge and context to support word recognition when reading EE.W.4.4 Produce writing that expresses more than one idea EE.W.4.5 With guidance and support from adults and peers, plan before writing and revise own writing EE.L.4.1 Demonstrate standard English grammar and usage when communicating -Use possessive pronouns -Use comparative and superlative adjectives to describe people or objects -Use common prepositions (e.g. to, from, in, out, on, off, by, with) -Combine three or more words in communication

TACT — LEVEL 2

VB-MAPP Milestones	KS DLM Essential Elements & SECD Standards
TACT 6 M	ELA EE.RL.4.6 Identify the narrator of a story EE.RI.4.1 Identify explicit details in an informational text EE.RI.4.3 Identify an explicit detail that is related to an individual, event, or idea in a historical, scientific, or technical text EE.RI.4.10 Demonstrate understanding of text while actively engaged in shared reading of History/social studies, science, and technical texts EE.RF.4.3 Use letter-sound knowledge to read words -Apply letter-sound knowledge to use first letter plus context to identify unfamiliar words -Decode single-syllable words with common spelling patterns (CVC or high-frequency rimes) EE.RF.4.4 Read words in text -Read text comprised of familiar words with accuracy and understanding -Use letter knowledge and context to support word recognition when reading EE.W.4.4 Produce writing that expresses more than one idea EE.W.4.5 With guidance and support from adults and peers, plan before writing and revise own writing EE.L.4.1 Demonstrate standard English grammar and usage when communicating -Use possessive pronouns

	<ul style="list-style-type: none"> -Combine common nouns with verbs, nouns, or pronouns in communication -Use comparative and superlative adjectives to describe people or objects -Use common prepositions (e.g. to, from, in, out, on, off, by, with) -Combine three or more words in communication
<p>TACT 7 M – 10 M</p>	<p>ELA</p> <ul style="list-style-type: none"> EE.RL.4.6 Identify the narrator of a story EE.RI.4.1 Identify explicit details in an informational text EE.RI.4.3 Identify an explicit detail that is related to an individual, event, or idea in a historical, scientific, or technical text EE.RI.4.10 Demonstrate understanding of text while actively engaged in shared reading of History/social studies, science, and technical texts EE.RF.4.3 Use letter-sound knowledge to read words <ul style="list-style-type: none"> -Apply letter-sound knowledge to use first letter plus context to identify unfamiliar words -Decode single-syllable words with common spelling patterns (CVC or high-frequency rimes) EE.RF.4.4 Read words in text <ul style="list-style-type: none"> -Read text comprised of familiar words with accuracy and understanding -Use letter knowledge and context to support word recognition when reading EE.W.4.4 Produce writing that expresses more than one idea EE.W.4.5 With guidance and support from adults and peers, plan before writing and revise own writing EE.L.4.1 Demonstrate standard English grammar and usage when communicating <ul style="list-style-type: none"> -Use possessive pronouns -Combine common nouns with verbs, nouns, or pronouns in communication -Use comparative and superlative adjectives to describe people or objects -Use common prepositions (e.g. to, from, in, out, on, off, by, with) -Combine three or more words in communication <p><u>Social Emotional and Character Development Standards</u></p>

TACT — LEVEL 3

VB-MAPP Milestones

KS DLM Essential Elements & SECD Standards

TACT 11 M – 15 M

ELA

- EE.RL.4.6 Identify the narrator of a story
- EE.RI.4.1 Identify explicit details in an informational text
- EE.RI.4.3 Identify an explicit detail that is related to an individual, event, or idea in a historical, scientific, or technical text
- EE.RI.4.10 Demonstrate understanding of text while actively engaged in shared reading of History/social studies, science, and technical texts
- EE.RF.4.3 Use letter-sound knowledge to read words
 - Apply letter-sound knowledge to use first letter plus context to identify unfamiliar words
 - Decode single-syllable words with common spelling patterns (CVC or high-frequency rimes)
- EE.RF.4.4 Read words in text
 - Read text comprised of familiar words with accuracy and understanding
 - Use letter knowledge and context to support word recognition when reading
- EE.W.4.4 Produce writing that expresses more than one idea
- EE.W.4.5 With guidance and support from adults and peers, plan before writing and revise own writing
- EE.W.4.7 Gather information about a topic from two or more sources for a research project
- EE.L.4.1 Demonstrate standard English grammar and usage when communicating
 - Use possessive pronouns
 - Combine common nouns with verbs, nouns, or pronouns in communication
 - Use comparative and superlative adjectives to describe people or objects
 - Use common prepositions (e.g. to, from, in, out, on, off, by, with)
 - Combine three or more words in communication

MATH

- EE.4.OA.5 Use repeating patterns to make predictions
- EE.4.NF.1-2 Identify models of one half ($1/2$) and one fourth ($1/4$)
- EE.4.NF.3 Differentiate between whole and half
- EE.4.MD.2.a Tell time using a digital clock. Tell time to nearest hour using an analog clock
- EE.4.G.2 Describe the defining attributes of two-dimensional shapes
- EE.4.G.3 Recognize that lines of symmetry partition shapes into equal areas

[Social Emotional and Character Development Standards](#)

LISTENER RESPONDING (LR) — LEVEL 1

VB-MAPP Milestones	KS DLM Essential Elements & SECD Standards
LR 1 M – 4 M	
LR 5 M	<p>ELA</p> <p>EE.RI.4.2 Identify the main idea of a text when it is explicitly stated</p> <p>EE.W.4.5 With guidance and support from adults and peers, plan before writing and revise own writing</p>

LISTENER RESPONDING (LR) — LEVEL 2

VB-MAPP Milestones	KS DLM Essential Elements & SECD Standards
LR 6 M	<p>ELA</p> <p>EE.RI.4.2 Identify the main idea of a text when it is explicitly stated</p> <p>EE.W.4.5 With guidance and support from adults and peers, plan before writing and revise own writing</p>
LR 7 M – 8 M	<p>ELA</p> <p>EE.RI.4.2 Identify the main idea of a text when it is explicitly stated</p> <p>EE.W.4.5 With guidance and support from adults and peers, plan before writing and revise own writing</p> <p>Social Emotional and Character Development Standards</p>
LR 9 M	<p>ELA</p> <p>EE.RI.4.2 Identify the main idea of a text when it is explicitly stated</p> <p>EE.W.4.5 With guidance and support from adults and peers, plan before writing and revise own writing</p> <p>EE.L.4.1 Demonstrate standard English grammar and usage when communicating</p> <ul style="list-style-type: none"> -Use possessive pronouns -Combine common nouns with verbs, nouns, or pronouns in communication -Use comparative and superlative adjectives to describe people or objects -Use common prepositions (e.g. to, from, in, out, on, off, by, with) -Combine three or more words in communication <p>Social Emotional and Character Development Standards</p>
LR 10 M	<p>ELA</p> <p>EE.RI.4.2 Identify the main idea of a text when it is explicitly stated</p> <p>EE.W.4.5 With guidance and support from adults and peers, plan before writing and revise own writing</p> <p>EE.L.4.1 Demonstrate standard English grammar and usage when communicating</p> <ul style="list-style-type: none"> -Use possessive pronouns -Combine common nouns with verbs, nouns, or pronouns in communication -Use comparative and superlative adjectives to describe people or objects -Use common prepositions (e.g. to, from, in, out, on, off, by, with) -Combine three or more words in communication

EE.SL.4.2 Ask and answer questions about details from a text

EE.SL.4.4 Retell a story or personal experience or recount a topic with supporting details

[Social Emotional and Character Development Standards](#)

LISTENER RESPONDING (LR) — LEVEL 3

VB-MAPP Milestones	KS DLM Essential Elements & SECD Standards
LR 11 M – 13 M	<p>ELA</p> <p>EE.RI.4.2 Identify the main idea of a text when it is explicitly stated</p> <p>EE.W.4.5 With guidance and support from adults and peers, plan before writing and revise own writing</p> <p>EE.L.4.1 Demonstrate standard English grammar and usage when communicating</p> <ul style="list-style-type: none"> -Use possessive pronouns -Combine common nouns with verbs, nouns, or pronouns in communication -Use comparative and superlative adjectives to describe people or objects -Use common prepositions (e.g. to, from, in, out, on, off, by, with) -Combine three or more words in communication <p>EE.SL.4.2 Ask and answer questions about details from a text</p> <p>EE.SL.4.4 Retell a story or personal experience or recount a topic with supporting details</p> <p>MATH</p> <p>EE.4.NF.1-2 Identify models of one half (1/2) and one fourth (1/4)</p> <p>EE.4.NF.3 Differentiate between whole and half</p> <p>Social Emotional and Character Development Standards</p>
LR 14 M	<p>ELA</p> <p>EE.RI.4.2 Identify the main idea of a text when it is explicitly stated</p> <p>EE.W.4.5 With guidance and support from adults and peers, plan before writing and revise own writing</p> <p>EE.L.4.1 Demonstrate standard English grammar and usage when communicating</p> <ul style="list-style-type: none"> -Use possessive pronouns -Combine common nouns with verbs, nouns, or pronouns in communication -Use comparative and superlative adjectives to describe people or objects -Use common prepositions (e.g. to, from, in, out, on, off, by, with) -Combine three or more words in communication <p>EE.SL.4.2 Ask and answer questions about details from a text</p> <p>EE.SL.4.4 Retell a story or personal experience or recount a topic with supporting details</p> <p>MATH</p> <p>EE.4.NF.1-2 Identify models of one half (1/2) and one fourth (1/4)</p> <p>EE.4.NF.3 Differentiate between whole and half</p> <p>Social Emotional and Character Development Standards</p>
LR 15 M	<p>ELA</p> <p>EE.RI.4.2 Identify the main idea of a text when it is explicitly stated</p> <p>EE.W.4.5 With guidance and support from adults and peers, plan before writing and revise own writing</p> <p>EE.L.4.1 Demonstrate standard English grammar and usage when communicating</p> <ul style="list-style-type: none"> -Use possessive pronouns -Combine common nouns with verbs, nouns, or pronouns in communication -Use comparative and superlative adjectives to describe people or objects

-Use common prepositions (e.g. to, from, in, out, on, off, by, with)

-Combine three or more words in communication

EE.SL.4.2 Ask and answer questions about details from a text

EE.SL.4.4 Retell a story or personal experience or recount a topic with supporting details

MATH

EE.4.NF.1-2 Identify models of one half ($1/2$) and one fourth ($1/4$)

EE.4.NF.3 Differentiate between whole and half

[Social Emotional and Character Development Standards](#)

VISUAL PERCEPTUAL SKILLS AND MATCHING-TO-SAMPLE (VP-MTS) — LEVEL 1

VB-MAPP Milestones	KS DLM Essential Elements & SECD Standards
VP-MTS 1 M – 5 M	

VISUAL PERCEPTUAL SKILLS AND MATCHING-TO-SAMPLE (VP-MTS) — LEVEL 2

VB-MAPP Milestones	KS DLM Essential Elements & SECD Standards
VP-MTS 6 M – 7 M	ELA EE.L.4.5 Demonstrate understanding of word relationships and use -Common idioms (e.g. no way, not a chance, you bet) -Demonstrate understanding of opposites
VP-MTS 8 M – 10 M	ELA EE.L.4.5 Demonstrate understanding of word relationships and use -Common idioms (e.g. no way, not a chance, you bet) -Demonstrate understanding of opposites EE.RL.4.2 Identify the theme or central idea of a familiar story, drama, or poem EE.RL.4.9 Compare characters, settings or events in stories, myths, or texts from different cultures

VISUAL PERCEPTUAL SKILLS AND MATCHING-TO-SAMPLE (VP-MTS) — LEVEL 3

VB-MAPP Milestones	KS DLM Essential Elements & SECD Standards
VP-MTS 11 M – 13 M	ELA EE.L.4.5 Demonstrate understanding of word relationships and use -Common idioms (e.g. no way, not a chance, you bet) -Demonstrate understanding of opposites EE.RL.4.2 Identify the theme or central idea of a familiar story, drama, or poem EE.RL.4.9 Compare characters, settings or events in stories, myths, or texts from different cultures
VP-MTS 14 M – 15 M	ELA EE.L.4.5 Demonstrate understanding of word relationships and use -Common idioms (e.g. no way, not a chance, you bet) -Demonstrate understanding of opposites EE.RL.4.2 Identify the theme or central idea of a familiar story, drama, or poem EE.RL.4.9 Compare characters, settings or events in stories, myths, or texts from different cultures EE.W.4.8 Recall and sort information from personal experiences or a topic into given categories

INDEPENDENT PLAY (IND PLAY) — LEVEL 1

**VB-MAPP
Milestones**

KS DLM Essential Elements & SECD Standards

**IND PLAY
1 M – 5 M**

INDEPENDENT PLAY (IND PLAY) — LEVEL 2

**VB-MAPP
Milestones**

KS DLM Essential Elements & SECD Standards

**IND PLAY
6 M – 10 M**

INDEPENDENT PLAY (IND PLAY) — LEVEL 3

**VB-MAPP
Milestones**

KS DLM Essential Elements & SECD Standards

**IND PLAY
11 M – 15 M**

SOCIAL BEHAVIOR AND SOCIAL PLAY (SOCIAL B&P) — LEVEL 1

VB-MAPP Milestones	KS DLM Essential Elements & SECD Standards
SOCIAL B&P 1M – 5 M	

SOCIAL BEHAVIOR AND SOCIAL PLAY (SOCIAL B&P) — LEVEL 2

VB-MAPP Milestones	KS DLM Essential Elements & SECD Standards
SOCIAL B&P 6 M	
SOCIAL B&P 7 M – 10 M	ELA EE.SL.4.1 Engage in collaborative discussions -Contribute ideas from prior knowledge of a text during discussions about the same text -With guidance and support, carry out assigned role in a discussion -Answer specific questions related to information in a discussion -Identify the key ideas in a discussion EE.L.4.1 Demonstrate standard English grammar and usage when communicating -Use possessive pronouns -Combine common nouns with verbs, nouns, or pronouns in communication -Use comparative and superlative adjectives to describe people or objects -Use common prepositions (e.g. to, from, in, out, on, off, by, with) -Combine three or more words in communication

SOCIAL BEHAVIOR AND SOCIAL PLAY (SOCIAL B&P) — LEVEL 3

VB-MAPP Milestones	KS DLM Essential Elements & SECD Standards
SOCIAL B&P 11 M – 15 M	ELA EE.SL.4.1 Engage in collaborative discussions -Contribute ideas from prior knowledge of a text during discussions about the same text -With guidance and support, carry out assigned role in a discussion -Answer specific questions related to information in a discussion -Identify the key ideas in a discussion EE.L.4.1 Demonstrate standard English grammar and usage when communicating -Use possessive pronouns -Combine common nouns with verbs, nouns, or pronouns in communication -Use comparative and superlative adjectives to describe people or objects -Use common prepositions (e.g. to, from, in, out, on, off, by, with) -Combine three or more words in communication Social Emotional and Character Development Standards

MOTOR IMITATION (MI) — LEVEL 1

**VB-MAPP
Milestones**

KS DLM Essential Elements & SECD Standards

**MI
1 M – 5 M**

MOTOR IMITATION (MI) — LEVEL 2

**VB-MAPP
Milestones**

KS DLM Essential Elements & SECD Standards

**MI
6 M – 10 M**

ECHOIC— LEVEL 1

VB-MAPP Milestones	KS DLM Essential Elements & SECD Standards
ECHOIC 1 M – 5 M	ELA <p>EE.RF.4.3 Use letter-sound knowledge to read words</p> <ul style="list-style-type: none">-Apply letter-sound knowledge to use first letter plus context to identify unfamiliar words-Decode single-syllable words with common spelling patterns (CVC or high frequency rimes) <p>EE.L.4.1 Demonstrate standard-English grammar and usage when communicating</p> <ul style="list-style-type: none">-Use possessive pronouns-Combine common nouns with verbs, nouns, or pronouns in communication-Use comparative and superlative adjectives to describe people or objects-Use common prepositions (e.g. to, from, in, out, on, off, by, with)-Combine three or more words in communication <p>EE.L.4.3 Use language to achieve desired outcomes when communicating</p> <ul style="list-style-type: none">-Use language to express emotion-Communicate effectively with peers and adults <p>EE.L.4.6 Use words acquired through conversations, being read to, and during shared reading activities including domain specific words</p>

ECHOIC — LEVEL 2

VB-MAPP Milestones	KS DLM Essential Elements & SECD Standards
ECHOIC 6 M – 10 M	ELA <p>EE.RF.4.3 Use letter-sound knowledge to read words</p> <ul style="list-style-type: none">-Apply letter-sound knowledge to use first letter plus context to identify unfamiliar words-Decode single-syllable words with common spelling patterns (CVC or high frequency rimes) <p>EE.L.4.1 Demonstrate standard-English grammar and usage when communicating</p> <ul style="list-style-type: none">-Use possessive pronouns-Combine common nouns with verbs, nouns, or pronouns in communication-Use comparative and superlative adjectives to describe people or objects-Use common prepositions (e.g. to, from, in, out, on, off, by, with)-Combine three or more words in communication <p>EE.L.4.3 Use language to achieve desired outcomes when communicating</p> <ul style="list-style-type: none">-Use language to express emotion-Communicate effectively with peers and adults <p>EE.L.4.6 Use words acquired through conversations, being read to, and during shared reading activities including domain specific words</p>

SPONTANEOUS VOCAL BEHAVIOR (SVB) — LEVEL 1

VB-MAPP Milestones

KS DLM Essential Elements & SECD Standards

**SVB
5 M**

ELA

- EE.RF.4.3 Use letter-sound knowledge to read words
 - Apply letter-sound knowledge to use first letter plus context to identify unfamiliar words
 - Decode single-syllable words with common spelling patterns (CVC or high frequency rimes)
- EE.L.4.1 Demonstrate standard-English grammar and usage when communicating
 - Use possessive pronouns
 - Combine common nouns with verbs, nouns, or pronouns in communication
 - Use comparative and superlative adjectives to describe people or objects
 - Use common prepositions (e.g. to, from, in, out, on, off, by, with)
 - Combine three or more words in communication
- EE.L.4.3 Use language to achieve desired outcomes when communicating
 - Use language to express emotion
 - Communicate effectively with peers and adults
- EE.L.4.6 Use words acquired through conversations, being read to, and during shared reading activities including domain specific words

LISTENER RESPONDING BY FUNCTION, FEATURE, & CLASS (LRFFC) — LEVEL 2

VB-MAPP Milestones	KS DLM Essential Elements & SECD Standards
LRFFC 6 M	ELA EE.L.4.1 Demonstrate standard English grammar and usage when communicating -Use possessive pronouns -Combine common nouns with verbs, nouns, or pronouns in communication -Use comparative and superlative adjectives to describe people or objects -Use common prepositions (e.g. to, from, in, out, on, off, by, with) -Combine three or more words in communication EE.L.4.4 Demonstrate knowledge of word meanings -Use context as a clue to guide selection of a word that completes a sentence read aloud by an adult -Use frequently occurring root words (e.g. talk) and the words that result when word endings are added (e.g. talked, talking, talks) EE.L.4.5 Demonstrate understanding of word relationships and use -Use common idioms (e.g. no way, not a chance, you bet) -Demonstrate understanding of opposites EE.L.4.6 use words acquired through conversations, being read to, and during shared reading activities including domain-specific words
LRFFC 7 M	ELA EE.RL.4.3 Use details from the text to describe characters in the story EE.L.4.1 Demonstrate standard English grammar and usage when communicating -Use possessive pronouns -Combine common nouns with verbs, nouns, or pronouns in communication -Use comparative and superlative adjectives to describe people or objects -Use common prepositions (e.g. to, from, in, out, on, off, by, with) -Combine three or more words in communication EE.L.4.4 Demonstrate knowledge of word meanings -Use context as a clue to guide selection of a word that completes a sentence read aloud by an adult -Use frequently occurring root words (e.g. talk) and the words that result when word endings are added (e.g. talked, talking, talks) EE.L.4.5 Demonstrate understanding of word relationships and use -Use common idioms (e.g. no way, not a chance, you bet) -Demonstrate understanding of opposites EE.L.4.6 use words acquired through conversations, being read to, and during shared reading activities including domain-specific words
LRFFC 8 M	ELA EE.RL.4.2 Identify the theme or central idea of a familiar story, drama or poem EE.RL.4.3 Use details from the text to describe characters in the story EE.RL.4.6 Identify the narrator of the story EE.RI.4.1 Identify explicit details in an informational text EE.RI.4.2 Identify the main idea of a text when it is explicitly stated EE.RI.4.4 Determine meaning of words in text EE.RI.4.5 Identify elements that are characteristic of informational texts EE.RI.4.6 Compare own experience with a written account of that experience

	<p>EE.RI.4.7 Answer questions about information presented visually, orally, or quantitatively</p> <p>EE.RI.4.8 Identify one or more reasons supporting a specific point in an informational text</p> <p>EE.RI.4.9 Compare details presented in two texts on the same topic</p> <p>EE.RI.4.10 Demonstrate understanding of text while actively engaged in shared reading of history/social studies, science and technical texts</p> <p>EE.W.4.1 Write opinions about topics or text</p> <p>EE.W.4.2 Write to share information supported by details</p> <ul style="list-style-type: none"> -Select a topic and write about including related visual, tactual, or multimedia information as appropriate -List words, facts or details related to the topic <p>EE.W.4.3 Write about events or personal experiences</p> <ul style="list-style-type: none"> -Write about a personal experience including two events in sequence -List words that describe an event or personal experience to use when writing about it <p>EE.W.4.5 With guidance and support from adults and peers, plan before writing and revise own writing</p> <p>EE.W.4.6 With guidance and support from adults, use technology, including Internet, to produce writing while interacting and collaborating with others</p> <p>EE.W.4.7 Gather information about a topic from two or more sources for a research project</p> <p>EE.SL.4.1 Engage in collaborative discussions</p> <ul style="list-style-type: none"> -Contribute ideas from prior knowledge of a text during discussions about the same text -With guidance and support, carry out assigned role in a discussion -Answer specific questions related to information in a discussion -Identify the key ideas in a discussion <p>EE.SL.4.2 Ask and answer questions about details from a text read aloud or information presented orally or through other media</p> <p>EE.SL.4.3 Identify a point that the speaker makes</p> <p>EE.SL.4.4 Retell a story or personal experience or recount a topic with supporting details</p> <p>EE.SL.4.5 Add audio recordings or visuals to a presentation about a personally relevant topic</p> <p>EE.L.4.1 Demonstrate standard English grammar and usage when communicating</p> <ul style="list-style-type: none"> -Use possessive pronouns -Combine common nouns with verbs, nouns, or pronouns in communication -Use comparative and superlative adjectives to describe people or objects -Use common prepositions (e.g. to, from, in, out, on, off, by, with) -Combine three or more words in communication <p>EE.L.4.4 Demonstrate knowledge of word meanings</p> <ul style="list-style-type: none"> -Use context as a clue to guide selection of a word that completes a sentence read aloud by an adult -Use frequently occurring root words (e.g. talk) and the words that result when word endings are added (e.g. talked, talking, talks) <p>EE.L.4.5 Demonstrate understanding of word relationships and use</p> <ul style="list-style-type: none"> -Use common idioms (e.g. no way, not a chance, you bet) -Demonstrate understanding of opposites <p>EE.L.4.6 use words acquired though conversations, being read to, and during shared reading activities including domain-specific words</p>
<p>LRFFC 9 M – 10 M</p>	<p>ELA</p> <p>EE.RL.4.2 Identify the theme or central idea of a familiar story, drama or poem</p> <p>EE.RL.4.3 Use details from the text to describe characters in the story</p> <p>EE.RL.4.6 Identify the narrator of the story</p> <p>EE.RI.4.1 Identify explicit details in an informational text</p> <p>EE.RI.4.2 Identify the main idea of a text when it is explicitly stated</p> <p>EE.RI.4.4 Determine meaning of words in text</p> <p>EE.RI.4.5 Identify elements that are characteristic of informational texts</p>

EE.RI.4.6 Compare own experience with a written account of that experience

EE.RI.4.7 Answer questions about information presented visually, orally, or quantitatively

EE.RI.4.8 Identify one or more reasons supporting a specific point in an informational text

EE.RI.4.9 Compare details presented in two texts on the same topic

EE.RI.4.10 Demonstrate understanding of text while actively engaged in shared reading of history/social studies, science and technical texts

EE.SL.4.1 Engage in collaborative discussions

- Contribute ideas from prior knowledge of a text during discussions about the same text
- With guidance and support, carry out assigned role in a discussion
- Answer specific questions related to information in a discussion
- Identify the key ideas in a discussion

EE.SL.4.2 Ask and answer questions about details from a text read aloud or information presented orally or through other media

EE.SL.4.3 Identify a point that the speaker makes

EE.SL.4.4 Retell a story or personal experience or recount a topic with supporting details

EE.SL.4.5 Add audio recordings or visuals to a presentation about a personally relevant topic

EE.L.4.1 Demonstrate standard English grammar and usage when communicating

- Use possessive pronouns
- Combine common nouns with verbs, nouns, or pronouns in communication
- Use comparative and superlative adjectives to describe people or objects
- Use common prepositions (e.g. to, from, in, out, on, off, by, with)
- Combine three or more words in communication

EE.L.4.4 Demonstrate knowledge of word meanings

- Use context as a clue to guide selection of a word that completes a sentence read aloud by an adult
- Use frequently occurring root words (e.g. talk) and the words that result when word endings are added (e.g. talked, talking, talks)

EE.L.4.5 Demonstrate understanding of word relationships and use

- Use common idioms (e.g. no way, not a chance, you bet)
- Demonstrate understanding of opposites

EE.L.4.6 use words acquired through conversations, being read to, and during shared reading activities including domain-specific words

LISTENER RESPONDING BY FUNCTION, FEATURE, & CLASS (LRFFC) — LEVEL 3

VB-MAPP Milestones

KS DLM Essential Elements & SECD Standards

LRFFC
11 M

ELA

- EE.RL.4.1 Use details from the text to recount what the text says
- EE.RI.4.1 Identify explicit details in an informational text
- EE.RI.4.2 Identify the main idea of a text when it is explicitly stated
- EE.RI.4.4 Determine meaning of words in text
- EE.RI.4.5 Identify elements that are characteristic of informational texts
- EE.RI.4.6 Compare own experience with a written account of that experience
- EE.RI.4.7 Answer questions about information presented visually, orally, or quantitatively
- EE.RI.4.8 Identify one or more reasons supporting a specific point in an informational text
- EE.RI.4.9 Compare details presented in two texts on the same topic
- EE.RI.4.10 Demonstrate understanding of text while actively engaged in shared reading of history/social studies, science and technical texts
- EE.SL.4.1 Engage in collaborative discussions
 - Contribute ideas from prior knowledge of a text during discussions about the same text
 - With guidance and support, carry out assigned role in a discussion
 - Answer specific questions related to information in a discussion
 - Identify the key ideas in a discussion
- EE.SL.4.2 Ask and answer questions about details from a text read aloud or information presented orally or through other media
- EE.SL.4.3 Identify a point that the speaker makes
- EE.SL.4.4 Retell a story or personal experience or recount a topic with supporting details
- EE.SL.4.5 Add audio recordings or visuals to a presentation about a personally relevant topic
- EE.L.4.1 Demonstrate standard English grammar and usage when communicating
 - Use possessive pronouns
 - Combine common nouns with verbs, nouns, or pronouns in communication
 - Use comparative and superlative adjectives to describe people or objects
 - Use common prepositions (e.g. to, from, in, out, on, off, by, with)
 - Combine three or more words in communication
- EE.L.4.4 Demonstrate knowledge of word meanings
 - Use context as a clue to guide selection of a word that completes a sentence read aloud by an adult
 - Use frequently occurring root words (e.g. talk) and the words that result when word endings are added (e.g. talked, talking, talks)
- EE.L.4.5 Demonstrate understanding of word relationships and use
 - Use common idioms (e.g. no way, not a chance, you bet)
 - Demonstrate understanding of opposites
- EE.L.4.6 Use words acquired through conversations, being read to, and during shared reading activities including domain-specific words

MATH

- EE.4.MD.2.c Use standard measurement to compare lengths of objects
- EE.4.MD.4.a Represent data on a picture or bar graph given a model and a graph to complete
- EE.4.MD.4.b Interpret data from a picture or bar graph
- EE.4.G.2 Describe the defining attributes of two-dimensional shapes

[Social Emotional and Character Development Standards](#)

<p>LRFFC 12 M – 13 M</p>	<p>ELA</p> <ul style="list-style-type: none"> EE.RI.4.1 Identify explicit details in an informational text EE.RI.4.2 Identify the main idea of a text when it is explicitly stated EE.RI.4.4 Determine meaning of words in text EE.RI.4.5 Identify elements that are characteristic of informational texts EE.RI.4.6 Compare own experience with a written account of that experience EE.RI.4.7 Answer questions about information presented visually, orally, or quantitatively EE.RI.4.8 Identify one or more reasons supporting a specific point in an informational text EE.RI.4.9 Compare details presented in two texts on the same topic EE.RI.4.10 Demonstrate understanding of text while actively engaged in shared reading of history/social studies, science and technical texts EE.SL.4.1 Engage in collaborative discussions <ul style="list-style-type: none"> -Contribute ideas from prior knowledge of a text during discussions about the same text -With guidance and support, carry out assigned role in a discussion -Answer specific questions related to information in a discussion -Identify the key ideas in a discussion EE.SL.4.2 Ask and answer questions about details from a text read aloud or information presented orally or through other media EE.SL.4.3 Identify a point that the speaker makes EE.SL.4.4 Retell a story or personal experience or recount a topic with supporting details EE.SL.4.5 Add audio recordings or visuals to a presentation about a personally relevant topic EE.L.4.1 Demonstrate standard English grammar and usage when communicating <ul style="list-style-type: none"> -Use possessive pronouns -Combine common nouns with verbs, nouns, or pronouns in communication -Use comparative and superlative adjectives to describe people or objects -Use common prepositions (e.g. to, from, in, out, on, off, by, with) -Combine three or more words in communication EE.L.4.4 Demonstrate knowledge of word meanings <ul style="list-style-type: none"> -Use context as a clue to guide selection of a word that completes a sentence read aloud by an adult -Use frequently occurring root words (e.g. talk) and the words that result when word endings are added (e.g. talked, talking, talks) EE.L.4.5 Demonstrate understanding of word relationships and use <ul style="list-style-type: none"> -Use common idioms (e.g. no way, not a chance, you bet) -Demonstrate understanding of opposites <p>MATH</p> <ul style="list-style-type: none"> EE.4.MD.2.c Use standard measurement to compare lengths of objects EE.4.MD.4.a Represent data on a picture or bar graph given a model and a graph to complete EE.4.MD.4.b Interpret data from a picture or bar graph EE.4.G.2 Describe the defining attributes of two-dimensional shapes <p><u>Social Emotional and Character Development Standards</u></p>
<p>LRFFC 14 M</p>	<p>ELA</p> <ul style="list-style-type: none"> EE.RL.4.1 Use details from the text to recount what the text says EE.RI.4.1 Identify explicit details in an informational text EE.RI.4.2 Identify the main idea of a text when it is explicitly stated EE.RI.4.4 Determine meaning of words in text EE.RI.4.5 Identify elements that are characteristic of informational texts

- EE.RI.4.6 Compare own experience with a written account of that experience
- EE.RI.4.7 Answer questions about information presented visually, orally, or quantitatively
- EE.RI.4.8 Identify one or more reasons supporting a specific point in an informational text
- EE.RI.4.9 Compare details presented in two texts on the same topic
- EE.RI.4.10 Demonstrate understanding of text while actively engaged in shared reading of history/social studies, science and technical texts
- EE.SL.4.1 Engage in collaborative discussions
 - Contribute ideas from prior knowledge of a text during discussions about the same text
 - With guidance and support, carry out assigned role in a discussion
 - Answer specific questions related to information in a discussion
 - Identify the key ideas in a discussion
- EE.SL.4.2 Ask and answer questions about details from a text read aloud or information presented orally or through other media
- EE.SL.4.3 Identify a point that the speaker makes
- EE.SL.4.4 Retell a story or personal experience or recount a topic with supporting details
- EE.SL.4.5 Add audio recordings or visuals to a presentation about a personally relevant topic
- EE.L.4.1 Demonstrate standard English grammar and usage when communicating
 - Use possessive pronouns
 - Combine common nouns with verbs, nouns, or pronouns in communication
 - Use comparative and superlative adjectives to describe people or objects
 - Use common prepositions (e.g. to, from, in, out, on, off, by, with)
 - Combine three or more words in communication
- EE.L.4.4 Demonstrate knowledge of word meanings
 - Use context as a clue to guide selection of a word that completes a sentence read aloud by an adult
 - Use frequently occurring root words (e.g. talk) and the words that result when word endings are added (e.g. talked, talking, talks)
- EE.L.4.5 Demonstrate understanding of word relationships and use
 - Use common idioms (e.g. no way, not a chance, you bet)
 - Demonstrate understanding of opposites
- EE.L.4.6 Use words acquired through conversations, being read to, and during shared reading activities including domain-specific words

MATH

- EE.4.NF.1-2 Identify models of one half (1/2) and one fourth (1/4)
- EE.4.NF.3 Differentiate between whole and half
- EE.4.MD.2.c Use standard measurement to compare lengths of objects
- EE.4.MD.4.a Represent data on a picture or bar graph given a model and a graph to complete
- EE.4.MD.4.b Interpret data from a picture or bar graph
- EE.4.G.2 Describe the defining attributes of two-dimensional shapes

Social Emotional and Character Development Standards

**LRFFC
15 M**

ELA

- EE.RL.4.1 Use details from the text to recount what the text says
- EE.RI.4.1 Identify explicit details in an informational text
- EE.RI.4.2 Identify the main idea of a text when it is explicitly stated
- EE.RI.4.4 Determine meaning of words in text
- EE.RI.4.5 Identify elements that are characteristic of informational texts
- EE.RI.4.6 Compare own experience with a written account of that experience
- EE.RI.4.7 Answer questions about information presented visually, orally, or quantitatively

- EE.RI.4.8 Identify one or more reasons supporting a specific point in an informational text
- EE.RI.4.9 Compare details presented in two texts on the same topic
- EE.RI.4.10 Demonstrate understanding of text while actively engaged in shared reading of history/social studies, science and technical texts
- EE.SL.4.1 Engage in collaborative discussions
- Contribute ideas from prior knowledge of a text during discussions about the same text
 - With guidance and support, carry out assigned role in a discussion
 - Answer specific questions related to information in a discussion
 - Identify the key ideas in a discussion
- EE.SL.4.2 Ask and answer questions about details from a text read aloud or information presented orally or through other media
- EE.SL.4.3 Identify a point that the speaker makes
- EE.SL.4.4 Retell a story or personal experience or recount a topic with supporting details
- EE.SL.4.5 Add audio recordings or visuals to a presentation about a personally relevant topic
- EE.L.4.1 Demonstrate standard English grammar and usage when communicating
- Use possessive pronouns
 - Combine common nouns with verbs, nouns, or pronouns in communication
 - Use comparative and superlative adjectives to describe people or objects
 - Use common prepositions (e.g. to, from, in, out, on, off, by, with)
 - Combine three or more words in communication
- EE.L.4.4 Demonstrate knowledge of word meanings
- Use context as a clue to guide selection of a word that completes a sentence read aloud by an adult
 - Use frequently occurring root words (e.g. talk) and the words that result when word endings are added (e.g. talked, talking, talks)
- EE.L.4.5 Demonstrate understanding of word relationships and use
- Use common idioms (e.g. no way, not a chance, you bet)
 - Demonstrate understanding of opposites
- EE.L.4.6 Use words acquired through conversations, being read to, and during shared reading activities including domain-specific words

MATH

- EE.4.NF.1-2 Identify models of one half ($\frac{1}{2}$) and one fourth ($\frac{1}{4}$)
- EE.4.NF.3 Differentiate between whole and half
- EE.4.MD.2.c Use standard measurement to compare lengths of objects
- EE.4.MD.4.a Represent data on a picture or bar graph given a model and a graph to complete
- EE.4.MD.4.b Interpret data from a picture or bar graph
- EE.4.G.2 Describe the defining attributes of two-dimensional shapes

[Social Emotional and Character Development Standards](#)

INTRAVERBAL (IV) — LEVEL 2

VB-MAPP Milestones	KS DLM Essential Elements & SECD Standards
IV 6 M	<p>ELA</p> <ul style="list-style-type: none"> EE.RI.4.1 Identify explicit details in an informational text EE.RI.4.2 Identify the main idea of a text when it is explicitly stated EE.RI.4.4 Determine meaning of words in text EE.RI.4.5 Identify elements that are characteristic of informational texts EE.RI.4.6 Compare own experience with a written account of that experience EE.RI.4.7 Answer questions about information presented visually, orally, or quantitatively EE.RI.4.8 Identify one or more reasons supporting a specific point in an informational text EE.RI.4.9 Compare details presented in two texts on the same topic EE.RI.4.10 Demonstrate understanding of text while actively engaged in shared reading of history/social studies, science and technical texts EE.SL.4.2 Ask and answer questions about details from a text read aloud or information presented orally or through other media EE.SL.4.3 Identify a point that the speaker makes EE.SL.4.4 Retell a story or personal experience or recount a topic with supporting details EE.L.4.2 Demonstrate understanding of conventions of standard English <ul style="list-style-type: none"> -Capitalize the first word in a sentence -Spell words phonetically, drawing on knowledge of letter-sound relationships, and/or common spelling patterns EE.L.4.3 Use language to achieve desired outcomes when communicating <ul style="list-style-type: none"> -Use language to express emotion -Communicate effectively with peers and adults EE.L.4.4 Demonstrate knowledge of word meanings <ul style="list-style-type: none"> -Use context as a clue to guide selection of a word that completes a sentence read aloud by an adult <p>Social Emotional and Character Development Standards</p>
IV 7 M – 9 M	<p>ELA</p> <ul style="list-style-type: none"> EE.RI.4.1 Identify explicit details in an informational text EE.RI.4.2 Identify the main idea of a text when it is explicitly stated EE.RI.4.4 Determine meaning of words in text EE.RI.4.5 Identify elements that are characteristic of informational texts EE.RI.4.6 Compare own experience with a written account of that experience EE.RI.4.7 Answer questions about information presented visually, orally, or quantitatively EE.RI.4.8 Identify one or more reasons supporting a specific point in an informational text EE.RI.4.9 Compare details presented in two texts on the same topic EE.RI.4.10 Demonstrate understanding of text while actively engaged in shared reading of history/social studies, science and technical texts EE.SL.4.1 Engage in collaborative discussions <ul style="list-style-type: none"> -Contribute ideas from prior knowledge of a text during discussions about the same text -With guidance and support, carry out assigned role in a discussion -Answer specific questions related to information in a discussion -Identify the key ideas in a discussion EE.SL.4.2 Ask and answer questions about details from a text read aloud or information presented orally or through other media EE.SL.4.3 Identify a point that the speaker makes

	<p>EE.SL.4.4 Retell a story or personal experience or recount a topic with supporting details</p> <p>EE.SL.4.5 Add audio recordings or visuals to a presentation about a personally relevant topic</p> <p>EE.L.4.2 Demonstrate understanding of conventions of standard English</p> <ul style="list-style-type: none"> -Capitalize the first word in a sentence -Spell words phonetically, drawing on knowledge of letter-sound relationships, and/or common spelling patterns <p>EE.L.4.3 Use language to achieve desired outcomes when communicating</p> <ul style="list-style-type: none"> -Use language to express emotion -Communicate effectively with peers and adults <p>EE.L.4.4 Demonstrate knowledge of word meanings</p> <ul style="list-style-type: none"> -Use context as a clue to guide selection of a word that completes a sentence read aloud by an adult <p>EE.L.4.6 Use words acquired through conversations, being read to and during shared reading activities including domain-specific words</p> <p>Social Emotional and Character Development Standards</p>
<p>IV 10 M</p>	<p>ELA</p> <p>EE.RI.4.2 Identify the main idea of a text when it is explicitly stated</p> <p>EE.RI.4.4 Determine meaning of words in text</p> <p>EE.RI.4.5 Identify elements that are characteristic of informational texts</p> <p>EE.RI.4.6 Compare own experience with a written account of that experience</p> <p>EE.RI.4.7 Answer questions about information presented visually, orally, or quantitatively</p> <p>EE.RI.4.8 Identify one or more reasons supporting a specific point in an informational text</p> <p>EE.RI.4.9 Compare details presented in two texts on the same topic</p> <p>EE.RI.4.10 Demonstrate understanding of text while actively engaged in shared reading of history/social studies, science and technical texts</p> <p>EE.SL.4.1 Engage in collaborative discussions</p> <ul style="list-style-type: none"> -Contribute ideas from prior knowledge of a text during discussions about the same text -With guidance and support, carry out assigned role in a discussion -Answer specific questions related to information in a discussion -Identify the key ideas in a discussion <p>EE.SL.4.2 Ask and answer questions about details from a text read aloud or information presented orally or through other media</p> <p>EE.SL.4.3 Identify a point that the speaker makes</p> <p>EE.SL.4.4 Retell a story or personal experience or recount a topic with supporting details</p> <p>EE.SL.4.5 Add audio recordings or visuals to a presentation about a personally relevant topic</p> <p>EE.L.4.2 Demonstrate understanding of conventions of standard English</p> <ul style="list-style-type: none"> -Capitalize the first word in a sentence -Spell words phonetically, drawing on knowledge of letter-sound relationships, and/or common spelling patterns <p>EE.L.4.3 Use language to achieve desired outcomes when communicating</p> <ul style="list-style-type: none"> -Use language to express emotion -Communicate effectively with peers and adults <p>EE.L.4.4 Demonstrate knowledge of word meanings</p> <ul style="list-style-type: none"> -Use context as a clue to guide selection of a word that completes a sentence read aloud by an adult <p>EE.L.4.6 Use words acquired through conversations, being read to and during shared reading activities including domain-specific words</p> <p>Social Emotional and Character Development Standards</p>

INTRAVERBAL (iv) — LEVEL 3

VB-MAPP Milestones

KS DLM Essential Elements & SECD Standards

IV
11 M – 15 M

ELA

- EE.RL.4.1 Use details from the text to recount what the text says
- EE.RL.4.2 Identify the theme or central idea of a familiar story, drama, or poem
- EE.RL.4.3 Use details from the text to describe characters in the story
- EE.RL.4.4 Determine the meaning of words in a text
- EE.RL.4.5 Identify elements that are characteristic of stories
- EE.RL.4.6 Identify the narrator of the story
- EE.RI.4.1 Identify explicit details in an informational text
- EE.RI.4.2 Identify the main idea of a text when it is explicitly stated
- EE.RI.4.4 Determine meaning of words in text
- EE.RI.4.5 Identify elements that are characteristic of informational texts
- EE.RI.4.6 Compare own experience with a written account of that experience
- EE.RI.4.7 Answer questions about information presented visually, orally, or quantitatively
- EE.RI.4.8 Identify one or more reasons supporting a specific point in an informational text
- EE.RI.4.9 Compare details presented in two texts on the same topic
- EE.RI.4.10 Demonstrate understanding of text while actively engaged in shared reading of history/social studies, science and technical texts
- EE.SL.4.1 Engage in collaborative discussions
 - Contribute ideas from prior knowledge of text during discussions about the same text
 - With guidance and support carry out assigned role in a discussion
 - Answer specific questions related to information in a discussion
 - Identify the key ideas in a discussion
- EE.SL.4.2 Ask and answer questions about details from a text read aloud or information presented orally or through other media
- EE.SL.4.3 Identify a point that the speaker makes
- EE.SL.4.4 Retell a story or personal experience or recount a topic with supporting details
- EE.SL.4.5 Add audio recordings or visuals to a presentation about a personally relevant topic
- EE.SL.4.6 Differentiate between communication partners and contexts that call for formal and informal communication
- EE.L.4.1 Demonstrate standard English grammar and usage when communicating
 - Use possessive pronouns
 - Combine common nouns with verbs, nouns, or pronouns in communication
 - Use comparative and superlative adjectives to describe people or objects
 - Use common prepositions (e.g. to, from, in, out, on, off, by, with)
 - Combine three or more words in communication
- EE.L.4.2 Demonstrate understanding of conventions of standard English
 - Capitalize the first word in a sentence
 - Spell words phonetically, drawing on knowledge of letter-sound relationships, and/or common spelling patterns
- EE.L.4.5 Demonstrate understanding of word relationships and use
 - Use common idioms (e.g. no way, not chance, you bet)
 - Demonstrate understanding of opposites
- EE.L.4.6 Use words acquired through conversations, being read to, and during shared reading activities including domain-specific words

MATH

EE.4.MD.2.c. Use standard measurement to compare lengths of objects

[Social Emotional and Character Development Standards](#)

CLASSROOM ROUTINES & GROUP SKILLS (ROUTINES & GROUP) — LEVEL 2	
VB-MAPP Milestones	KS DLM Essential Elements & SECD Standards
ROUTINES & GROUP 6 M – 10 M	

CLASSROOM ROUTINES & GROUP SKILLS (ROUTINES & GROUP) — LEVEL 3	
VB-MAPP Milestones	KS DLM Essential Elements & SECD Standards
ROUTINES & GROUP 11 M – 14 M	<u>Social Emotional and Character Development Standards</u>
ROUTINES & GROUP 15 M	<u>Social Emotional and Character Development Standards</u>

LINGUISTIC STRUCTURE (LING STRUC) — LEVEL 2

**VB-MAPP
Milestones**

KS DLM Essential Elements & SECD Standards

**LING STRUC
6 M – 10 M**

LINGUISTIC STRUCTURE (LING STRUC) — LEVEL 3

**VB-MAPP
Milestones**

KS DLM Essential Elements & SECD Standards

**LING STRUC
11 M – 15 M**

READING — LEVEL 3

VB-MAPP Milestones

KS DLM Essential Elements & SECD Standards

READING 11 M

ELA

EE.RI.4.10 Demonstrate understanding of text while actively engaged in shared reading of history/social studies, science and technical texts

READING 12 M – 14 M

ELA

EE.RF.4.3 Use letter-sound knowledge to read words

- Apply letter-sound knowledge to use first letter plus context to identify unfamiliar words
- Decode single-syllable words with common spelling patterns (CVC or high frequency rimes)

READING 15M

ELA

EE.RL.4.7 Make connections between the text representation of a story and a visual, tactual, or oral version of a story

EE.RF.4.3 Use letter-sound knowledge to read words

- Apply letter-sound knowledge to use first letter plus context to identify unfamiliar words
- Decode single-syllable words with common spelling patterns (CVC or high frequency rimes)

EE.RF.4.4 Read words in text

- Read text comprised of familiar words with accuracy and understanding
- Use letter knowledge and context to support word recognition when reading

EE.L.4.1 Demonstrate standard English grammar and usage when communicating

- Use possessive pronouns
- Combine common nouns with verbs, nouns or pronouns in communication
- Use comparative and superlative adjectives to describe people or objects
- Use common prepositions (e.g. to, from, in, out, on, off, by, with)
- Combine three or more words in communication

WRITING — LEVEL 3

VB-MAPP Milestones	KS DLM Essential Elements & SECD Standards
WRITING 11 M – 14 M	ELA EE.W.4.4 Produce writing that expresses more than one idea EE.W.4.5 With guidance and support from adults and peers, plan before writing and revise own writing EE.W.4.6 With guidance and support from adults, use technology, including Internet, to produce writing while interacting and collaborating with others
WRITING 15 M	ELA EE.W.4.1 Write opinions about topics or text -Select a topic or text and write an opinion about it -List reasons to support the opinion EE.W.4.2 Write to share information supported by details -Select a topic and write about it including related visual, tactual, or multimedia information as appropriate -List words, facts, details related to the topic EE.W.4.3 Write about events or personal experiences -Write about a personal experience including two events in sequence -List words that describe an event or personal experience to use when writing about it EE.W.4.4 Produce writing that expresses more than one idea EE.W.4.5 With guidance and support from adults and peers, plan before writing and revise own writing EE.W.4.6 With guidance and support from adults, use technology, including Internet, to produce writing while interacting and collaborating with others EE.W.4.7 Gather information about a topic from two or more sources for a research project EE.W.4.10 Write routinely for a variety of tasks, purposes and audiences

MATH — LEVEL 3

VB-MAPP Milestones	KS DLM Essential Elements & SECD Standards
MATH 11 M – 13 M	MATH EE.4.NBT.2. Compare whole numbers to 10 using symbols (<, >, =) EE.4.NBT.3. Round any whole number 0-100
MATH 14 M	MATH EE.4.NBT.2. Compare whole numbers to 10 using symbols (<, >, =) EE.4.NBT.3. Round any whole number 0-100 EE.4.MD.2.c. Use standard measurement to compare lengths of objects
MATH 15 M	MATH EE.4.OA.1-2 Demonstrate the connection between repeated addition and multiplication EE.4.OA.3 Solve one-step real-world problems using addition or subtraction within 100 EE.4.OA.4 Show one way to arrive at a product EE.4.OA.5 Use repeating patterns to make predictions EE.4.MD.2.d Identify coins (penny, nickel, dime, quarter) and their values