Pre-Kindergarten

VB-MAPP Milestones Alignment to the PA Core Standards

MAND LEVEL 1

| Skill | VB-MAPP Milestones & Supporting Skills List | PA Core Standards |
|-------|---|---|
| 1-M | Emits 2 words, sign, or icons but may require echoic, imitative, or other prompts, but no physical prompts (e.g. cracker, book) | CC.1.2.PK.I With prompting and support, identify basic similarities and differences between two texts read aloud on the same topic. CC.1.2.PK.L |
| 1-a | Makes eye contact (gaze shift) as a mand for attention or other reinforcers 2 times | With prompting and support, actively engage in group reading activities with purpose and understanding. |
| 1-b | Moves close to a reinforcing item to indicate the presence of an MO 2 times | CC.1.5.PK.A |
| 1-c | Pulls an adult to get access to a reinforcing item 2 times | Participate in collaborative conversations with peers and adults in small and larger groups. CC.1.5.PK.D |
| 1-d | Points or gestures towards a reinforce in order to obtain it 2 times | Using simple sentences, share stories, familiar experiences, and interests, speaking clearly enough to be understood by most |
| | | audiences CC.1.5.PK.E |
| 2-M | Emits 4 different mands without prompts (except What do you want?) – the desired item can be present (e.g. music, | Using simple sentences, express thoughts, feelings, and ideas, speaking clearly enough to be understood by most audiences. |
| | slinky, ball) | CC.1.5.PK.G |
| 2-a | Points to 2 different reinforcers in order to obtain them 2 times | Demonstrate command of the conventions of standard English when speaking, based on prekindergarten level and content. |
| 2-b | Nods or says yes or no when offered a reinforce 2 times (not an early target) | |
| 2-c | Emits 2 different mands without echoic prompts- can be with verbal or object prompts | |
| 2-d | Spontaneously emits 1 mand without echoic or imitative prompts- can be with object prompts | |
| 2-е | Generalizes 2 known mands across 2 different people and 2 settings | |
| | | |
| 3-M | Generalizes 6 mands across 2 people, 2 settings, and 2 different examples of a reinforcers (e.g., mands bubbles | |
| 3-a | Emits 2 spontaneous mands (no verbal prompt); — the object can be present | |
| 3-b | Emits 5 mands without echoic or imitative prompts — can be with verbal or object prompts | |
| 3-с | Generalizes 3 mands across 2 examples of a desired item (e.g., mands slide for 2 different slides) | |
| 3-d | Emits 6 different mands without echoic or imitative prompts — can be with verbal or object prompts | |
| | | |
| 4-M | Spontaneously emits (no verbal prompts) 5 mands — the desired item can be present | |
| 4-a | Mands for attention 2 times with some identifiable type of response (e.g., a tap on the arm) | |
| 4-b | Emits 2 mands without an object present — can be with What do you want? | |
| 4-c | Emits 2 mands without verbal prompts — can be with object prompts | |
| 4-d | Mands for others to attend to the same stimulus that he is attending to 5 times per day | |
| 4-e | Emits 1 mand to remove an undesirable item or activity (e.g.no) | |
| | | |
| 5-M | Emits 10 different mands without prompts (except, What do you want?) — the desired item can be present (e.g., | |
| _ | apple, swing, car, juice) | |
| 5-a | Emits 3 different mands without an object present — can be with a verbal prompt (e.g., mommy) | |
| 5-b | Emits 3 different mands without verbal prompts — can be with an object prompt | |
| 5-c | Mands contain intonations that vary and are appropriate to the current MO 2 times | |

| 5-d | Acquires a new mand in less than 20 training trials | |
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| 5-e | Continues to emit a mand 2 times if the reinforcer is not delivered (persistence) | |

| MAND | | | |
|------------|---|---|--|
| | LEVEL 2 | | |
| Skill | VB-MAPP Milestones & Supporting Skills List | PA Core Standards | |
| 6-M | Mands for 20 different missing items without prompts (except e.g., What do you need?) (e.g., mands for paper when given a crayon | CC.1.2.PK.I With prompting and support, identify basic similarities and differences between two texts read aloud on the same topic. CC.1.2.PK.L | |
| 6-a | Spontaneously emits 5 mands without an object present and without verbal prompts | With prompting and support, actively engage in group reading activities with purpose and understanding. CC.1.5.PK.A | |
| 6-b 6-c | Emits 10 different mands without echoic or imitative prompts — object can be present Mands for 5 different missing items without prompts (except a verbal prompt) | Participate in collaborative conversations with peers and adults in small and larger groups. | |
| 6-d | Generalizes 4 mands to 4 different people | CC.1.5.PK.D Using simple sentences, share stories, familiar experiences, and interests, speaking clearly enough to be understood by most | |
| 6-e | Maintains a newly acquired mand for a missing item after 24 hours of no contact with the item | audiences. | |
| " | Transition of the majority with the transition of the content with | CC.1.5.PK.E Using simple sentences, express thoughts, feelings, and ideas, speaking clearly enough to be understood by most audiences. | |
| 7-M | Mands for others to emit 5 different actions needed to enjoy a desired activity (e.g., open to get outside, push when on a swing) | CC.1.5.PK.G Demonstrate command of the conventions of standard English when speaking, based on prekindergarten level and content. | |
| 7-a | Mands 2 times with 2 words in a phrase or sentence (e.g., Drink juice.) | | |
| 7-b | Mands for other individuals to emit 2 different actions with verbal prompts (e.g., go, spin) | | |
| 7-c | Emits 2 mands to remove undesirable items or activities | | |
| 7-d | Demonstrates response generalization for two different mands (e.g., calls a filled cup both cup and drink; calls a dog both dog and Maggie) | | |
| 7-е | Mands contain varied intonation appropriate to both positive and negative MOs 5 times | | |
| 7-f | Mands for help or assistance 2 times | | |
| 7-g | Demonstrates a high frequency of manding (15 in a 5 minute period) | | |
| 8-M | Emits 5 different mands that contain 2 or more words (not including I want) (e.g., Go fast. My turn. Pour juice.) (TO: 60 min.) | | |
| 8-a | Mands 5 times with 2 words in a phrase or sentence | | |
| 8-b | Mands for information 2 times using what questions (e.g., What's that?) | | |
| 8-c | Mands with a pronoun 2 times (e.g., My train. That's yours.) | | |
| 8-d | Mands occur with 3 different carrier phrases (e.g., I want It's my Can I That's my) | | |
| 8-e | Mands with yes and no 4 times (e.g., Do you want a ride? Yes.) | | |
| 8-f | Mands for information 2 times using where questions (e.g., Where's Elmo?) | | |
| 9-M | Spontaneously emits 15 different mands (e.g., Let's play. Open. I want book.) | | |
| 9-a | Spontaneously emits 50 mands per day (can be with objects present, but without verbal prompts) | | |
| 9-b | Acquires 2 mands from tact or echoic only training (e.g., sees and tacts a live giraffe, and later mands to go back to see the giraffe) | | |
| 9-c | Mands for information 25 times using any type of question word | | |
| 9-d | Mands with an adjective 5 times (e.g., big chip, red car) | | |
| 9-е | Emits 5 mands in 30 seconds (e.g., during a game or fun activity such as water play) | | |

| 9-f | Mands contain 3-word phrases 10 times (e.g., That's my horse.) |
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| 10-M | Emits 10 new mands without specific mand training (e.g., spontaneously says Where kitty go? without formal mand |
| | training) |
| 10-a | Emits 2 new mands without training (e.g., says I want hot cocoa without training) |
| 10-b | Demonstrates response generalization for 2 different mands (e.g., Get me. Chase me. Run.) |
| 10-c | Mands with an adjective 5 times — can use verbal and nonverbal prompts |
| 10-d | Mands for information 3 times using who questions |
| 10-е | Spontaneously mands for others to emit 20 different actions (e.g., Run. Go. Push me.) |
| 10-f | Spontaneously mands to novel and unfamiliar people 2 times |

MAND LEVEL 3 Skill VB-MAPP Milestones & Supporting Skills List **PA Core Standards** CC.1.2.PK.I Spontaneously mands for different verbal information using a WH question or question word 5 times (e.g., What's With prompting and support, identify basic similarities and differences between two texts read aloud on the same topic. vour name? Where do I go?) 11-a Mands to peers 5 times With prompting and support, actively engage in group reading activities with purpose and understanding. Spontaneously mands for attention 5 times (e.g., Teacher! Hey! Excuse me.) Participate in collaborative conversations with peers and adults in small and larger groups. The child emits 100 or more different mands in a one week period 11-c Mands contain 3-word phrases 10 times (e.g, Can I see?) Using simple sentences, share stories, familiar experiences, and interests, speaking clearly enough to be understood by most audiences. Mands for a specific quantity of reinforcers 2 times (e.g., two gummy bears) 11-e CC.1.5.PK.E Using simple sentences, express thoughts, feelings, and ideas, speaking clearly enough to be understood by most audiences. CC.1.5.PK.G Politely Mands to stop an undesirable activity, or remove any aversive MO under 5 different circumstances (e.g., Demonstrate command of the conventions of standard English when speaking, based on prekindergarten level and content. Please stop pushing me. No thank you. Excuse me, can you move?) Mands to remove an aversive item or activity 2 times (e.g., Let go. Give it back.) Mands for others to perform a two-step action 2 times (e.g., Come here and watch me.) 12-c Says please and thank you with indirect adult verbal prompts (e.g., What do you say?) Demonstrates MO generalization by asking for 2 different reinforcers with the same words (e.g., when wanting attention saying let's draw, and when wanting to get out of work saying let's draw) Mands for others to participate in an activity 2 times (e.g., Come play. Help dig.) 12-е 13-M Mands with 10 different adjectives, prepositions, or adverbs (e.g., My crayon is broken. Don't take it out. Go fast.) Spontaneously mands to use the bathroom 2 times 13-a Mands for others to attend to his own nonverbal behavior 2 times (e.g., watch me) Mands for others to attend to some aspect of the environment 2 times (e.g., Look, it's a truck.) 13-d Mands with 2 different adjectives (e.g., I want the red gummy bear.) Mands with 2 different prepositions (e.g., Put it in the house.) Mands with 2 different adverbs (e.g., Slow down.) 13-f Gives directions, instructions, or explanations as to how to do something or how to participate in an activity 5 times (e.g., You put the glue on first, then stick it. You sit here while I get a book.) Mands for sympathy or other emotional support 2 times (e.g., He's mean.)

| 14-b | Mands for others to deliver a specific object to another person 2 times (e.g., Give it to Sarah.) |
|------|--|
| 14-c | Mands for instructions for completing a task 2 times (e.g., Where does it go? How do I do it?) |
| 14-d | Spontaneously mands with 3 different major parts of speech (e.g., noun-verb-adjective) in one sentence 2 times (e.g., Push |
| | the big bike fast.) |
| | |
| 15-M | Mands for others to attend to his own intraverbal behavior 5 times (e.g., Listen to me I'll tell you Here's what |
| | happened I'm telling the story) |
| 15-a | Mands contain 5 word phrases or sentences 10 times |
| 15-b | Mands for information about future events 2 times (e.g., When are we going to the party?) |
| 15-c | Mands for attention to a private event 2 times (e.g., My stomach hurts.) |
| 15-d | Mands for information 5 times using why questions |
| 15-е | Mands for information 5 times using how questions |

| | TACT | |
|-------------------|---|---|
| | LEVEL 1 | |
| Ski | Il VB-MAPP Milestones & Supporting Skills List | PA Core Standards |
| 1-M 1-a | Tacts 2 items with echoic and imitative prompts (e.g., people, pets, characters, or favorite objects) Tacts 1 familiar person, pet, or object with verbal prompts and motivation present (e.g. mama) | CC.1.2.PK.L With prompting and support, actively engage in group reading activities with purpose and understanding. CC.1.5.PK.D Using simple sentences, share stories, familiar experiences, and interests, speaking clearly enough to be understood by most audiences. CC.1.5.PK.E Using simple sentences, express thoughts, feelings, and ideas, speaking clearly enough to be understood by most audiences. CC.1.5.PK.G Demonstrate command of the conventions of standard English when speaking, based on prekindergarten level and content. |
| 2-M | Tacts any 4 items without echoic or imitative prompts (e.g., people, pets, characters, or other objects) | CC.1.2.PK.L With prompting and support, actively engage in group reading activities with purpose and understanding. CC.1.3.PK.D With prompting and support, name the author and illustrator of a story. CC.1.3.PK.E With prompting and support, recognize common types of text. CC.1.4.PK.V Ask questions about topics of personal interest to gain information; with teacher guidance and support, locate information on the chosen topic. CC.1.5.PK.D Using simple sentences, share stories, familiar experiences, and interests, speaking clearly enough to be understood by most audiences. CC.1.5.PK.E Using simple sentences, express thoughts, feelings, and ideas, speaking clearly enough to be understood by most audiences. CC.1.5.PK.G Demonstrate command of the conventions of standard English when speaking, based on prekindergarten level and content. |
| 3-M 3-a 3-b | Tacts 6 non-reinforcing items (e.g., shoe, hat, spoon, car, cup, bed) Generalizes known responses across 2 different people and 2 settings (e.g., tacts kitty for both mom and dad: tacts dada while in bed and in the kitchen) Generalizes tacts across 2 examples of an item for 2 items (e.g., tacts 2 different phones) | CC.1.2.PK.L With prompting and support, actively engage in group reading activities with purpose and understanding. CC.1.4.PK.C With prompting and support, generate ideas to convey information. CC.1.5.PK.D Using simple sentences, share stories, familiar experiences, and interests, speaking clearly enough to be understood by most audiences. CC.1.5.PK.E Using simple sentences, express thoughts, feelings, and ideas, speaking clearly enough to be understood by most audiences. CC.1.5.PK.G Demonstrate command of the conventions of standard English when speaking, based on prekindergarten level and content. |

| 4-M | Spontaneously tacts (no verbal prompts) 2 different items | CC.1.4.PK.C |
|-----|---|---|
| 4-a | Looks at family photos and, with verbal prompts, tacts 2 family members | With prompting and support, generate ideas to convey information. CC.1.4.PK.O |
| 4-b | Tacts 2 pictures from a book or picture card (2D) (e.g., duck, ball) | With prompting and support describe experiences and events. |
| | | CC.1.4.PK.P |
| | | Recount a single event and tell about the events in the order in which they occurred. |
| 5-M | Tacts 10 items (e.g., common objects, people, body parts, or pictures) | CC.1.2.PK.C |
| 5-a | Tacts 5 pictures (2D) | With prompting and support, make connections between information in a text and personal experiences. CC.1.2.PK.F |
| 5-b | Maintains a newly acquired tact after 24 hours without training | With prompting and support, answer questions about unfamiliar words read aloud from a text. |
| 5-c | Generalizes tacts across 3 examples of an item for 5 items (e.g., tacts 3 different spoons) | CC.1.2.PK.G |
| | Generalizes details deross 5 examples of all femilia (e.g., deta 5 different spoons) | With prompting and support, answer questions to connect illustrations to the written word. CC.1.2.PK.I |
| | | With prompting and support, identify basic similarities and differences between two texts read aloud on the same topic. CC.1.2.PK.J |
| | | Use new vocabulary and phrases acquired in conversations and being read to. |
| | | CC.1.2.PK.K |
| | | With prompting and support, clarify unknown words or phrases read aloud. CC.1.2.PK.L |
| | | With prompting and support, actively engage in group reading activities with purpose and understanding. |
| | | CC.1.3.PK.B |
| | | Answer questions about a particular story (who, what, how, when, and where). CC.1.3.PK.G |
| | | Describe pictures in books using details. |
| | | CC.1.3.PK.J |
| | | Use new vocabulary and phrases acquired in conversations and being read to. |
| | | CC.1.3.PK.K |
| | | With prompting and support, actively engage in group reading activities with purpose and understanding. CC.1.4.PK.O |
| | | With prompting and support describe experiences and events. |
| | | CC.1.5.PK.E |
| | | Using simple sentences, express thoughts, feelings, and ideas, speaking clearly enough to be understood by most audiences. CC.1.5.PK.G |
| | | Demonstrate command of the conventions of standard English when speaking, based on prekindergarten level and content. |
| | | CC.2.3.PK.A.1 |
| | | Identify and describe shapes. |

| | TACT | | |
|---------------------------------|--|---|--|
| | LEVEL 2 | | |
| Skill | VB-MAPP Milestones & Supporting Skills List | PA Core Standards | |
| 6-M 6-a 6-b 6-c 6-d | Tacts 25 items when asked, What's that? (e.g., book, shoe, car, dog, hat) Tacts 4 different people, pets, or characters by their specific name (can include mama and dada) Tacts 2 actions when asked, for example, What am I doing? (e.g., jumping, clapping) Acquires a new tact in less than 20 training trials Tacts 5 items in a 15 second period (fluency) | CC.1.1.PK.B Identify basic features of print. Differentiate between numbers and letters and words. Recognize and name some uppercase and lowercase letters of the alphabet. CC.1.1.PK.D Develop beginning phonics and word skills. Associate some letters with their names and sounds. Identify familiar words and environmental print. CC.1.2.PK.A With prompting and support, retell key details of text that support a provided main idea. CC.1.2.PK.B Answer questions about a text. CC.1.2.PK.C With prompting and support, make connections between information in a text and personal experiences. CC.1.2.PK.E | |

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| Describe pictures in books using details. CLAPK.I Associate good and support, make logical connections of characters in Wile prompting and support, make logical connections between drawing and dictation. CLAPK.I Why prompting and support, make logical connections between drawing and dictation. CLAPK.I Why prompting and support, make logical connections between drawing and dictation. CLAPK.I Why prompting and support, make logical connections between drawing and dictation. CLAPK.II Why prompting and support, make logical connections between drawing and dictation. CLAPK.II Why prompting and support, make logical connections between mindrum of the support and suggestions. IC CLAPK.II Why prompting and support, make logical connections between information in one reperiences, or books. CCLAPK.II Tacts 3 body parts (e.g., none, eyes, month) Tacts 3 body parts (e.g., none, eyes, month) Tacts 4 body parts (e.g., none, eyes, month) Tacts 40 items when a seked What 4 boding? (e.g., g., drinking, swimming) Tacts 40 items when a seked What 4 boding? (e.g., g., drinking, swimming) Tacts 40 items when a seked What 5 that? (e.g., tree, bowl, sock, crayon, apple) Tacts 40 items when a seked What 5 that? (e.g., tree, bowl, sock, crayon, apple) Tacts 40 items when a seked what 5 that? (e.g., tree, bowl, sock, crayon, apple) Tacts 40 items when a seked what 5 that? (e.g., tree, bowl, sock, crayon, apple) Tacts 40 items when a seked what 5 that? (e.g., tree, bowl, sock, crayon, apple) Tacts 40 items when a second what 6 doing? (e.g., drinking, swimming) Tacts 40 items when a second or the advertage and appears and experiences of exameters in white the second or | |
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| With prompting and support, make logical connections between drawing and dictation. CC14.PK.M | purpose and understanding. |
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| ### CCL14PK.T With guidance and support from adults and peers, respond to questions and suggestions, a CCL14PK.W With guidance and support, recall information from experiences or books. Tacts 3 body parts (e.g., nose, e.yes, mouth) | |
| ### With guidance and support from adults and peers, respond to questions and suggestions. In C.L.I.P.K. ### Tacts 3 body parts (e.g., nose, eyes, mouth) ### Tacts 2 auditory stimuli (e.g., phone ringing, siren, dog barking) ### Tacts 2 different actions when asked What he doing? (e.g., drinking, swimming) ### Tacts 40 items when asked What's that? (c.g., tree, bowl, sock, crayon, apple) ### Tacts 40 items when asked What's that? (c.g., tree, bowl, sock, crayon, apple) ### Tacts 40 items when asked What's that? (c.g., tree, bowl, sock, crayon, apple) ### Tacts 40 items when asked What's that? (c.g., tree, bowl, sock, crayon, apple) ### Tacts 40 items when asked What's that? (c.g., tree, bowl, sock, crayon, apple) ### Tacts 40 items when asked What's that? (c.g., tree, bowl, sock, crayon, apple) ### Tacts 40 items when asked What's that? (c.g., tree, bowl, sock, crayon, apple) ### Tacts 40 items when asked What's that? (c.g., tree, bowl, sock, crayon, apple) ### Tacts 40 items when asked What's that? (c.g., tree, bowl, sock, crayon, apple) ### Tacts 40 items when asked What's that? (c.g., tree, bowl, sock, crayon, apple) ### Tacts 40 items when asked What's that? (c.g., tree, bowl, sock, crayon, apple) ### Tacts 40 items when asked What's that? (c.g., tree, bowl, sock, crayon, apple) ### Tacts 40 items when asked What's that? (c.g., tree, bowl, sock, crayon, apple) ### Tacts 40 items when asked What's that? (c.g., tree, bowl, sock, crayon, apple) ### Tacts 40 items when asked What's that? (c.g., tree, bowl, sock, crayon, apple) ### Tacts 40 items when asked What's that? (c.g., tree, bowl, sock, crayon, apple) ### Tacts 40 items when asked What's that? (c.g., tree, bowl, sock, crayon, apple) ### Tacts 40 items when asked What's that? (c.g., tree, bowl, sock, crayon, apple) ### Tacts 40 items when asked What's that? (c.g., tree, bowl, sock, crayon, apple) ### Tacts 40 items when asked What's that? (c.g., tree, bowl, sock, crayon, apple) ### Tacts 40 items when asked What's that? (c.g., tree | |
| Generalizes tacts across 3 examples of 50 items, or from a list of known generalizations 7-a Tacts 3 body parts (e.g., nose, eyes, mouth) 7-b Tacts 2 auditory stimuli (e.g., phone ringing, siren, dog barking) 7-c Spontaneously emits a tact containing two words for 5 different tacts (e.g., baby's crying) 7-d Tacts 2 different actions when asked Whath 4 only green and ame some upperase and invertase letters of the alphabet. 7-c Tacts 40 items when asked Whath 2 shart? (e.g., tree, bowl, sock, crayon, apple) 7-d Tacts 2 different actions when asked Whath 4 only green and a sound stills. 8- Associate some letters with their names and sounds. 9- Alentify familiar words and environmental print. 9- CC.1.2.PK.2 9- With prompting and support, realt key details of fext that support a provided main idea. 9- CC.1.2.PK.2 9- With prompting and support, identify basic similarities and differences between two texts with prompting and support, identify basic similarities and differences between two texts with prompting and support, make connections between information in a text and personnections. Prompting and support, make connections between two texts with prompting and support, make connections between two texts with prompting and support, make connections between two texts with prompting and support, make connections between two texts with prompting and support, make letters of a story. 9- CC.1.2.PK.2 1- With prompting and support, make letters of the alphabet. 1- Associate such texts with prompting and support, make letters of text that apport a provided main idea. 1- CC.1.2.PK.2 1- With prompting and support, make letters and describences of characters in which prompting and support, make letters of a story. 1- CC.1.2.PK.2 1- CC.1.2.PK.3 1- CC.1.2.PK.3 2- CC.1.2.PK.3 2- CC.1.2.PK.3 3- CC.1.2.PK.3 4- CC.1.2.PK.4 4- CC.1.2.PK.4 4- CC.1.2.PK.5 4- CC.1.2.PK | suggestions add details as needed |
| Section Content Cont | aggestions, and details as needed |
| Identify basic features of print. | |
| 1-3 | |
| Tacts 2 auditory stimuli (e.g., phone ringing, siren, dog barking) | |
| 7-c Spontaneously emits a tact containing two words for 5 different tacts (e.g., baby's crying) 7-d Tacts 2 different actions when asked What he doing? (e.g., drinking, swimming) 7-e Tacts 40 items when asked What's that? (e.g., tree, bowl, sock, crayon, apple) CC.1.2FK.A With prompting and support, recell key details of text that support a provided main idea. CC.1.2FK.D With prompting and support, amen the author and illustrator of a story. CC.1.3FK.D With prompting and support, recognize common types of text. CC.1.3FK.D With prompting and support, recognize common types of text. CC.1.3FK.D With prompting and support, recognize common types of text. CC.1.4FK.D With prompting and support, make doctors between the adventures and experiences of characters in CC.1.4FK.D With prompting and support, make information; with teacher guidance the chosen topic. CC.1.4FK.W With prompting and support, make logical connections between drawing and dictation. CC.1.4FK.W With prompting and support, make logical connections between drawing and dictation. CC.1.4FK.W With prompting and support, make logical connections between drawing and dictation. CC.1.4FK.W With prompting and support, make logical connections between drawing and dictation. CC.1.4FK.W With prompting and support, make logical connections between drawing and dictation. CC.1.4FK.W With prompting and support, recall information; with teacher guidance the chosen topic. CC.1.4FK.W With guidance and support, recall information from experiences or books. CC.1.4FK.W With guidance and support, recall information from experiences or books. CC.1.2FK.G 8-a Tacts 2 tactile stimuli (e.g., says ball when feeling a ball in a bag) C1.2FK.C | alphabet. |
| Tacts 2 different actions when asked What he doing? (e.g., drinking, swimming) Tacts 40 items when asked What's that? (e.g., tree, bowl, sock, crayon, apple) **CL1.2PK.A** With prompting and support, retell key details of text that support a provided main idea. CC.1.2PK.A* With prompting and support, identify basic similarities and differences between two texts CC.1.2PK.B* With prompting and support, name the author and illustrator of a story. CC.1.3PK.B* With prompting and support, name the author and illustrator of a story. CC.1.3PK.B* With prompting and support, name the author and illustrator of a story. CC.1.3PK.B* With prompting and support, name the author and illustrator of a story. CC.1.3PK.B* With prompting and support, name the author and illustrator of a story. CC.1.3PK.B* With prompting and support, name the author and illustrator of a story. CC.1.3PK.B* With prompting and support, name the author and illustrator of a story. CC.1.3PK.B* With prompting and support, name the author and illustrator of a story. CC.1.3PK.B* With prompting and support, make logical connections between drawing and dictation. CC.1.4PK.D* With prompting and support, make logical connections between drawing and dictation. CC.1.4PK.D* With prompting and support, make logical connections between drawing and dictation. CC.1.4PK.D* With prompting and support, make logical connections between drawing and dictation. CC.1.4PK.D* As were questions to compare and contrast the adventures and experiences or events. CC.1.4PK.W* As duestions about topics of personal interest to gain information; with teacher guidance the chosen topic. CC.1.4PK.W* With guidance and support, recall information from experiences or books. CC.1.4PK.W* With guidance and support, recall information from experiences or books. CC.1.2PK.B* Answer questions about ta text. CC.1.2PK.C* | |
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| CC.1.3.PK.E With prompting and support, recognize common types of text. CC.1.3.PK.G Describe pictures in books using details. CC.1.3.PK.H Answer questions to compare and contrast the adventures and experiences of characters in CC.1.4.PK.D With prompting and support, make logical connections between drawing and dictation. CC.1.4.PK.M Dictate narratives to describe real or imagined experiences or events. CC.1.4.PK.V Ask questions about topics of personal interest to gain information; with teacher guidance the chosen topic. CC.1.4.PK.W With guidance and support, recall information from experiences or books. 8-M Tacts 10 actions when asked, for example, What am I doing? (e.g., jumping, sleeping, eating) CC.1.2.PK.B Answer questions about a text. CC.1.2.PK.C | * |
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| CC.1.4.PK.D With prompting and support, make logical connections between drawing and dictation. CC.1.4.PK.N Dictate narratives to describe real or imagined experiences or events. CC.1.4.PK.V Ask questions about topics of personal interest to gain information; with teacher guidance the chosen topic. CC.1.4.PK.W With guidance and support, recall information from experiences or books. 8-M Tacts 10 actions when asked, for example, What am I doing? (e.g., jumping, sleeping, eating) 8-a Tacts 2 tactile stimuli (e.g., says ball when feeling a ball in a bag) CC.1.2.PK.C | f characters in familiar stories |
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| CC.1.2.1 R.C | |
| 1 O-U 1 ACLS J HOUR-VELU OF VELU-HOUR COMBUNIATIONS (C.g., GOY CALING, FORTH) WITH PROMPTING and Support, make connections between information in a text and bersons | et and narranal avnariances |
| CC 4 A DV T | t and personal experiences. |
| dentify the front cover back cover and title page of a book | |
| 8-d Glances at a listener while tacting on 5 occasions | |

| | | CC.1.2.PK.I With prompting and support, identify basic similarities and differences between two texts read aloud on the same topic. CC.1.2.PK.L With prompting and support, actively engage in group reading activities with purpose and understanding. CC.1.3.PK.H Answer questions to compare and contrast the adventures and experiences of characters in familiar stories. |
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| | | CC.1.3.PK.K With prompting and support, actively engage in group reading activities with purpose and understanding. |
| | | CC.1.4.PK.D With prompting and support, make logical connections between drawing and dictation. |
| | | CC.1.4.PK.M Dictate narratives to describe real or imagined experiences or events. CC.1.4.PK.O |
| | | With prompting and support describe experiences and events. CC.1.4.PK.T |
| 0.7.5 | | With guidance and support from adults and peers, respond to questions and suggestions, add details as needed. |
| 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.PK.A With prompting and support, retell key details of text that support a provided main idea. |
| 0 - | (e.g., washing face, Joe swinging, baby sleeping) | CC.1.2.PK.I |
| 9-a | Tacts 25 two-component noun-noun relations (e.g., paper and pencil; car and truck) | With prompting and support, identify basic similarities and differences between two texts read aloud on the same topic. CC.1.3.PK.G |
| 9-b | Acquires a new tact in less than 15 training trials | Describe pictures in books using details. |
| 9-c | Spontaneously tacts items in a book, on TV, or in a video 5 times (e.g., Cinderella) | CC.1.3.PK.H |
| 9-d | Learns 2 new tacts without direct training (e.g., untrained echoic to tact transfer) | Answer questions to compare and contrast the adventures and experiences of characters in familiar stories. CC.1.4.PK.D |
| 9-е | Shows response generalization for 5 items (i.e., tacts the same stimulus with two different words teacher and Katie; cat and | With prompting and support, make logical connections between drawing and dictation. |
| | Garfield; dog and Maggie) | CC.1.4.PK.W With guidance and support, recall information from experiences or books. |
| | | CC.1.5.PK.G |
| | | Demonstrate command of the conventions of standard English when speaking, based on prekindergarten level and content. |
| 10-M | Tacts 200 nouns and/or verbs (or other parts of speech), tested or from an accumulated list of known tacts | CC.1.1.PK.B • Identify basic features of print. |
| 10-a | Tacts 10 actions (e.g., climbing, playing, coloring, swimming, washing) | Differentiate between numbers and letters and words. |
| 10-b | Tacts 2 gustatory stimuli (e.g., tacts orange by tasting it) | Recognize and name some uppercase and lowercase letters of the alphabet. |
| 10-c | Tacts 20 items in a 1 minute fluency test | CC.1.1.PK.C Demonstrate understanding of spoken words, syllables, and sounds (phonemes). |
| 10-d | Tacts 2 different colors (e.g., red, blue) | Recognize rhyming words and when two or more words begin with the same sound (alliteration). |
| 10-е | Tacts 2 different shapes (e.g., circle, star) | Count syllables in spoken words. |
| | | Segment single-syllable spoken words. |
| | | Isolate and pronounce initial sounds. CC.1.1.PK.D |
| | | Develop beginning phonics and word skills. |
| | | Associate some letters with their names and sounds. |
| | | Identify familiar words and environmental print. CC.1.2.PK.A |
| | | With prompting and support, retell key details of text that support a provided main idea. |
| | | CC.1.2.PK.B |
| | | Answer questions about a text. CC.1.2.PK.C |
| | | With prompting and support, make connections between information in a text and personal experiences. |
| | | CC.1.2.PK.F With prompting and support, answer questions about unfamiliar words read aloud from a text. |
| 1 | | CC.1.2.PK.G |
| | | With prompting and support, answer questions to connect illustrations to the written word. |
| 1 | | CC.1.2.PK.I With prompting and support, identify basic similarities and differences between two texts read aloud on the same topic. |
| | | CC.1.2.PK.J |
| | | Use new vocabulary and phrases acquired in conversations and being read to. |
| | | CC.1.2.PK.K With prompting and support, clarify unknown words or phrases read aloud. CC.1.2.PK.L |

| With prompting and support, actively engage in group reading activities with purpose and understanding. |
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| CC.1.3.PK.D |
| With prompting and support, name the author and illustrator of a story. |
| CC.1.3.PK.E |
| With prompting and support, recognize common types of text. |
| CC.1.3.PK.F |
| Answer questions about unfamiliar words read aloud from a story. |
| CC.1.3.PK.G |
| Describe pictures in books using details. |
| CC.1.3.PK.H |
| Answer questions to compare and contrast the adventures and experiences of characters in familiar stories. |
| CC.1.3.PK.I |
| With prompting and support, clarify unknown words or phrases read aloud. |
| CC.1.3.PK.J |
| Use new vocabulary and phrases acquired in conversations and being read to. |
| CC.1.3.PK.K |
| With prompting and support, actively engage in group reading activities with purpose and understanding. |
| CC.1.4.PK.D |
| With prompting and support, make logical connections between drawing and dictation. |
| CC.1.4.PK.M |
| Dictate narratives to describe real or imagined experiences or events. |
| CC.1.4.PK.O |
| With prompting and support describe experiences and events. |
| CC.1.4.PK.P |
| Recount a single event and tell about the events in the order in which they occurred. |
| CC.1.4.PK.T |
| With guidance and support from adults and peers, respond to questions and suggestions, add details as needed. |
| CC.1.4.PK.V |
| Ask questions about topics of personal interest to gain information; with teacher guidance and support, locate information on |
| the chosen topic. |
| CC.1.4.PK.W |
| With guidance and support, recall information from experiences or books. |
| CC.1.5.PK.D |
| Using simple sentences, share stories, familiar experiences, and interests, speaking clearly enough to be understood by most |
| audiences. |
| CC.1.5.PK.E |
| Using simple sentences, express thoughts, feelings, and ideas, speaking clearly enough to be understood by most audiences. |
| CC.1.5.PK.G |
| Demonstrate command of the conventions of standard English when speaking, based on prekindergarten level and content. |
| Demonstrate command of the conventions of standard English when speaking, based on prekinding after rever and content. |

| | TACT LEVEL 3 | |
|-------|---|--|
| Skill | VB-MAPP Milestones & Supporting Skills List | PA Core Standards |
| | 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.PK.B Identify basic features of print. Differentiate between numbers and letters and words. Recognize and name some uppercase and lowercase letters of the alphabet. |
| 11-a | Tacts 2 olfactory stimuli (e.g., cookies, popcorn, flowers) | CC.1.1.PK.C |
| 11-b | Acquires 5 new tacts in a week without direct training | Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Recognize rhyming words and when two or more words begin with the same sound (alliteration). |
| 11-c | Tacts 2 people (not family members) by their first names | Recognize mynning words and when two or more words begin with the same sound (amteration). Count syllables in spoken words. |
| 11-d | Tacts 5 categories or classes (e.g., animals, drinks, toys) | Segment single-syllable spoken words. |
| 11-е | Tacts 5 locations (e.g., kitchen, bedroom, playground, grandma's house) | Isolate and pronounce initial sounds. |

| 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.1.1.PK.D |
|--|--|--|
| | adding a verbal SD to the task) | Develop beginning phonics and word skills. |
| 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) | Associate some letters with their names and sounds. Identify familiar words and environmental print. |
| 11-h | Tacts 2 specific features or parts of 25 items or people (e.g., wheels and doors on a car) | CC.1.2.PK.A |
| 11-i | Generalization occurs to new examples of an item or action on the first trial, for 5 items | With prompting and support, retell key details of text that support a provided main idea. |
| | | CC.1.2.PK.B |
| | | Answer questions about a text. CC.1.2.PK.C |
| | | With prompting and support, make connections between information in a text and personal experiences. |
| | | CC.1.2.PK.I With prompting and support, identify basic similarities and differences between two texts read aloud on the same topic. |
| | | CC.1.3.PK.D |
| | | With prompting and support, name the author and illustrator of a story. |
| | | CC.1.3.PK.E With prompting and support, recognize common types of text. |
| | | CC.1.3.PK.F |
| | | Answer questions about unfamiliar words read aloud from a story. |
| | | CC.1.3.PK.G Describe pictures in books using details. |
| | | CC.1.3.PK.H |
| | | Answer questions to compare and contrast the adventures and experiences of characters in familiar stories. |
| | | CC.1.4.PK.D With prompting and support, make logical connections between drawing and dictation. |
| | | CC.1.4.PK.M |
| | | Dictate narratives to describe real or imagined experiences or events. |
| | | CC.1.4.PK.V Ask questions about topics of personal interest to gain information; with teacher guidance and support, locate information on |
| | | the chosen topic. |
| | | CC.1.4.PK.W |
| | | With guidance and support, recall information from experiences or books. CC.2.3.PK.A.1 |
| | | CC.2.3.FK.A.1 |
| | | Identify and describe shapes. |
| 12-M | Tacts 4 different prepositions (e.g., in, out, on, under) and 4 pronouns (e.g., I, you, me, mine) | Identify and describe shapes. CC.1.5.PK.D |
| 12-a | Tacts the class of 25 items (e.g., an adult points to a dog and says A dog is an) (part intraverbal) | Identify and describe shapes. |
| 12-a 12-b | Tacts the class of 25 items (e.g., an adult points to a dog and says A dog is an) (part intraverbal) Tacts what's wrong or missing from 10 pictures or objects (e.g., a face without a nose) | Identify and describe shapes. CC.1.5.PK.D Using simple sentences, share stories, familiar experiences, and interests, speaking clearly enough to be understood by most audiences. CC.1.5.PK.E |
| 12-a | Tacts the class of 25 items (e.g., an adult points to a dog and says A dog is an) (part intraverbal) Tacts what's wrong or missing from 10 pictures or objects (e.g., a face without a nose) 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 | Identify and describe shapes. CC.1.5.PK.D Using simple sentences, share stories, familiar experiences, and interests, speaking clearly enough to be understood by most audiences. CC.1.5.PK.E Using simple sentences, express thoughts, feelings, and ideas, speaking clearly enough to be understood by most audiences. |
| 12-a 12-b 12-c | Tacts the class of 25 items (e.g., an adult points to a dog and says A dog is an) (part intraverbal) Tacts what's wrong or missing from 10 pictures or objects (e.g., a face without a nose) Tacts the class and function of 10 items (e.g., show the child a cookie and say, What do you do with this? And then say to him, A cookie is a type of) (part intraverbal) | Identify and describe shapes. CC.1.5.PK.D Using simple sentences, share stories, familiar experiences, and interests, speaking clearly enough to be understood by most audiences. CC.1.5.PK.E |
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| 12-a 12-b 12-c | Tacts the class of 25 items (e.g., an adult points to a dog and says A dog is an) (part intraverbal) Tacts what's wrong or missing from 10 pictures or objects (e.g., a face without a nose) Tacts the class and function of 10 items (e.g., show the child a cookie and say, What do you do with this? And then say to him, A cookie is a type of) (part intraverbal) Tacts 2 prepositional relations (e.g., Where is Oscar?in the garbage can) (part intraverbal) Tacts people with 2 different pronouns (e.g., Who has the hat on?you do) (part intraverbal) | Identify and describe shapes. CC.1.5.PK.D Using simple sentences, share stories, familiar experiences, and interests, speaking clearly enough to be understood by most audiences. CC.1.5.PK.E Using simple sentences, express thoughts, feelings, and ideas, speaking clearly enough to be understood by most audiences. CC.1.5.PK.G |
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| 12-a 12-b 12-c 12-d 12-e 12-f | Tacts the class of 25 items (e.g., an adult points to a dog and says A dog is an) (part intraverbal) Tacts what's wrong or missing from 10 pictures or objects (e.g., a face without a nose) Tacts the class and function of 10 items (e.g., show the child a cookie and say, What do you do with this? And then say to him, A cookie is a type of) (part intraverbal) Tacts 2 prepositional relations (e.g., Where is Oscar?in the garbage can) (part intraverbal) Tacts people with 2 different pronouns (e.g., Who has the hat on?you do) (part intraverbal) Spontaneously tacts the function, feature, or class of an item for 5 items (e.g., That goes in the swimming pool.) | Identify and describe shapes. CC.1.5.PK.D Using simple sentences, share stories, familiar experiences, and interests, speaking clearly enough to be understood by most audiences. CC.1.5.PK.E Using simple sentences, express thoughts, feelings, and ideas, speaking clearly enough to be understood by most audiences. CC.1.5.PK.G |
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| 12-a 12-b 12-c 12-d 12-e 12-f | Tacts the class of 25 items (e.g., an adult points to a dog and says A dog is an) (part intraverbal) Tacts what's wrong or missing from 10 pictures or objects (e.g., a face without a nose) Tacts the class and function of 10 items (e.g., show the child a cookie and say, What do you do with this? And then say to him, A cookie is a type of) (part intraverbal) Tacts 2 prepositional relations (e.g., Where is Oscar?in the garbage can) (part intraverbal) Tacts people with 2 different pronouns (e.g., Who has the hat on?you do) (part intraverbal) Spontaneously tacts the function, feature, or class of an item for 5 items (e.g., That goes in the swimming pool.) Generalizes feature, function, and class tacting to 10 new members of each set (e.g., after training cow, bird, and monkey as animals, the child tacts a bear as an animal on the first trial) Tacts 4 different adjectives, excluding colors and shapes (e.g., big, little, long, short) and 4 adverbs (e.g., fast, slow, | Identify and describe shapes. CC.1.5.PK.D Using simple sentences, share stories, familiar experiences, and interests, speaking clearly enough to be understood by most audiences. CC.1.5.PK.E Using simple sentences, express thoughts, feelings, and ideas, speaking clearly enough to be understood by most audiences. CC.1.5.PK.G Demonstrate command of the conventions of standard English when speaking, based on prekindergarten level and content. CC.1.2.PK.I |
| 12-a 12-b 12-c 12-d 12-e 12-f 12-g | Tacts the class of 25 items (e.g., an adult points to a dog and says A dog is an) (part intraverbal) Tacts what's wrong or missing from 10 pictures or objects (e.g., a face without a nose) Tacts the class and function of 10 items (e.g., show the child a cookie and say, What do you do with this? And then say to him, A cookie is a type of) (part intraverbal) Tacts 2 prepositional relations (e.g., Where is Oscar?in the garbage can) (part intraverbal) Tacts people with 2 different pronouns (e.g., Who has the hat on?you do) (part intraverbal) Spontaneously tacts the function, feature, or class of an item for 5 items (e.g., That goes in the swimming pool.) Generalizes feature, function, and class tacting to 10 new members of each set (e.g., after training cow, bird, and monkey as animals, the child tacts a bear as an animal on the first trial) Tacts 4 different adjectives, excluding colors and shapes (e.g., big, little, long, short) and 4 adverbs (e.g., fast, slow, quietly, gently) | Identify and describe shapes. CC.1.5.PK.D Using simple sentences, share stories, familiar experiences, and interests, speaking clearly enough to be understood by most audiences. CC.1.5.PK.E Using simple sentences, express thoughts, feelings, and ideas, speaking clearly enough to be understood by most audiences. CC.1.5.PK.G Demonstrate command of the conventions of standard English when speaking, based on prekindergarten level and content. |
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| 14-M | Tacts with complete sentences containing 4 or more words, 20 times | CC.1.2.PK.L |
|------|---|---|
| 14-a | Tacts people by relationship using 4 different terms (e.g., sister, brother, grandmother, uncle) (part intraverbal if questions | With prompting and support, actively engage in group reading activities with purpose and understanding. CC.1.3.PK.K |
| | are used) | With prompting and support, actively engage in group reading activities with purpose and understanding. |
| 14-b | Tacts 5 adjective-noun combinations in a complete sentence (e.g., That is a big dog.) | CC.1.4.PK.O |
| | Tacts 5 verb-adverb combinations in a complete sentence (e.g., He is singing loud.) | With prompting and support describe experiences and events. CC.1.4.PK.P |
| | Tacts 5 preposition-noun combinations in a complete sentence (The dog's in the house.) | Recount a single event and tell about the events in the order in which they occurred. |
| | Tacts 5 subject-verb-noun combinations in a complete sentence (e.g., The girl is pulling the wagon.) | CC.1.4.PK.T |
| | Takes a subject for noun communions in a complete someone (c.g., The gar is pulming the magon) | With guidance and support from adults and peers, respond to questions and suggestions, add details as needed. CC.1.4.PK.W |
| | | With guidance and support, recall information from experiences or books. |
| | | CC.1.5.PK.D |
| | | Using simple sentences, share stories, familiar experiences, and interests, speaking clearly enough to be understood by most audiences. |
| | | CC.1.5.PK.E |
| | | Using simple sentences, express thoughts, feelings, and ideas, speaking clearly enough to be understood by most audiences. |
| | | CC.1.5.PK.G Demonstrate command of the conventions of standard English when speaking, based on prekindergarten level and content. |
| 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.PK.D |
| | tacts | Develop beginning phonics and word skills. |
| | | Associate some letters with their names and sounds. Identify familiar words and environmental print. |
| | | CC.1.2.PK.A |
| 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 | With prompting and support, retell key details of text that support a provided main idea. |
| | used) | CC.1.2.PK.B Answer questions about a text. |
| 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.PK.C |
| | quiet, thumbs up for a good job, a fake yawn for being tired) | With prompting and support, make connections between information in a text and personal experiences. |
| 15-c | Tacts 5 community helpers (e.g., policeman, fireman, nurse, doctor, garbage man) | CC.1.2.PK.F With prompting and support, answer questions about unfamiliar words read aloud from a text. |
| 15-d | Tacts with 2 different negation words 5 times (e.g., That's not a cat.) | CC.1.2.PK.G |
| 15-е | Tacts 5 social, community, or group events (e.g., parade, party, emergency) | With prompting and support, answer questions to connect illustrations to the written word. CC.1.2.PK.K |
| 15-f | Spontaneously tacts 2 different social circumstances (e.g., They are busy. They are arguing.) | With prompting and support, clarify unknown words or phrases read aloud. |
| 15-g | Spontaneously emits untrained tacts in sentences containing at least 5 words, 5 times | CC.1.2.PK.L |
| | | With prompting and support, actively engage in group reading activities with purpose and understanding. CC.1.3.PK.E |
| | | With prompting and support, recognize common types of text. CC.1.3.PK.G |
| | | Describe pictures in books using details. |
| | | CC.1.3.PK.I |
| | | With prompting and support, clarify unknown words or phrases read aloud. CC.1.3.PK.J |
| | | Use new vocabulary and phrases acquired in conversations and being read to. CC.1.3.PK.K |
| | | With prompting and support, actively engage in group reading activities with purpose and understanding. |
| | | CC.1.4.PK.M Dictate narratives to describe real or imagined experiences or events. |
| | | CC.1.4.PK.O With prompting and support describe experiences and events. |
| | | CC.1.4.PK.P |
| | | Recount a single event and tell about the events in the order in which they occurred. CC.1.4.PK.T |
| | | With guidance and support from adults and peers, respond to questions and suggestions, add details as needed. CC.1.4.PK.W |
| | | With guidance and support, recall information from experiences or books. CC.1.5.PK.D |
| | | Using simple sentences, share stories, familiar experiences, and interests, speaking clearly enough to be understood by most |
| | | audiences. CC.1.5.PK.E |
| | | Using simple sentences, express thoughts, feelings, and ideas, speaking clearly enough to be understood by most audiences. |

| 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.PK.B |
| 1-a | Turns head to locate the source of a sound (e.g., bell, squeaky toy, a cell phone ringing) | Answer questions about a text. CC.1.2.PK.I |
| | | With prompting and support, identify basic similarities and differences between two texts read aloud on the same topic. |
| | | CC.1.2.PK.L With prompting and support, actively engage in group reading activities with purpose and understanding. |
| | | CC.1.3.PK.H |
| | | Answer questions to compare and contrast the adventures and experiences of characters in familiar stories. |
| | | CC.1.3.PK.K With prompting and support, actively engage in group reading activities with purpose and understanding. |
| | | CC.1.4.PK.D |
| | | With prompting and support, make logical connections between drawing and dictation. CC.1.4.PK.T |
| | | With guidance and support from adults and peers, respond to questions and suggestions, add details as needed. |
| | | CC.1.5.PK.A |
| 2 1/4 | Demands to be wing his sum name 5 times (e.g. lealer at the smaller) | Participate in collaborative conversations with peers and adults in small and larger groups. CC.1.2.PK.L |
| 2-M | Responds to hearing his own name 5 times (e.g., looks at the speaker) Smiles at the sound of the caretaker's voice 2 times | With prompting and support, actively engage in group reading activities with purpose and understanding. |
| 2-a | Smiles at the sound of the caretaker's voice 2 times | CC.1.3.PK.K |
| | | With prompting and support, actively engage in group reading activities with purpose and understanding. CC.1.4.PK.T |
| | | With guidance and support from adults and peers, respond to questions and suggestions, add details as needed. |
| | | CC.1.5.PK.A Participate in collaborative conversations with peers and adults in small and larger groups. |
| 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.PK.D |
| J-1V1 | for 5 different reinforcers (e.g., Where's Elmo? Where's mommy?) | Develop beginning phonics and word skills. |
| 3-a | Interrupts a play activity when his name is called | Associate some letters with their names and sounds. Identify for illian model and anxiety model with their names and sounds. |
| 3-b | Responds to no, hot, stop or other commands in the appropriate context | Identify familiar words and environmental print. CC.1.2.PK.I |
| 3-c | Attends to an object or picture when named (without discrimination) 5 times | With prompting and support, identify basic similarities and differences between two texts read aloud on the same topic. |
| 3-d | Responds to 2 simple (1 part) verbal instructions in context (e.g., sit down, when by a chair) | CC.1.3.PK.H Answer questions to compare and contrast the adventures and experiences of characters in familiar stories. |
| 3-e | Discriminates between 2 family members and/or pets when named (e.g., Where's daddy?) | CC.1.4.PK.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 | With prompting and support, make logical connections between drawing and dictation. CC.1.4.PK.N |
| | a ball and a shoe and asked touch ball) | Establish who and what the narrative will be about. |
| | | CC.1.4.PK.V |
| | | Ask questions about topics of personal interest to gain information; with teacher guidance and support, locate information on the chosen topic. |
| | | CC.1.5.PK.C |
| | | Respond to what a speaker says in order to follow directions, seek help, or gather information. |
| 4-M | Performs 4 different motor actions on command without a visual prompt (e.g., Can you jump? Show me clapping.) | CC.1.1.PK.C Demonstrate understanding of spoken words, syllables, and sounds (phonemes). |
| 4-a | Selects the correct item from an array of 2 for 10 different objects or pictures | Recognize rhyming words and when two or more words begin with the same sound (alliteration). |
| 4-b | Maintains eye contact to a speaker for 2 seconds | Count syllables in spoken words. Segment single-syllable spoken words. |
| 4-c | Touches 2 body parts (e.g., Touch your nose. Where's your ears?) | Isolate and pronounce initial sounds. CC.1.1.PK.D |
| 4-d | Performs 2 motor actions (e.g., Show me clapping. Can you spin around?) | Develop beginning phonics and word skills. |
| 4-e | Selects the correct item from an array of 3 when named, for 10 different items (e,g. dog, hat, book) | |

| 4-f | Generalizes in a listener discrimination (LD) task across 2 examples of 5 different items (e.g., can identify 2 different dogs, 2 | Associate some letters with their names and sounds. |
|-----|---|---|
| | different cups, 2 different balls) | Identify familiar words and environmental print. |
| | | CC.1.5.PK.C Regrend to what a greaker says in order to follow directions, each halp, or gother information |
| 5-M | Selects the correct item from an array of 4, for 20 different objects or pictures (e.g., Show me cat. Touch shoe.) | Respond to what a speaker says in order to follow directions, seek help, or gather information. CC.1.1.PK.B |
| | | Identify basic features of print. |
| 5-a | Identifies (LD) 5 items in a 10 second period (fluency test) | Differentiate between numbers and letters and words. |
| 5-b | Demonstrates 6 different motor actions on command without a visual prompt | Recognize and name some uppercase and lowercase letters of the alphabet. |
| 5-c | Maintains an acquired listener skill after 24 hours without training | CC.1.1.PK.C |
| 5-d | Spontaneously emits (no direct prompts to respond) a listener response (LD) 2 times | Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Proposition the writing words and when two consequences to be a first with the course word (allifornities). |
| 5-е | Generalizes known listener tasks across 3 different people, 3 settings, and 3 times of day | Recognize rhyming words and when two or more words begin with the same sound (alliteration). Count syllables in spoken words. |
| | | Segment single-syllable spoken words. |
| | | Isolate and pronounce initial sounds. |
| | | CC.1.1.PK.D |
| | | Develop beginning phonics and word skills. |
| | | Associate some letters with their names and sounds. Identify femiliar words and assignmental print |
| | | Identify familiar words and environmental print. CC.1.2.PK.A |
| i | | With prompting and support, retell key details of text that support a provided main idea. |
| | | CC.1.2.PK.B |
| | | Answer questions about a text. |
| | | CC.1.2.PK.C With prompting and support, make connections between information in a text and personal experiences. |
| | | CC.1.2.PK.E |
| | | Identify the front cover, back cover, and title page of a book. |
| | | CC.1.2.PK.F |
| | | With prompting and support, answer questions about unfamiliar words read aloud from a text. CC.1.2.PK.G |
| | | With prompting and support, answer questions to connect illustrations to the written word. |
| | | CC.1.2.PK.I |
| | | With prompting and support, identify basic similarities and differences between two texts read aloud on the same topic. CC.1.2.PK.J |
| | | Use new vocabulary and phrases acquired in conversations and being read to. CC.1.2.PK.K |
| | | With prompting and support, clarify unknown words or phrases read aloud. |
| | | CC.1.2.PK.L |
| | | With prompting and support, actively engage in group reading activities with purpose and understanding. CC.1.3.PK.A |
| | | With prompting and support, retell a familiar story in sequence with picture support. |
| | | CC.1.3.PK.B |
| | | Answer questions about a particular story (who, what, how, when, and where). CC.1.3.PK.C |
| | | With prompting and support, answer questions to identify characters, settings, and major events in a story. CC.1.3.PK.D |
| | | With prompting and support, name the author and illustrator of a story. |
| | | CC.1.3.PK.E |
| | | With prompting and support, recognize common types of text. CC.1.3.PK.F |
| | | Answer questions about unfamiliar words read aloud from a story. |
| i | | CC.1.3.PK.G |
| | | Describe pictures in books using details. CC.1.3.PK.H |
| ı | | Answer questions to compare and contrast the adventures and experiences of characters in familiar stories. |
| | | CC.1.3.PK.I With prompting and support, clarify unknown words or phrases read aloud. |
| | | CC.1.3.PKJ |
| | | Use new vocabulary and phrases acquired in conversations and being read to. CC.1.3.PK.K |
| | | With prompting and support, actively engage in group reading activities with purpose and understanding. CC.1.4.PK.A |

| | Draw/dictate to compose informative/ explanatory texts examining a topic. |
|----------|---|
| | |
| | CC.1.4.PK.B |
| | With prompting and support, draw/dictate about one specific topic. |
| | CC.1.4.PK.C |
| | With prompting and support, generate ideas to convey information. |
| | CC.1.4.PK.D |
| | With prompting and support, make logical connections between drawing and dictation. |
| | CC.1.4.PK.M |
| | Dictate narratives to describe real or imagined experiences or events. |
| | CC.1.4.PK.N |
| | Establish who and what the narrative will be about. |
| | CC.1.4.PK.T |
| | With guidance and support from adults and peers, respond to questions and suggestions, add details as needed. |
| | CC.1.4.PK.V |
| | Ask questions about topics of personal interest to gain information; with teacher guidance and support, locate information on |
| | the chosen topic. |
| | CC.1.4.PK.W |
| | With guidance and support, recall information from experiences or books. |
| | CC.1.5.PK.B |
| | Answer questions about key details in a text read aloud or information presented orally or through other media. |
| | CC.1.5.PK.C |
| | Respond to what a speaker says in order to follow directions, seek help, or gather information. |
| | CC2.1.PK.A.1 |
| | Know number names and the count sequence. |
| | CC.2.3.PK.A.1 |
| | Identify and describe shapes. |
| <u> </u> | identity and describe snapes. |

| | LISTENER RESPONDING LEVEL 2 | | |
|---------------------------------|---|---|--|
| Skill | VB-MAPP Milestones & Supporting Skills | PA Core Standards | |
| 6-M 6-a 6-b 6-c 6-d | Selects the correct item from a messy array of 6, for 40 different objects or pictures (e.g., Find cat. Touch ball.) Selects the correct item from a messy array of 5, for 25 different items (e.g., book, car, dog, shoe) Acquires a new listener skill in less than 25 training trials Discriminates among 6 people, pets, or characters by name (e.g., Find Oscar.) Generalizes in a listener task across 3 examples of 25 different items | CC.1.1.PK.B Identify basic features of print. Differentiate between numbers and letters and letters and words. Recognize and name some uppercase and lowercase letters of the alphabet. CC.1.1.PK.D Develop beginning phonics and word skills. Associate some letters with their names and sounds. Identify familiar words and environmental print. CC.1.2.PK.C With prompting and support, make connections between information in a text and personal experiences. CC.1.2.PK.E Identify the front cover, back cover, and title page of a book. CC.1.2.PK.F With prompting and support, answer questions about unfamiliar words read aloud from a text. CC.1.2.PK.I With prompting and support, identify basic similarities and differences between two texts read aloud on the same topic. CC.1.3.PK.D With prompting and support, name the author and illustrator of a story. CC.1.3.PK.E With prompting and support, recognize common types of text. CC.1.3.PK.H Answer questions to compare and contrast the adventures and experiences of characters in familiar stories. CC.1.4.PK.D With prompting and support, make logical connections between drawing and dictation. | |

| | | GG1 ANY M |
|------------|---|--|
| | | CC.1.4.PK.M Dictate narratives to describe real or imagined experiences or events. |
| | | CC.1.4.PK.O |
| | | With prompting and support describe experiences and events. |
| | | CC.1.4.PK.V |
| | | Ask questions about topics of personal interest to gain information; with teacher guidance and support, locate information on the chosen topic. |
| | | CC.1.5.PK.C |
| | | Respond to what a speaker says in order to follow directions, seek help, or gather information. |
| 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.PK.B |
| | can find 3 examples of a train) | Identify basic features of print. |
| 7-a | Goes to 3 specified people on command (e.g., Go to Debbie) | Differentiate between numbers and letters and words. Recognize and name some uppercase and lowercase letters of the alphabet. |
| 7-b | Points to a named item in a book for 5 items (e.g., Where's the fire truck?) | CC.1.1.PK.D |
| 7-c | Selects 5 items in the natural environment on command (e.g., get the spoon, while at the table) | Develop beginning phonics and word skills. |
| 7-d | Spontaneously demonstrates (no prompts to respond) 5 listener skills in the natural environment (e.g., when someone in the | Associate some letters with their names and sounds. |
| /-u | | Identify familiar words and environmental print. |
| | room mentions the rocking horse, the child spontaneously goes to the horse) | CC.1.2.PK.I With prompting and support, identify basic similarities and differences between two texts read aloud on the same topic. |
| | | CC.1.2.PK.L |
| | | With prompting and support, actively engage in group reading activities with purpose and understanding. |
| | | CC.1.3.PK.H Answer questions to compare and contrast the adventures and experiences of characters in familiar stories. |
| | | CC.1.3.PK.K |
| | | With prompting and support, actively engage in group reading activities with purpose and understanding. |
| | | CC.1.4.PK.D With prompting and support, make logical connections between drawing and dictation. |
| | | CC.1.4.PK.T |
| | | With guidance and support from adults and peers, respond to questions and suggestions, add details as needed. |
| | | CC.1.4.PK.V |
| | | Ask questions about topics of personal interest to gain information; with teacher guidance and support, locate information on the chosen topic. |
| | | CC.1.5.PK.C |
| | | Respond to what a speaker says in order to follow directions, seek help, or gather information. |
| 8-M | Performs 10 specific motor actions on command (e.g., Show me clapping. Can you hop?) | CC.1.2.PK.I |
| 8-a | Goes to 3 specified locations on command (e.g., Go to the kitchen. Show me your bedroom.) | With prompting and support, identify basic similarities and differences between two texts read aloud on the same topic. CC.1.2.PK.L |
| 8-b | Selects the correct item from an array of 8 containing 2 similar stimuli (e.g., same color), for 20 items | With prompting and support, actively engage in group reading activities 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) | CC.1.3.PK.H |
| 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?) | Answer questions to compare and contrast the adventures and experiences of characters in familiar stories. CC.1.3.PK.K |
| | Server 2 from the first with the first of the server of | With prompting and support, actively engage in group reading activities with purpose and understanding. |
| | | CC.1.4.PK.D |
| | | With prompting and support, make logical connections between drawing and dictation. |
| | | CC.1.4.PK.T With guidance and support from adults and peers, respond to questions and suggestions, add details as needed. |
| | | CC.1.5.PK.C |
| | | Respond to what a speaker says in order to follow directions, seek help, or gather information. |
| 9-M | Follows 25 two-component noun-verb and/or verb-noun instructions (e.g., Show me the baby sleeping. Push the | CC.1.3.PK.I |
| | swing.) | With prompting and support, clarify unknown words or phrases read aloud. CC.1.5.PK.A |
| 9-a | Acquires 2 new listener responses without formal training (e.g., someone asks another person to turn on a light, and the child | Participate in collaborative conversations with peers and adults in small and larger groups. |
| | goes over to the light, and no one knew that she knew the word light) | CC.1.5.PK.C |
| 9-b | Appropriately responds to 5 different gestures (e.g., finger to the lips for quiet, palm out for stop) | Respond to what a speaker says in order to follow directions, seek help, or gather information. |
| 9-c | Demonstrates 3 specified actions to 3 different people (e.g., Hug Grandma. Give Laura a high-five.) | |
| , <u> </u> | | |
| 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 | |
| 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 | |
| 9-d | Selects 2 targeted items from a scene, book, or natural environment for 20 sets of items (noun-noun) (e.g., Where's the elephant and giraffe?) | |
| | | CC.1.1.PK.B |

| | accumulated list of known words | Identify basic features of print. |
|------|--|---|
| 10-a | Performs two consecutive actions for 10 different sets of actions (verb-verb) (e.g., Show me jumping and clapping. | Differentiate between numbers and letters and words. |
| 10-b | Discriminates between 2 colors from an array of 4 different colored objects | Recognize and name some uppercase and lowercase letters of the alphabet. CC 11 PV D. |
| 10-c | Discriminates between 2 shapes from an array of 4 different shapes | CC.1.1.PK.D Develop beginning phonics and word skills. |
| | | Associate some letters with their names and sounds. |
| 10-d | Generalizes in a noun-verb listener task with a new object for 5 different actions (e.g., after receiving training on spinning | Identify familiar words and environmental print. |
| | and rolling a pencil, the child correctly spins and rolls a straw on the first trial) | CC.1.2.PK.A |
| 10-е | Generalizes in a noun-verb listener task with a new action for 5 objects (e.g., can spin any item) | With prompting and support, retell key details of text that support a provided main idea. |
| | | CC.1.2.PK.B |
| | | Answer questions about a text. CC.1.2.PK.G |
| | | With prompting and support, answer questions to connect illustrations to the written word. |
| | | CC.1.2.PK.I |
| | | With prompting and support, identify basic similarities and differences between two texts read aloud on the same topic. |
| | | CC.1.2.PK.J |
| | | Use new vocabulary and phrases acquired in conversations and being read to. |
| | | CC.1.2.PK.K With prompting and support, clarify unknown words or phrases read aloud. |
| | | CC.1.3.PK.D |
| | | With prompting and support, name the author and illustrator of a story. |
| | | CC.1.3.PK.E |
| | | With prompting and support, recognize common types of text. CC.1.3.PK.F |
| | | Answer questions about unfamiliar words read aloud from a story. |
| | | CC.1.3.PK.G Describe pictures in books using details. |
| | | CC.1.3.PK.H |
| | | Answer questions to compare and contrast the adventures and experiences of characters in familiar stories. |
| | | CC.1.3.PK.J |
| | | Use new vocabulary and phrases acquired in conversations and being read to. |
| | | CC.1.4.PK.D |
| | | With prompting and support, make logical connections between drawing and dictation. CC.1.4.PK.O |
| | | With prompting and support describe experiences and events. |
| | | CC.1.4.PK.P |
| | | Recount a single event and tell about the events in the order in which they occurred. |
| | | CC.1.4.PK.V |
| | | Ask questions about topics of personal interest to gain information; with teacher guidance and support, locate information on the chosen topic. |
| | | CC.1.4.PK.W |
| | | With guidance and support, recall information from experiences or books. |
| | | CC.1.5.PK.C |
| | | Respond to what a speaker says in order to follow directions, seek help, or gather information. CC.1.5.PK.D |
| | | Using simple sentences, share stories, familiar experiences, and interests, speaking clearly enough to be understood by most |
| | | audiences. |
| | | CC.1.5.PK.E |
| | | Using simple sentences, express thoughts, feelings, and ideas, speaking clearly enough to be understood by most audiences. |

| 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.PK.C Demonstrate understanding of spoken words, syllables, and sounds (phonemes). |
|--------|---|--|
| 11-a | Puts 5 specified items where they belong (e.g., Put the hairbrush away.) | Recognize rhyming words and when two or more words begin with the same sound (alliteration). Count will blue in an alway words. |
| 11-b | Discriminates among 4 colors in an array of 4 different colored objects | Count syllables in spoken words. Segment single-syllable spoken words. |
| 11-c | Discriminates among 4 shapes in an array of 4 different shapes | Isolate and pronounce initial sounds. |
| 11-d | Discriminates between 2 different prepositions (e.g., in, on, under) | - CC.1.2.PK.G |
| 11-e | Discriminates between self and others given a pronoun (e.g., your, my) | With prompting and support, answer questions to connect illustrations to the written word. |
| 11-c | Selects two different colors or shapes from an array of 8 for 10 pairs (e.g., Give me red and blue.) | |
| 11-1 | Selects two different colors of shapes from an array of 8 for 10 pairs (e.g., Give me red and blue.) | |
| 12-M | Follows 2 instructions involving 6 different prepositions (e.g., Stand behind the chair.) and 4 different pronouns (e.g., | CC.1.2.PK.L |
| | Touch my ear.) | With prompting and support, actively engage in group reading activities with purpose and understanding. CC.1.4.PK.T |
| 12-a | Follows instructions to take an item to 5 different locations (e.g., Take the tray to the sink.) | With guidance and support from adults and peers, respond to questions and suggestions, add details as needed. |
| 12-b | Goes to 5 different locations and retrieves specific objects (e.g., Go to the kitchen and get a cup.) | |
| 12-c | Selects items from an array of similar stimuli based on an adjective (e.g., Touch the little bird?) | |
| 12-d | Discriminates between the genders for girl and boy and man and woman (e.g., Where's the girl?) | |
| 12-е | Discriminates between males and females given a pronoun (e.g., he and she) | |
| 12-f | Demonstrates actions modified by 2 different adverbs (e.g., Walk slow. Walk fast.) | |
| 121 | Demonstrates actions mounted by 2 different actives (e.g., wark slow. war task) | |
| 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.1.2.PK.I |
| 10 111 | demonstrates actions based on 4 pairs of relative adverbs (e.g., quiet-loud, fast-slow) | With prompting and support, identify basic similarities and differences between two texts read aloud on the same topic. |
| 13-a | Demonstrates 3 pretend emotions on command (e.g., Show me a sad face. Make a happy face.) | CC.1.3.PK.H Answer questions to compare and contrast the adventures and experiences of characters in familiar stories. |
| 13-b | Identifies (LDs) 10 items based on a subject, adjective, and noun (e.g., Show me the girl's red hair.) | CC.1.4.PK.D |
| 13-c | Performs 10 actions based on a subject, preposition, and noun (e.g., Put the horse in the barn.) | With prompting and support, make logical connections between drawing and dictation. |
| 13-d | Identifies (LDs) 10 items based on a verb, pronoun, and noun (e.g., Brush his hair.) | |
| 13-e | Generalizes a pronoun and a preposition to a new situation (e.g., uses his correctly with a new friend) | |
| 13-0 | denotatizes a pronoun and a preposition to a new situation (e.g., uses inscorrectly with a new mend) | |
| 14-M | Follows 3-step directions for 10 different directions (e.g., Get your coat, hang it up, and sit down.) | CC.1.4.PK.V |
| 14-a | Performs 10 actions based on a subject, verb, and adverb (e.g., Show me the frog jumping high.) | Ask questions about topics of personal interest to gain information; with teacher guidance and support, locate information on |
| 14-b | Performs 10 actions based on a subject, adjective, and verb (e.g., Show me the big bear dancing.) | the chosen topic. |
| 14-c | Discriminates among 6 community helpers by category (e.g., nurse, doctor, mailman, bus driver) | |
| 14-d | Correctly responds to 10 tasks involving "one" vs. "two" vs. "all" of something | |
| 114 | Correctly responds to 10 dashe involving one vo. two vo. air of something | |
| 15-M | Has a total listener repertoire of 1200 words (nouns, verbs, adjectives, etc.), tested or from an accumulated list of | CC.1.2.PK.A |
| | known words | With prompting and support, retell key details of text that support a provided main idea. CC.1.2.PK.B |
| 15-a | Discriminates among items given negation words for 10 tasks (e.g., Which one is not a food?) | Answer questions about a text. |
| 15-b | Discriminates 5 attributes of peers in a small group (e.g., Who is wearing blue shoes? Who has red hair? Who is wearing | CC.1.2.PK.C |
| | glasses?) | With prompting and support, make connections between information in a text and personal experiences. CC.1.2.PK.F |
| 15-с | Correctly responds to 10 singular vs. plural tasks (e.g., Touch the dog. vs. Touch the dogs.) | With prompting and support, answer questions about unfamiliar words read aloud from a text. |
| 15-d | Generalizes 5 adjectives to new nouns (e.g., says, Sticky fly stuff when first encounters a fly trap) | CC.1.2.PK.G |
| 15-е | Generalizes 5 adverbs to new verbs (e.g., says, Lava moves slow when first encountering lava) | With prompting and support, answer questions to connect illustrations to the written word. CC.1.2.PK.I |
| | | With prompting and support, identify basic similarities and differences between two texts read aloud on the same topic. |
| | | CC.1.2.PK.J |
| | | Use new vocabulary and phrases acquired in conversations and being read to. CC.1.2.PK.K |
| | | With prompting and support, clarify unknown words or phrases read aloud. |
| | | CC.1.2.PK.L |
| | | With prompting and support, actively engage in group reading activities with purpose and understanding. |

| CC.1.3.PK.F |
|---|
| Answer questions about unfamiliar words read aloud from a story. |
| CC.1.3.PK.G |
| Describe pictures in books using details. |
| CC.1.3.PK.H |
| Answer questions to compare and contrast the adventures and experiences of characters in familiar stories. |
| CC.1.3.PK.I |
| With prompting and support, clarify unknown words or phrases read aloud. |
| CC.1.3.PK.K |
| With prompting and support, actively engage in group reading activities with purpose and understanding. |
| CC.1.4.PK.D |
| With prompting and support, make logical connections between drawing and dictation. |
| CC.1.4.PK.M |
| Dictate narratives to describe real or imagined experiences or events. |
| CC.1.4.PK.T |
| With guidance and support from adults and peers, respond to questions and suggestions, add details as needed. |
| CC.1.4.PK.W |
| With guidance and support, recall information from experiences or books. |

| | VISUAL PERCEPTUAL SKILLS AND MATCHING-TO-SAMPLE LEVEL 1 | | |
|-------|---|---|--|
| Skill | VB-MAPP Milestones & Supporting Skills | PA Core Standards | |
| 1-M | Visually tracks moving stimuli for 2 seconds, 5 times | CC.1.1.PK.A Practice appropriate book handling skills. | |
| 1-a | Visually attends to faces and people 5 times | CC.1.2.PK.I | |
| 1-b | Visually attends to reinforcing objects 5 times | With prompting and support, identify basic similarities and differences between two texts read aloud on the same topic. | |
| | | CC.1.2.PK.L With prompting and support, actively engage in group reading activities with purpose and understanding. | |
| | | CC.1.3.PK.H | |
| | | Answer questions to compare and contrast the adventures and experiences of characters in familiar stories. CC.1.3.PK.K | |
| | | With prompting and support, actively engage in group reading activities with purpose and understanding. | |
| | | CC.1.4.PK.D | |
| | | With prompting and support, make logical connections between drawing and dictation. CC.1.4.PK.T | |
| | | With guidance and support from adults and peers, respond to questions and suggestions, add details as needed | |
| 2-M | Grasps small objects with thumb and index finger (pincer grasp) 5 times | CC.1.1.PK.A | |
| 2-a | Reaches for and successfully grabs objects 5 times | Practice appropriate book handling skills. | |
| 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.1.1.PK.A Practice appropriate book handling skills. | |
| 3-a | Transfers objects from one hand to another 5 times | CC.1.2.PK.I | |
| 3-b | Looks for an object that has fallen out of sight 5 times | With prompting and support, identify basic similarities and differences between two texts read aloud on the same topic. | |
| | | CC.1.2.PK.L With prompting and support, actively engage in group reading activities with purpose and understanding. | |
| | | CC.1.3.PK.H | |
| | | Answer questions to compare and contrast the adventures and experiences of characters in familiar stories. CC.1.3.PK.K | |
| | | With prompting and support, actively engage in group reading activities with purpose and understanding. | |
| | | CC.1.4.PK.T | |
| | | With guidance and support from adults and peers, respond to questions and suggestions, add details as needed prompting and | |

| | | support, make logical connections between drawing and dictation. |
|-----|---|--|
| 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 | CC.2.2.PK.A.1 |
| 4-a | Dumps things out of containers, or pulls items out of cupboards 5 times | Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. CC.2.4.PK.A.4 |
| 4-b | Pushes and/or pulls objects 5 times | Classify objects and count the number of objects in each category. |
| | | |
| 5-M | Matches any 10 identical items (e.g., inset puzzles, toys, objects, or pictures) | CC.1.1.PK.B |
| 5-a | Visually attends to toys or books for 1 minute, 2 times | Identify basic features of print. |
| 5-b | · · · · · · · · · · · · · · · · · · · | Differentiate between numbers and letters and words. Recognize and name some uppercase and lowercase letters of the alphabet. |
| | Successfully uses a spoon 5 times during a meal | CC.1.1.PK.C |
| 5-c | Completes a 3-piece in-set puzzle without physical prompts | Demonstrate understanding of spoken words, syllables, and sounds (phonemes). |
| 5-d | Attempts to scribble with any writing instrument | Recognize rhyming words and when two or more words begin with the same sound (alliteration). |
| 5-e | Puts two similar items together 2 times (e.g., picks up a matching toy) | Count syllables in spoken words. |
| | | Segment single-syllable spoken words. |
| | | Isolate and pronounce initial sounds. CC.1.2.PK.C |
| | | With prompting and support, make connections between information in a text and personal experiences. |
| | | CC.1.4.PK.M |
| | | Dictate narratives to describe real or imagined experiences or events. |
| | | CC.2.1.PK.A.3 |
| | | Compare numbers. |
| | | CC.2.4.PK.A.1 |
| | | Describe and compare measurable attributes of length and weight of everyday objects. |
| | | CC.2.4.PK.A.4 Classify objects and count the number of chicaes in each category |
| | | Classify objects and count the number of objects in each category. |

| | VISUAL PERCEPTUAL SKILLS AND MATCHING-TO-SAMPLE LEVEL 2 | | |
|-------|--|---|--|
| Skill | VB-MAPP Milestones & Supporting Skills | PA Core Standards | |
| 6-M | Matches identical objects or pictures in a messy array of 6, for 25 items | CC.1.1.PK.B | |
| 6-a | Connects 2 items or toys together (e.g. Duplos) | Practice appropriate book handling skills. Identify basic features of print. | |
| 6-b | Nests identical objects in a stack 2 times (e.g., bowls, cups, plates) | Differentiate between numbers and letters and words. | |
| 6-c | Turns 2 pages in a book | Recognize and name some uppercase and lowercase letters of the alphabet. CC.2.1.PK.A.3 | |
| 6-d | Completes 3 different inset puzzles containing 3-4 pieces without prompts | Compare numbers. | |
| 6-е | Stacks 4 blocks without help | CC.2.4.PK.A.1 | |
| 6-f | Matches identical objects or pictures in a neat array of 3, for 10 items (e.g., matches a hat to a hat) | Describe and compare measurable attributes of length and weight of everyday objects. CC.2.4.PK.A.4 | |
| 6-g | Matches identical objects or pictures that are different sizes in a messy array of 6, for 10 items (e.g., matches a big red ball to a little red ball) | Classify objects and count the number of objects in each category. | |
| 6-h | Places 5 items where they belong or in an appropriate context (e.g., puts a cup in the sink) | | |
| | | | |
| 7-M | Matches similar colors and shapes for 10 different colors or shapes given models (e.g., given red, blue, and green bowls and a pile of red, blue, and green bears the child sorts the items by color | CC.2.3.PK.A.1 Identify and describe shapes. | |
| 7-a | Completes 5 different puzzles containing 6 or more pieces without prompts | | |
| 7-b | Matches identical objects or pictures in a messy array of 8, for 25 objects | | |

| 7-c | Matches identical pictures that have different backgrounds in a messy array of 8, for 25 pictures | |
|--------|--|--|
| 7-d | Matches identical pictures (2D) to objects (3D) and vice versa, in a messy array of 8, for 10 pairs (e.g., matches a picture of Thomas the Train to a toy Thomas the Train | |
| 7-е | Spontaneously matches 2 items together in play or other situations (e.g., picks up a Hulk figurine and selects a matching | |
| | Hulk from a bin of figurines) | |
| 7-f | Completes identical matches in an array of 8, for 10 matches in less than 20 seconds (fluency) | |
| | | |
| 8-M | Matches identical objects or pictures in a messy array of 8 containing 3 similar stimuli, for 25 items (e.g., matches a | CC.1.1.PK.B |
| | dog to a dog in an array that also contains a cat, a pig, and a pony | Identify basic features of print. Differentiate between numbers and letters and words. |
| 8-a | Generalizes to 5 new identical matching tasks without formal | Recognize and name some uppercase and lowercase letters of the alphabet. |
| 8-b | Matches identical objects or pictures to corresponding items in a book for 25 items | |
| 8-c | Matches identical objects or pictures to corresponding items in the natural environment for 25 | |
| 8-d | Selects 3 non-identical, but associated, objects from a bin for 3 play activities (e.g., grabs several farm animals from a bin containing other toys) | |
| 8-e | Successfully assembles 5 parts of 5 connecting toys (e.g., Duplos, trains, Mr. Potato Head) | |
| | | |
| 9-M | Matches non-identical objects or non-identical pictures in a messy array of 10 containing 3 similar stimuli, for 25 | CC.1.1.PK.B |
| | items (e.g., matches a Ford truck to a Toyota truck) | Identify basic features of print. |
| 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 | Differentiate between numbers and letters and words. Recognize and name some uppercase and lowercase letters of the alphabet. |
| | Ford Mustang to a blue Ford Mustang | CC.1.1.PK.D |
| 9-b | Matches non-identical objects or pictures in a messy array of 8 containing 2 similar stimuli, for 25 items | Develop beginning phonics and word skills. |
| 9-c | Matches non-identical objects or pictures to corresponding items in a book for 25 items | Associate some letters with their names and sounds. |
| 9-d | Matches non-identical objects or pictures to corresponding items in the natural environment for 25 items | Identify familiar words and environmental print. CC.1.2.PK.I |
| 9-e | Demonstrates spontaneous functional matching-to-sample in the natural environment 2 times (e.g., finds a matching shoe) | With prompting and support, identify basic similarities and differences between two texts read aloud on the same topic. |
| 7.0 | Demonstrates spontaneous functional matering to sumple in the natural environment 2 times (e.g., finds a matering shoe) | - CC.1.3.PK.H |
| | | Answer questions to compare and contrast the adventures and experiences of characters in familiar stories. CC.1.4.PK.D |
| | | With prompting and support, make logical connections between drawing and dictation. |
| | | CC.2.1.PK.A.3 |
| | | Compare numbers. CC.2.4.PK.A.1 |
| | | Describe and compare measurable attributes of length and weight of everyday objects. |
| | | CC.2.4.PK.A.4 Classify objects and count the number of objects in each category. |
| 10-M | Matches non-identical objects (3D) to pictures (2D) and/or vice versa, in a messy array of 10 containing 3 similar | CC.1.2.PK.I |
| 10-111 | stimuli, for 25 items | With prompting and support, identify basic similarities and differences between two texts read aloud on the same topic. |
| 10-a | Assembles, collects, or groups 5 different toys, characters, or items that go together (e.g., a tea set) | CC.1.4.PK.D With prompting and support, make logical connections between drawing and dictation. |
| 10-b | Matches a picture of a body part to his own body part for 5 body parts | CC.2.1.PK.A.3 |
| 10-b | 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 | Compare numbers. CC.2.4.PK.A.1 |
| 10-0 | swimming to a picture of a boy swimming in a different pool) | Describe and compare measurable attributes of length and weight of everyday objects. |
| 10-d | Colors pictures in a coloring book although doesn't always stay in the | CC.2.4.PK.A.4 |
| | | Classify objects and count the number of objects in each category. |
| 10-е | Matches 10 different items that are associated with each other (e.g., a shoe to a sock) | |

VISUAL PERCEPTUAL SKILLS AND MATCHING-TO-SAMPLE

| | LEVEL 3 | |
|--------------|--|---|
| Skill | VB-MAPP Milestones & Supporting Skills | PA Core Standards |
| 11-M | Spontaneously matches any part of an arts and crafts activity to another person's sample 2 times (e.g., a peer colors a balloon red and the child copies the peer's red color for his balloon) | CC.1.2.PK.I With prompting and support, identify basic similarities and differences between two texts read aloud on the same topic. CC.2.1.PK.A.3 |
| 11-a | Completes 5 different interlocking puzzles with 10 pieces | Compare numbers. CC.2.3.PK.A.2 |
| 11-b 11-c | Completes a 4-component block design with a 2D sample and 3D blocks for 4 designs Uses glue to make things stick together without physical prompts 2 times | Analyze, compare, create, and compose shapes. |
| 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) | |
| 12-M | Demonstrates generalized non-identical matching in a messy array of 10 with 3 similar stimuli, for 25 items (i.e., matches new items on the first trial) | CC.1.2.PK.I With prompting and support, identify basic similarities and differences between two texts read aloud on the same topic. CC.1.3.PK.H |
| 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) | Answer questions to compare and contrast the adventures and experiences of characters in familiar stories. |
| 12-b | Matches non-identical items with a 5 second delay to the comparison in a messy array of 6 (e.g., show the child a tiger, then remove the tiger, wait 5 seconds, and present the array | CC.1.4.PK.D With prompting and support, make logical connections between drawing and dictation. |
| 12-c | Completes a 6-component block design with a 2D sample and 3D blocks for 8 designs | |
| 12-d | Matches a 3D block design with 4 blocks (e.g., a house, tower) | |
| 13-M | Completes 20 different block designs, parquetry, shape puzzles, or similar tasks with at least 8 different pieces | CC.1.2.PK.I With prompting and support, identify basic similarities and differences between two texts read aloud on the same topic. |
| 13-a | Uses scissors to cut out 5 different patterns or items without physical prompts | CC.2.1.PK.A.3 |
| 13-b | Sets a table for two people with 6 dishes and utensils | Compare numbers. CC.2.3.PK.A.2 |
| 13-с | Place 3 sets of items in order by size (seriation) | Analyze, compare, create, and compose shapes. |
| 13-d | Imitates a model block structure or similar assembly of objects with at least 6 parts | |
| 14-M | Sorts 5 items from 5 different categories without a model (e.g., animals, clothing, furniture) | CC.1.2.PK.I With prompting and support, identify basic similarities and differences between two texts read aloud on the same topic. |
| 14-a | Successfully completes a human figure puzzle with at least 6 parts | CC.1.3.PK.H |
| 14-b | Matches 25 items that are associated with each other in a messy array of 6 with 3 similar stimuli | Answer questions to compare and contrast the adventures and experiences of characters in familiar stories. CC.1.4.PK.D |
| 14-c | Completes 10 different seriation tasks (i.e., part-to-whole, small-to-large, etc.) | With prompting and support, make logical connections between drawing and dictation. |
| 14-d | Plays a short "concentration" or memory game with identical pictures | |
| 15-M | Continues 20 three-step patterns, sequences, or seriation tasks (e.g., star, triangle, heart, star, triangle) | CC.1.1.PK.C Demonstrate understanding of spoken words, syllables, and sounds (phonemes). |
| 15-a | Completes an A-B pattern for 5 different color or shape patterns | Recognize rhyming words and when two or more words begin with the same sound (alliteration). |
| 15-b | Completes an A-B pattern for 5 different picture patterns | Count syllables in spoken words. |
| 15-с | Places 3 pictures in the correct sequential order for 5 sets | Segment single-syllable spoken words. Isolate and pronounce initial sounds. |
| 15-d | Constructs 5 felt (or similar material) scenes with 5 parts (e.g., farm, party) | CC.1.2.PK.A With prompting and support, retell key details of text that support a provided main idea. CC.1.3.PK.G |
| | | Describe pictures in books using details. CC.1.4.PK.W |
| | | With guidance and support, recall information from experiences or books. |

| | 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.1.1.PK.A | |
| 1-a | Has a favorite comfort item that he might sleep with or carry (e.g., a blanket, stuffed animal) | Practice appropriate book handling skills. C.1.2.PK.E | |
| 1-b | Reaches for objects of interest (e.g., keys, cup, ball) | Identify the front cover, back cover, and title page of a book. | |
| 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.PK.L With prompting and support, actively engage in group reading activities with purpose and understanding. | |
| | block) | CC.1.3.PK.F | |
| 2-a | Points to a toy or object of interest | Answer questions about unfamiliar words read aloud from a story. | |
| 2-b | Drops items to watch them fall, or demonstrates other interests in cause-and-effect | | |
| 2-c | Opens cupboard doors, toy boxes, or reaches in a toy container | | |
| 2-d | Repeats a play behavior that produces an auditory sound (e.g., squeezes toys, bangs items) | | |
| 2-e | Makes eye contact with others 3 times during play | | |
| | | | |
| 3-M | Demonstrates generalization by engaging in exploratory movement and playing with the toys in a novel environment | CC.1.1.PK.A Practice appropriate book handling skills. | |
| 2 | for 2 minutes (e.g., in a new playroom) | CC.1.2.PK.J | |
| 3-a | Brings a toy or object of interest to an adult | Use new vocabulary and phrases acquired in conversations and being read to. | |
| 3-b | Dumps containers of items on floor | | |
| 3-c | Transfers items in or out of a container | | |
| 3-d | Generalizes known play behaviors to a novel environment | | |
| 3-е | Carries toys or objects from one place to another | - | |
| 4 3/1 | | CC.1.1.PK.A | |
| 4-M | Independently engages in movement play for 2 minutes (e.g., swinging, dancing, rocking, jumping, climbing) | Practice appropriate book handling skills. | |
| 4-a 4-b | Enters a playhouse or similar play structure without adult verbal prompting Learns to work a toy correctly after an adult demonstrates its use (e.g., push buttons on a pop-up toy) | CC.1.2.PK.E | |
| 4-b 4-c | Mands to an adult for assistance with an item (e.g., child holds up something he can't open) | Identify the front cover, back cover, and title page of a book. | |
| 4-c 4-d | Spontaneously dances when music is played | | |
| 4-u 4-e | Enjoys being pulled or pushed in a wagon, on a tricycle, or other toy vehicle | | |
| 4-0 | Enjoys being puned or pushed in a wagon, on a tricycle, or other toy venicle | | |
| 5-M | Independently engages in cause-and-effect play for 2 minutes (e.g., dumping containers, playing with pop-up toys, | CC.1.1.PK.A | |
| 3-111 | pulling toys, etc.) | Practice appropriate book handling skills. | |
| 5-a | Takes pieces of a set apart (e.g., Duplos, Bristle blocks) | CC.1.1.PK.D Develop beginning phonics and word skills. | |
| 5-b | Spontaneously pulls and pushes items around | Associate some letters with their names and sounds. | |
| 5-c | Carries a large play object to a new location (e.g., a toy car garage) | Identify familiar words and environmental print. | |
| 5-d | Emits sounds or words associated with toys (e.g., says vroom vroom with a car) | | |
| 5-e | Connects things or puts them together (e.g., a car on a track, Duplos) | | |
| | | | |

| LEVEL 2 Skill VB-MAPP Milestones & Supporting Skills PA Core Standards |
|--|
| 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.PK.V Ask questions about topics of personal interest to gain information; with teacher guidance and support, locate informative the chosen topic. |
| 6-a Carries 2 or more toys while walking CC.2.2.PK.A.1 |
| 6-b Independently plays with in-set puzzles for 1 minute Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. |
| 6-c Engages in sensory play for 2 minutes (e.g., scoops sand, or rice from a tray, plays in shaving cream) |
| 6-d Splashes water and plays with objects in a swimming or wading pool |
| 6-e Plays with sets of toys that have multiple parts for 2 minutes (e.g., farm animals, form ball) |
| 7-M Independently demonstrates the use of toys or objects according to their function for 5 items (e.g., placing a train on a track, pulling a wagon, holding a telephone to the ear) CC.1.1.PK.A Practice appropriate book handling skills. |
| 7-a Scribbles on a Magna Doodle, white board, or paper |
| 7-b Waits while an activity is being set up |
| 7-c Independently plays for 2 minutes without adult interaction |
| 7-d Sorts or separates preferred toy items from others in a bin (e.g., pulls out the Thomas trains) |
| 7-e Spontaneously imitates an adult's use of objects (e.g., brushing hair) |
| 8-M Plays with everyday items in creative ways 2 times (e.g., uses a bowl as a drum or a box as an imaginary car) CC.1.1.PK.A Practice appropriate book handling skills. |
| 8-a Independently plays on a playground for 2 minutes without adult prompts CC.1.2.PK.E |
| 8-b Observes, then imitates other children on play structures (e.g., going down a slide) Identify the front cover, back cover, and title page of a book. |
| 8-c Strings large beads, laces, or similar fine motor leisure activities for 1 minute |
| 8-d Plays with 2 toy sets as designed (e.g., hammer and tool bench set, kitchen set) |
| 9-M Independently engages in play on structures and playground equipment for a total of 5 minutes (e.g., going down a slide, swinging) CC.1.1.PK.A Practice appropriate book handling skills. CC.1.2.PK.E |
| 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) Identify the front cover, back cover, and title page of a book. CC.1.2.PK.L |
| 9-b Completes 5 inset puzzles with 5 or more pieces With prompting and support, actively engage in group reading activities with purpose and understanding. |
| 9-c Repeatedly plays with specific components of a play structure (e.g., goes down a slide several times, goes back and forth on a rope bridge) |
| 9-d Spontaneously kicks a ball forward |
| |
| 10-M Assembles toys that have multiple parts for 5 different sets of materials CC.1.1.PK.C |
| Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Recognize rhyming words and when two or more words begin with the same sound (alliteration). |
| 10-b Allows others to play in close proximity • Count syllables in spoken words. |
| 10-c Demonstrates interest in a peer's completed project (e.g., a sand castle, Lego structure) • Segment single-syllable spoken words. |
| 10-d Mands to peers to not disturb his structure or toy assembly • Isolate and pronounce initial sounds. |
| 10-e Improvises when parts are missing (e.g., still plays with a car that is missing a wheel) |
| 10-f Helps to pick up toys after an activity with adult prompts |

| Skill VB-MAPP Milestones & Supporting Skills PA Core Standards | | INDEPENDENT PLAY | |
|--|-------|--|---|
| Sportaneously eneages in pretend or imaginary play on 5 occasions (e.g., dressing up, a pretend party with stuffed all analyses as riding toy around obstructions (e.g., moving a risycle or big wheel around a pole) | | LEVEL 3 | |
| saimusk, pretents to cook) 1-10 Notice and fine type around obstructions (e.g., moving a nicycle or big wheel around a pole) 1-11 Demonstrates 1 to 1 correspondence in play activities (e.g., places plastic eggs in an egg carton, a doll in a bed with a bottle) 1-12 Will get toys and play independently for 2 minutes 1-13 Bings an assembly activity to completion (e.g., bullow a tractic for 2 activities (e.g., throwing a ball in a basket, swinging a bat at a 1-ball, floot storping to launch a rocket, pumping as wing) 1-2 Bings an assembly activity to completion (e.g., bullow a structure out of blocks, strings beads to make a necklace and wears in) 1-2 Bings an assembly activity to completion (e.g., bullow a structure out of blocks, strings beads to make a necklace and wears in) 1-2 Accepts direction from a peer when playing in the same area 1-3 Milependently changes in arts and crafts type activities for 5 minutes (e.g., drawing, coloring, painting, cutting, pasting) 1-3 Loses arts and crafts materials as intended (e.g., cuts with scissors, uses glue) 1-3 Loses arts and crafts materials as intended (e.g., cuts with scissors, uses glue) 1-3 Shows a completed project to an adult or peer (e.g., and a project) 1-4 Colors interms mody within their boundaries in a udoring book. 1-4 Demonstrates a late that the propose plant and their prompts or reinforcement (e.g., bullows active quick (e.g., does not throw objects at other children or climb too high on play structures) 1-4 Colors in picture in a coloring part of the will be proposed in a structure of the proposed informative explanancy tests as assembly activity. 1-5 Demonstrates a will repeated to write a naturation in the boundaries in a udoring book. 1-5 Demonstrates a will repeated to write a naturation in the boundaries in a udoring book. 1-5 Sportuge and appect, daws will be a proposed informative explanancy may be prove explanancy may be activity. 1-5 Sportuge and appect and project of the table, pointing an appect make logical comections betwee | Skill | VB-MAPP Milestones & Supporting Skills | PA Core Standards |
| Navigates a riding toy around obstructions (e.g., moving a fricycle or big wheel around a pole) 1-b | 11-M | animals, pretends to cook) | Ask questions about topics of personal interest to gain information; with teacher guidance and support, locate information on |
| botte | | | |
| Sings, hums, or recites a few words to familiar songs while engaged in an activity | 11-b | bottle) | |
| 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 stemping to launch a rocket, pumping a swing) 12-a Brings an assembly activity to completion (e.g., builds a structure out of blocks, strings beads to make a neckface and wears 10-2c. Independently sits and looks at a book for 5 minutes 12-b Colors in a picture in a coloring book or on paper | | | |
| but at at a T-boll, foot stemping to faunch a rocket, pumping a swing) 12-a Brings an assembly activity to completion (e.g., builds a structure out of blocks, strings beads to make a necklace and wears) 12-b Colors in a picture in a coloring book or on paper 12-c Independently sits and looks at a book for 5 minutes 12-d Accepts direction from a peer when playing in the same area 13-M Independently engages in arts and crafts type activities for 5 minutes (e.g., drawing, coloring, painting, cutting, pasting) 13-a Uses arts and crafts materials as intended (e.g., cuts with scissors, uses glue) 13-b Independently draws recognizable items 13-b Shows a completed project to an adult or peer (e.g., an art project) 13-c 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) 14-c Will pretend to write a note 14-d Demonstrates a mappropriate response when an activity books for 5 minutes (e.g., dot-to-dot, matching games, mares, trixing letters and numbers) 15-M Independently gress, ests-up, completes, and (with prompts) puts away a play activity 15-b Spontaneously assists in daily activities that are more challenging (e.g., rice a bike with training wheels, in-line challenge and anytor, generate ideas to convey information. 16-14-15-16-16-16-16-16-16-16-16-16-16-16-16-16- | 11-d | Sings, hums, or recites a few words to familiar songs while engaged in an activity | |
| 12-b Colors in a picture in a coloring book or on paper | | bat at a T-ball, foot stomping to launch a rocket, pumping a swing) | With prompting and support, make logical connections between drawing and dictation. |
| 12-d Accepts direction from a peer when playing in the same area | 12-a | | Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. |
| 13-M Independently engages in arts and crafts type activities for 5 minutes (e.g., drawing, coloring, painting, cutting, pasting) See arts and crafts materials as intended (e.g., cuts with scissors, uses glue) With prompting and support, draw/dictate about one specific topic. CC.I.A.PK.D. | | | |
| 13-M Independently engages in arts and crafts type activities for 5 minutes (e.g., drawing, coloring, painting, cutting, pasting) 13-a Uses arts and crafts materials as intended (e.g., cuts with scissors, uses glue) Waits for a turn at an activity (e.g., waits for an other child to get off a swing, or a turn at an activity table) Waits for a turn at an activity (e.g., waits for a num is an activity (e.g., waits for a turn at an activity table) CC.1.4FK.B Waits for a turn at an activity (e.g., waits for a turn at an activity table) Waits for a turn at an activity (e.g., waits for a turn at an activity table) CC.1.4FK.B Waits for a turn at an activity with in the follows in turn at an activity within the follows in a coloring book CC.1.4FK.B Waits prompting and support, drawdictate about one specific topic. CC.1.4FK.B Waits prompting and support, drawdictate about one specific topic. CC.1.4FK.B Waits prompting and support, drawdictate about one specific topic. CC.1.4FK.B Waits prompting and support, drawdictate about one specific topic. CC.1.4FK.B Waits prompting and support, drawdictate about one specific topic. CC.1.4FK.B Waits prompting and support, drawdictate about one specific topic. CC.1.4FK.A | | · • | |
| pasting) 13-a Uses arts and crafts materials as intended (e.g., cuts with scissors, uses glue) 13-b Waits for a turn at an activity (e.g., waits for another child to get off a swing, or a turn at an activity table) 13-c Independently draws recognizable items 13-d Shows a completed project to an adult or peer (e.g., an art project) 13-e Colors items mostly within their boundaries in a coloring book 14-M Independently engages in sustained play activities for 10 minutes without adult prompts or reinforcement (e.g., playing with an Etch-a-sketch, playing dress-up) 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) 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 draws or writes in pre-academic activity books for 5 minutes (e.g., dot-to-dot, matching games, mazes, tracing letters and numbers) 15-M 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) 15-c Will engage in a non-preferred activity to earn a preferred activity with prompting and support, draw/dictate about one specific topic. CC.1.4.PK.A With prompting and support, draw/dictate about one specific topic. CC.1.4.PK.A Physical activities that are more challenging (e.g., ride a bike with training wheels, in-line skates, hitting a golf ball with a club) CC.1.4.PK.C Will engage in a non-preferred activity to earn a preferred activity with prompting and support, draw/dictate about one specific topic. CC.1.4.PK.C With prompting and support, draw/dictate about one specific topic. CC.1.4.PK.C With prompting and support, draw/dictate about one specific topic. CC.1.4.PK.C With prompting and support, draw/dictate to compose informative explanatory texts examining a topic. CC.1.4.PK.C With prompting and support dra | 12-d | Accepts direction from a peer when playing in the same area | |
| 13-b Waits for a turn at an activity (e.g., waits for a turn at an activity table) C.J.4.PK.D 13-c Independently draws recognizable items C.J.4.PK.D 13-e Colors items mostly within their boundaries in a coloring book | 13-M | | Draw/dictate to compose informative/ explanatory texts examining a topic. |
| 13-c Independently draws recognizable items 13-d Shows a completed project to an adult) or peer (e.g., an art project) With prompting and support, generate ideas to convey information. CC.1.4FK.B With prompting and support, make logical connections between drawing and dictation. CC.1.4FK.B With prompting and support, make logical connections between drawing and dictation. CC.1.4FK.B With prompting and support, make logical connections between drawing and dictation. CC.1.4FK.B With prompting and support, make logical connections between drawing and dictation. CC.1.4FK.B With prompting and support, make logical connections between drawing and dictation. CC.1.4FK.B With prompting and support, make logical connections between drawing and dictation. CC.1.4FK.B With prompting and support, make logical connections between drawing and dictation. CC.1.4FK.B With prompting and support, make logical connections between drawing and dictation. CC.1.4FK.B With prompting and support, make logical connections between drawing and dictation. CC.1.4FK.B With prompting and support, draw/dictate about one specific topic. CC.1.4FK.B With prompting and support, draw/dictate about one specific topic. CC.1.4FK.B With prompting and support, draw/dictate about one specific topic. CC.1.4FK.B | 13-a | Uses arts and crafts materials as intended (e.g., cuts with scissors, uses glue) | With prompting and support, draw/dictate about one specific topic. |
| 13-cl Shows a completed project to an adult or peer (e.g., an art project) | 13-b | Waits for a turn at an activity (e.g., waits for another child to get off a swing, or a turn at an activity table) | |
| 13-e Colors items mostly within their boundaries in a coloring book | 13-c | | |
| 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) 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) 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) 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) 15-b Spontaneously assists in daily activities (e.g., setting the table, planting seeds in a garden, sorting socks) 15-c Will engage in a non-preferred activity to earn a preferred activity CC.1.4.FK.D With prompting and support, draw/dictate about one specific topic. CC.1.4.FK.D With prompting and support, draw/dictate about one specific topic. CC.1.4.FK.D With prompting and support, generate ideas to convey information. CC.1.4.FK.D With prompting and support, make logical connections between drawing and dictation. | | | With prompting and support, make logical connections between drawing and dictation. |
| playing with an Etch-a-sketch, playing dress-up) 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) 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) 15-a Demonstrates a appropriate response when an activity books for 5 minutes (e.g., dot-to-dot, matching games, mazes, tracing letters and numbers) 15-b Spontaneously assists in daily activities (e.g., setting the table, planting seeds in a garden, sorting socks) 15-c Will engage in a non-preferred activity to earn a preferred activity With prompting and support, draw/dictate about one specific topic. CC.1.4.PK.D With prompting and support, draw/dictate about one specific topic. CC.1.4.PK.C With prompting and support, draw/dictate about one specific topic. CC.1.4.PK.C With prompting and support, draw/dictate about one specific topic. CC.1.4.PK.D With prompting and support, draw/dictate about one specific topic. CC.1.4.PK.D With prompting and support, draw/dictate about one specific topic. CC.1.4.PK.D With prompting and support, draw/dictate about one specific topic. CC.1.4.PK.D With prompting and support, draw/dictate about one specific topic. CC.1.4.PK.D With prompting and support, draw/dictate about one specific topic. CC.1.4.PK.D With prompting and support, draw/dictate about one specific topic. CC.1.4.PK.D With prompting and support, draw/dictate about one specific topic. CC.1.4.PK.D With prompting and support, draw/dictate about one specific topic. CC.1.4.PK.D With prompting and support, make logical connections between drawing and dictation. | 13-е | Colors items mostly within their boundaries in a coloring book | |
| to do so by an adult) 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) 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) 15-b Spontaneously assists in daily activities (e.g., setting the table, planting seeds in a garden, sorting socks) 15-c Will engage in a non-preferred activity to earn a preferred activity 15-b Will engage in a non-preferred activity to earn a preferred activity 15-b Will prompting and support, make logical connections between drawing and dictation. | 14-M | | |
| 14-c Will pretend to write a note 14-d Independently gets, sets-up, completes, and (with prompts) puts away a play activity | 14-a | | |
| 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) 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) 15-b Spontaneously assists in daily activities (e.g., setting the table, planting seeds in a garden, sorting socks) 15-c Will engage in a non-preferred activity to earn a preferred activity Independently gets, sets-up, completes, and (with prompts) puts away a play activity CC.1.4.PK.A Draw/dictate to compose informative/ explanatory texts examining a topic. CC.1.4.PK.B With prompting and support, draw/dictate about one specific topic. CC.1.4.PK.C With prompting and support, generate ideas to convey information. CC.1.4.PK.D With prompting and support, make logical connections between drawing and dictation. | 14-b | | |
| 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) 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) 15-b Spontaneously assists in daily activities (e.g., setting the table, planting seeds in a garden, sorting socks) 15-c Will engage in a non-preferred activity to earn a preferred activity CC.1.4.PK.A Draw/dictate to compose informative/ explanatory texts examining a topic. CC.1.4.PK.B With prompting and support, draw/dictate about one specific topic. CC.1.4.PK.C CC.1.4.PK.D With prompting and support, generate ideas to convey information. CC.1.4.PK.D With prompting and support, make logical connections between drawing and dictation. | 14-c | | |
| mazes, tracing letters and numbers) 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) The states are more challenging (e.g., ride a bike with training wheels, in-line skates, hitting a golf ball with a club) The states are more challenging (e.g., ride a bike with training wheels, in-line skates, hitting a golf ball with a club) The states are more challenging (e.g., ride a bike with training wheels, in-line skates, hitting a golf ball with a club) The states are more challenging (e.g., ride a bike with training wheels, in-line skates, hitting a golf ball with a club) The states are more challenging (e.g., ride a bike with training wheels, in-line skates, hitting a golf ball with a club) The states are more challenging (e.g., ride a bike with training wheels, in-line skates, hitting a golf ball with a club) The states are more challenging (e.g., ride a bike with training wheels, in-line skates, hitting a golf ball with a club) The states are more challenging (e.g., ride a bike with training wheels, in-line skates, hitting a golf ball with a club) The states are more challenging (e.g., ride a bike with training wheels, in-line skates, hitting a golf ball with a club) The states are more challenging (e.g., ride a bike with training wheels, in-line skates, in-line skates, hitting a golf ball with a club) The states are more challenging (e.g., ride a bike with training wheels, in-line skates, in-line skates, in-line skates, hitting a golf ball with a club. The states are more challenging (e.g., ride a bike with training wheels, in-line skates, in-line skat | 14-d | Independently gets, sets-up, completes, and (with prompts) puts away a play activity | |
| 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) Spontaneously assists in daily activities (e.g., setting the table, planting seeds in a garden, sorting socks) Spontaneously assists in daily activities (e.g., setting the table, planting seeds in a garden, sorting socks) With prompting and support, draw/dictate about one specific topic. CC.1.4.PK.D With prompting and support, generate ideas to convey information. CC.1.4.PK.D With prompting and support, make logical connections between drawing and dictation. | 15-M | | Draw/dictate to compose informative/ explanatory texts examining a topic. |
| 15-b Spontaneously assists in daily activities (e.g., setting the table, planting seeds in a garden, sorting socks) 15-c Will engage in a non-preferred activity to earn a preferred activity With prompting and support, generate ideas to convey information. CC.1.4.PK.D With prompting and support, make logical connections between drawing and dictation. | 15-a | Demonstrates a willingness to try physical activities that are more challenging (e.g., ride a bike with training wheels, in-line | With prompting and support, draw/dictate about one specific topic. CC.1.4.PK.C |
| 15-c Will engage in a non-preferred activity to earn a preferred activity With prompting and support, make logical connections between drawing and dictation. | 15-b | | |
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| | SOCIAL BEHAVIOR AND SO | CIAL PLAY |
|------------|--|--|
| | LEVEL 1 | |
| Skill | VB-MAPP Milestones & Supporting Skills | PA Core Standards |
| 1-M | Makes eye contact as a type of mand 5 times | CC.1.2.PK.I |
| 1-a | Smiles when hearing familiar voices 3 times (e.g., his mom or dad's voice) | With prompting and support, identify basic similarities and differences between two texts read aloud on the same topic. CC.1.2.PK.L |
| 1-b | Looks at the faces of familiar people at least 3 times | With prompting and support, actively engage in group reading activities with purpose and understanding. |
| 1-c | Orients towards or makes eye contact with familiar people 5 times | CC.1.3.PK.H Answer questions to compare and contrast the educatives and experiences of characters in familiar stories |
| | | Answer questions to compare and contrast the adventures and experiences of characters in familiar stories. CC.1.3.PK.K |
| | | With prompting and support, actively engage in group reading activities with purpose and understanding. |
| | | CC.1.4.PK.D With prompting and support, make logical connections between drawing and dictation. |
| | | CC.I.4.PK.T |
| | | With guidance and support from adults and peers, respond to questions and suggestions, add details as needed. |
| | | CC.1.5.PK.A Participate in collaborative conversations with peers and adults in small and larger groups. |
| 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.1.3.PK.K |
| 2-a | Smiles or laughs during physical play 5 times | With prompting and support, actively engage in group reading activities with purpose and understanding. CC.1.4.PK.D |
| 2-b | Participates and smiles in reciprocal social play 2 times (e.g., patty cake, peek-a-boo) | With prompting and support, make logical connections between drawing and dictation. |
| 2-c | Seeks out adult attention using eye gaze, sounds, or gestures 3 times (e.g., pointing) | CC.1.4.PK.T |
| | | With guidance and support from adults and peers, respond to questions and suggestions, add details as needed CC.1.5.PK.A |
| | | Participate in collaborative conversations with peers and adults in small and larger groups. |
| 3-M | Spontaneously makes eye contact with other children 5 times | CC.1.2.PK.I |
| 3-a | Takes a desired item from an adult 3 times (e.g., takes a toy when offered) | With prompting and support, identify basic similarities and differences between two texts read aloud on the same topic. CC.1.2.PK.L |
| 3-b | Reacts positively to being approached by other children 2 times (can be siblings) | With prompting and support, actively engage in group reading activities with purpose and understanding. |
| 3-c | Responds to greetings from others with 2 seconds of eye contact 2 times | CC.1.3.PK.H Answer questions to compare and contrast the adventures and experiences of characters in familiar stories. |
| | | CC.1.3.PK.K |
| | | With prompting and support, actively engage in group reading activities with purpose and understanding. |
| | | CC.1.4.PK.D With prompting and support, make logical connections between drawing and dictation. |
| | | CC.I.4.PK.T |
| 4.34 | | With guidance and support from adults and peers, respond to questions and suggestions, add details as needed. CC.1.2.PK.I |
| 4-M | Spontaneously engages in parallel play near other children for a total of 2 minutes (e.g., sits in the sandbox near | With prompting and support, identify basic similarities and differences between two texts read aloud on the same topic. |
| 4.0 | other children) | CC.1.2.PK.L |
| 4-a 4-b | Approaches other children 2 times with an adult prompt Appropriately stands close by other children in group activities 2 times | With prompting and support, actively engage in group reading activities with purpose and understanding. CC.1.3.PK.K |
| 4-b 4-c | Imitates a wave "bye-bye" to others when prompted 2 times | With prompting and support, actively engage in group reading activities with purpose and understanding. |
| 4-c 4-d | Sits next to other children in group activities 2 times when prompted by an adult | CC.1.4.PK.D With prompting and support, make logical connections between drawing and dictation. |
| 4-u | Sits heat to other enhancin in group activities 2 times when prohipted by all addit | CC.1.4.PK.T |
| | | With guidance and support from adults and peers, respond to questions and suggestions, add details as needed. |
| 5-M | Spontaneously follows peers or imitates their motor behavior 2 times (e.g., follows a peer into a playhouse) | With prompting and support, identify basic similarities and differences between two texts read aloud on the same topic. |
| 5-a | Spontaneously follows another child 2 times | CC.1.2.PK.L |
| 5-b | Spontaneously imitates the behavior of another child 2 times | With prompting and support, actively engage in group reading activities with purpose and understanding. |
| 5-c | Laughs or smiles when others engage in silly, fun, or entertaining behavior 2 times | CC.1.3.PK.J Use new vocabulary and phrases acquired in conversations and being read to. |
| | | Use new vocabulary and phrases acquired in conversations and being read to. |

| CC.1.3.PK.K |
|---|
| With prompting and support, actively engage in group reading activities with purpose and understanding. |
| CC.1.4.PK.D |
| With prompting and support, make logical connections between drawing and dictation. |
| CC.1.4.PK.T |
| With guidance and support from adults and peers, respond to questions and suggestions, add details as needed. |

| | 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.1.3.PK.K | |
| 6-a | Looks at a peer when he talks 2 times | With prompting and support, actively engage in group reading activities with purpose and understanding. CC.1.4.PK.T | |
| 6-b | Chases peers in play with adult prompts 2 times | With guidance and support from adults and peers, respond to questions and suggestions, add details as needed. | |
| 6-c | Sits with peers in a group activity (e.g., music) without disruptive behavior for 2 minutes | CC.1.5.PK.A Participate in collaborative conversations with peers and adults in small and larger groups. | |
| 6-d | Engages in physical play with peers (e.g., rolling down a hill) with adult prompts 2 times | Tarticipate in condobrative conversations with peers and addits in small and larger groups. | |
| 6-e | Spontaneously imitates 5 different behaviors of peers | | |
| 7-M | Spontaneously mands to peers 5 times (e.g., My turn. Push me. Look! Come on.) | CC.1.2.PK.L | |
| 7-a | Mands to peers with adult prompts 5 times (e.g., Ask Katie for a cookie.) | With prompting and support, actively engage in group reading activities with purpose and understanding. | |
| 7-b | Echoes a peer's sounds or words with adult prompts 2 times (e.g., What did he say?) | CC.1.5.PK.A Participate in collaborative conversations with peers and adults in small and larger groups. | |
| 7-c | Spontaneously joins other children in a play activity 2 times (e.g., a playhouse) | CC.1.5.PK.D | |
| 7-d | Spontaneously offers a reinforcer to a peer 1 time | Using simple sentences, share stories, familiar experiences, and interests, speaking clearly enough to be understood by most audiences. | |
| | | CC.1.5.PK.E | |
| | | Using simple sentences, express thoughts, feelings, and ideas, speaking clearly enough to be understood by most audiences. | |
| 8-M | Engages in sustained social play with peers for 3 minutes without adult prompts or reinforcement (e.g., | CC.1.2.PK.I With prompting and support, identify basic similarities and differences between two texts read aloud on the same topic. | |
| 8-a | cooperatively setting up a play set, water play) Spontaneously greets others with a wave or vocal response 1 time | — CC.1.2.PK.L | |
| 8-b | Spontaneously imitates a peer's actions with objects 2 times (e.g., blowing a pinwheel) | With prompting and support, actively engage in group reading activities with purpose and understanding. CC.1.3.PK.H | |
| 8-c | Responds to the mands of peers with adult prompts 2 times (e.g., Give him the car.) | Answer questions to compare and contrast the adventures and experiences of characters in familiar stories. | |
| 8-d | Spontaneously echoes a peer's words 2 times | CC.1.3.PK.K With prompting and support, actively engage in group reading activities with purpose and understanding. | |
| o-u | Spontaneously echoes a peer's words 2 times | CC.1.4.PK.D | |
| | | With prompting and support, make logical connections between drawing and dictation. | |
| | | CC.1.4.PK.T With guidance and support from adults and peers, respond to questions and suggestions, add details as needed. | |
| 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.PK.I | |
| 9-a | Spontaneously copies a peer's assembly of toys or other items 1 time (e.g., Duplo) | With prompting and support, identify basic similarities and differences between two texts read aloud on the same topic. CC.1.2.PK.L | |
| 9-b | Responds appropriately to mands from peers for an object 2 times (e.g., Give me the truck.) | With prompting and support, actively engage in group reading activities with purpose and understanding. | |
| 9-с | Responds appropriately to mands from peers for an action 2 times (e.g., Push me.) | CC.1.3.PK.H | |
| 9-d | Responds to the mands of peers to stop a behavior 1 time (e.g., Stop pushing me.) | Answer questions to compare and contrast the adventures and experiences of characters in familiar stories. CC.1.3.PK.K | |
| 9-е | Spontaneously mands for help from adults 1 time | With prompting and support, actively engage in group reading activities with purpose and understanding. | |
| 9-f | Tacts items for the benefit of peers with adult prompts, 2 times (e.g., There's your car.) | CC.1.4.PK.D With prompting and support, make logical connections between drawing and dictation. | |
| | | CC.1.4.PK.T | |
| | | With guidance and support from adults and peers, respond to questions and suggestions, add details as needed. CC.1.5.PK.A | |
| | | Participate in collaborative conversations with peers and adults in small and larger groups. | |

| 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 | CC.1.5.PK.D Using simple sentences, share stories, familiar experiences, and interests, speaking clearly enough to be understood by most audiences. CC.1.5.PK.E Using simple sentences, express thoughts, feelings, and ideas, speaking clearly enough to be understood by most audiences. CC.1.2.PK.I |
|--------|---|---|
| 10 1/1 | hole.) | With prompting and support, identify basic similarities and differences between two texts read aloud on the same topic. CC.1.2.PK.L |
| 10-a | Spontaneously mands to peers to follow directions 2 times (e.g., Put the bike here.) | With prompting and support, actively engage in group reading activities with purpose and understanding. |
| 10-b | Spontaneously mands for others to attend to what he is attending to (e.g., Look at this!) | CC.1.3.PK.K |
| 10-с | Spontaneously mands for others to attend to his behavior 2 times (e.g., Watch me.) | With prompting and support, actively engage in group reading activities with purpose and understanding. CC.1.4.PK.D |
| 10-d | Mands for attention from peers 2 times (e.g., Hey Johnny!) | With prompting and support, make logical connections between drawing and dictation. |
| 10-е | Spontaneously imitates a peer riding on a tricycle, toy car, or other riding toy 2 times | CC.1.4.PK.T With guidance and support from adults and peers, respond to questions and suggestions, add details as needed. CC.1.5.PK.D Using simple sentences, share stories, familiar experiences, and interests, speaking clearly enough to be understood by most audiences. CC.1.5.PK.E Using simple sentences, express thoughts, feelings, and ideas, speaking clearly enough to be understood by most audiences. |

| | SOCIAL BEHAVIOR AND SOCIAL PLAY | | |
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| | 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.1.2.PK.L With prompting and support, actively engage in group reading activities with purpose and understanding. CC.1.3.PK.K | |
| 11-a | Participates in cooperation activities with adult prompts 2 times (e.g., parachute holding) | With prompting and support, actively engage in group reading activities with purpose and understanding. | |
| 11-b | Appropriately mands to peers to stop an undesirable behavior 2 times | CC.1.4.PK.T With guidance and support from adults and peers, respond to questions and suggestions, add details as needed. | |
| 11-c | Waits for a turn with a reinforcer without negative behavior 2 times | CC.1.5.PK.A | |
| 11-d | Accepts an invitation to join a social play activity with a peer 2 times | Participate in collaborative conversations with peers and adults in small and larger groups. | |
| 11-e | Mands to peers with a WH question 2 times (e.g., Where the shovel? What's your name?) | CC.1.5.PK.D Using simple sentences, share stories, familiar experiences, and interests, speaking clearly enough to be understood by most | |
| | | audiences. CC.1.5.PK.E Using simple sentences, express thoughts, feelings, and ideas, speaking clearly enough to be understood by most audiences. | |
| 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.1.2.PK.L With prompting and support, actively engage in group reading activities with purpose and understanding. CC.1.3.PK.K | |
| 12-a | Spontaneously imitates a peer's behavior in a pretend play activity 2 times | With prompting and support, actively engage in group reading activities with purpose and understanding. | |
| 12-b | Spontaneously mands using where for the location of a missing peer 2 times | CC.1.4.PK.T | |
| 12-c | Spontaneously mands using what related to the behavior of a peer 2 times | With guidance and support from adults and peers, respond to questions and suggestions, add details as needed. CC.1.5.PK.D | |
| 12-d | Spontaneously mands using who evoked by an unknown person 2 times | Using simple sentences, share stories, familiar experiences, and interests, speaking clearly enough to be understood by most | |
| 12-е | Has a "best friend" (i.e., will repeatedly play with a specific child) | audiences. CC.1.5.PK.E | |
| 12-f | Engages in at least 3 verbal exchanges with a peer | Using simple sentences, express thoughts, feelings, and ideas, speaking clearly enough to be understood by most audiences. | |
| | | | |
| 13-M | Intraverbally responds to 5 different questions or statements from peers (e.g., verbally responds to What do you want to play?) | CC.1.2.PK.F With prompting and support, answer questions about unfamiliar words read aloud from a text. CC.1.2.PK.G | |
| 13-a | Spontaneously uses please and thank you with an adult or peer 2 times | With prompting and support, answer questions to connect illustrations to the written word. | |
| 13-b | Demonstrates any reciprocal verbal exchanges with a peer 2 times | CC.1.2.PK.K | |

| 13-с | Follows directions given by a peer in a social play activity 2 times | With prompting and support, clarify unknown words or phrases read aloud. |
|--------------|--|---|
| 13-d | Gives directions to a peer in a social play activity 2 times | CC.1.2.PK.L |
| 13-е | Spontaneously offers a reinforcer (sharing) to a peer 2 times | With prompting and support, actively engage in group reading activities with purpose and understanding. CC.1.3.PK.F |
| 10 0 | Specialization of the account country to a poor 2 times | Answer questions about unfamiliar words read aloud from a story with prompting and support, actively engage in group reading |
| | | activities with purpose and understanding. |
| | | CC.1.3.PK.K With prompting and support, actively engage in group reading activities with purpose and understanding. |
| | | CC.1.4.PK.T |
| | | With guidance and support from adults and peers, respond to questions and suggestions, add details as needed. |
| | | CC.1.5.PK.A |
| | | Participate in collaborative conversations with peers and adults in small and larger groups. CC.1.5.PK.D |
| | | Using simple sentences, share stories, familiar experiences, and interests, speaking clearly enough to be understood by most |
| | | audiences. |
| | | CC.1.5.PK.E |
| | | Using simple sentences, express thoughts, feelings, and ideas, speaking clearly enough to be understood by most audiences. CC.1.5.PK.G |
| | | Demonstrate command of the conventions of standard English when speaking, based on prekindergarten level and content. |
| 14-M | Engages in pretend social play activities with peers for 5 minutes without adult prompts or reinforcement (e.g., dress | CC.1.2.PK.L |
| | up play, acting out videos, playing house) | With prompting and support, actively engage in group reading activities with purpose and understanding. |
| 14-a | Participates in a social play game directed by a peer (e.g., red light/green light) 2 times | CC.1.3.PK.K With prompting and support, actively engage in group reading activities with purpose and understanding. |
| 14-b | Spontaneously mands for a new or unfamiliar child's name 1 time | CC.1.4.PK.T |
| 14-0 14-c | Takes turns and shares reinforcers with peers without prompts 2 times | With guidance and support from adults and peers, respond to questions and suggestions, add details as needed. |
| | | CC.1.5.PK.A |
| 14-d | Laughs or smiles at the jokes or humor of peers 2 times | Participate in collaborative conversations with peers and adults in small and larger groups. CC.1.5.PK.D |
| 14-e | Asks questions about the interests of peers 1 time | Using simple sentences, share stories, familiar experiences, and interests, speaking clearly enough to be understood by most |
| | | audiences. |
| | | CC.1.5.PK.E Using simple sentences, express thoughts, feelings, and ideas, speaking clearly enough to be understood by most audiences. |
| 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 | CC.1.2.PK.F |
| 13-111 | making a creek in a sandbox) | With prompting and support, answer questions about unfamiliar words read aloud from a text. |
| 15 - | 0 | CC.1.2.PK.G |
| 15-a | Engages in at least 3 verbal exchanges with a peer 2 times | With prompting and support, answer questions to connect illustrations to the written word. CC.1.2.PK.K |
| 15-b | Engages in a verbal exchange with two or more peers in one setting 2 times | With prompting and support, clarify unknown words or phrases read aloud. |
| 15-c | Demonstrates coping behavior when a peer takes a reinforcer 2 times | CC.1.2.PK.L |
| 15-d | Attends to a peer telling a story for 10 seconds, 2 times | With prompting and support, actively engage in group reading activities with purpose and understanding. CC.1.3.PK.F |
| 15-е | Narrates the activity of a peer with at least 2 tacts, 2 times | - Answer questions about unfamiliar words read aloud from a story. |
| 15-f | Spontaneously provides sympathy to a peer when hurt 2 times | CC.1.3.PK.K |
| 15-g | Negotiates time with a reinforcer with a peer 2 times | With prompting and support, actively engage in group reading activities with purpose and understanding. |
| | | CC.1.4.PK.T With guidance and support from adults and peers, respond to questions and suggestions, add details as needed. |
| | | with guidance and support from adults and peers, respond to questions and suggestions, add details as needed. CC.1.5.PK.A |
| | | Participate in collaborative conversations with peers and adults in small and larger groups. |
| | | CC.1.5.PK.G |
| | | Demonstrate command of the conventions of standard English when speaking, based on prekindergarten level and content. |

| | MOTOR IMITATION | | |
|-------|---|-------------------|--|
| | LEVEL 1 | | |
| Skill | VB-MAPP Milestones & Supporting Skills | PA Core Standards | |
| 1-M | Imitates 2 gross motor movements when prompted with, Do this (e.g., clapping, raising arms) | CC.1.1.PK.A | |

| 1 0 | Imitates mouthing movements 3 times (e.g., puckering lips, opening mouth) | Practice appropriate book handling skills. |
|-------------------|--|---|
| 1-a 1-b | Imitates 1 motor movement of another person on demand (i.e., will imitate when asked) | CC.2.3.PK.A.2 |
| 1-0 | initiates i motor movement of another person on demand (i.e., will initiate when asked) | Analyze, compare, create, and compose shapes. |
| 2.34 | | CC.2.1.PK.A.2 |
| 2-M | Imitates 4 gross motor movements when prompted with, Do this | Count to tell the number of objects. |
| 2-a | Imitates 2 actions with an object (e.g., pounding with a toy hammer, rolling a ball) | CC.2.3.PK.A.2 |
| 2-b | Spontaneously imitates 2 different fun activities (e.g., peek-a boo, patty cake) | Analyze, compare, create, and compose shapes. |
| 2-c | Makes eye contact while imitating 3 times | |
| | | |
| 3-M | Imitates 8 motor movements, 2 of which involve objects (e.g., shaking a maraca, tapping sticks together) | CC.1.1.PK.A |
| 3-a | Imitates 2 fine motor movements (e.g., wiggles fingers, opens and closes fist) | Practice appropriate book handling skills. CC.2.1.PK.A.2 |
| 3-b | Spontaneously imitates 2 gross motor movements of another person (e.g., arms up) | Count to tell the number of objects. |
| 3-с | Imitates side-to-side body rocking | CC.2.3.PK.A.2 |
| 3-d | Generalizes known imitation responses to 2 additional people (e.g., claps for 2 new adults) | Analyze, compare, create, and compose shapes. |
| | | |
| 4-M | Spontaneously imitates the motor behaviors of others on 5 occasions | CC.1.1.PK.A |
| 4-a | Imitates pointing at people or objects | Practice appropriate book handling skills. |
| 4-b | Imitates transferring an object from one hand to another | CC.2.1.PK.A.2 Count to tell the number of objects. |
| 4-c | Imitates 5 actions that produce an outcome (e.g., pushing buttons on a pop-up toy) | CC.2.3.PK.A.2 |
| 4-d | Imitates 2 head movements (e.g., nods yes and no) | Analyze, compare, create, and compose shapes. |
| 4-u | Inntates 2 fiead movements (e.g., flods yes and no) | |
| | | |
| 5 N/I | Traitates 20 mater managements of any time (a a first mater areas mater insitation mith abjects) | CC12PKE |
| 5-M | Imitates 20 motor movements of any type (e.g., fine motor, gross motor, imitation with objects) | CC.1,2.PK.F With prompting and support, answer questions about unfamiliar words read aloud from a text. |
| 5-a | Imitates 5 different fine motor movements (e.g., pokes clay with index finger, a pincer grasp) | With prompting and support, answer questions about unfamiliar words read aloud from a text. CC.1.2.PK.G |
| 5-a 5-b | Imitates 5 different fine motor movements (e.g., pokes clay with index finger, a pincer grasp) Imitates the gross motor behavior of other children 2 times when prompted (e.g., running) | With prompting and support, answer questions about unfamiliar words read aloud from a text. CC.1.2.PK.G With prompting and support, answer questions to connect illustrations to the written word. |
| 5-a 5-b 5-c | Imitates 5 different fine motor movements (e.g., pokes clay with index finger, a pincer grasp) Imitates the gross motor behavior of other children 2 times when prompted (e.g., running) Spontaneously imitates the behavior of others on 2 occasions (e.g., filling containers) | With prompting and support, answer questions about unfamiliar words read aloud from a text. CC.1.2.PK.G With prompting and support, answer questions to connect illustrations to the written word. CC.1.2.PK.J |
| 5-a 5-b | Imitates 5 different fine motor movements (e.g., pokes clay with index finger, a pincer grasp) Imitates the gross motor behavior of other children 2 times when prompted (e.g., running) | With prompting and support, answer questions about unfamiliar words read aloud from a text. CC.1.2.PK.G With prompting and support, answer questions to connect illustrations to the written word. CC.1.2.PK.J Use new vocabulary and phrases acquired in conversations and being read to. CC.1.4.PK.O |
| 5-a 5-b 5-c | Imitates 5 different fine motor movements (e.g., pokes clay with index finger, a pincer grasp) Imitates the gross motor behavior of other children 2 times when prompted (e.g., running) Spontaneously imitates the behavior of others on 2 occasions (e.g., filling containers) | With prompting and support, answer questions about unfamiliar words read aloud from a text. CC.1.2.PK.G With prompting and support, answer questions to connect illustrations to the written word. CC.1.2.PK.J Use new vocabulary and phrases acquired in conversations and being read to. CC.1.4.PK.O With prompting and support describe experiences and events. |
| 5-a 5-b 5-c | Imitates 5 different fine motor movements (e.g., pokes clay with index finger, a pincer grasp) Imitates the gross motor behavior of other children 2 times when prompted (e.g., running) Spontaneously imitates the behavior of others on 2 occasions (e.g., filling containers) | With prompting and support, answer questions about unfamiliar words read aloud from a text. CC.1.2.PK.G With prompting and support, answer questions to connect illustrations to the written word. CC.1.2.PK.J Use new vocabulary and phrases acquired in conversations and being read to. CC.1.4.PK.O With prompting and support describe experiences and events. CC.1.4.PK.P |
| 5-a 5-b 5-c | Imitates 5 different fine motor movements (e.g., pokes clay with index finger, a pincer grasp) Imitates the gross motor behavior of other children 2 times when prompted (e.g., running) Spontaneously imitates the behavior of others on 2 occasions (e.g., filling containers) | With prompting and support, answer questions about unfamiliar words read aloud from a text. CC.1.2.PK.G With prompting and support, answer questions to connect illustrations to the written word. CC.1.2.PK.J Use new vocabulary and phrases acquired in conversations and being read to. CC.1.4.PK.O With prompting and support describe experiences and events. CC.1.4.PK.P Recount a single event and tell about the events in the order in which they occurred. CC.1.4.PK.W |
| 5-a 5-b 5-c | Imitates 5 different fine motor movements (e.g., pokes clay with index finger, a pincer grasp) Imitates the gross motor behavior of other children 2 times when prompted (e.g., running) Spontaneously imitates the behavior of others on 2 occasions (e.g., filling containers) | With prompting and support, answer questions about unfamiliar words read aloud from a text. CC.1.2.PK.G With prompting and support, answer questions to connect illustrations to the written word. CC.1.2.PK.J Use new vocabulary and phrases acquired in conversations and being read to. CC.1.4.PK.O With prompting and support describe experiences and events. CC.1.4.PK.P Recount a single event and tell about the events in the order in which they occurred. CC.1.4.PK.W With guidance and support, recall information from experiences or books. |
| 5-a 5-b 5-c | Imitates 5 different fine motor movements (e.g., pokes clay with index finger, a pincer grasp) Imitates the gross motor behavior of other children 2 times when prompted (e.g., running) Spontaneously imitates the behavior of others on 2 occasions (e.g., filling containers) | With prompting and support, answer questions about unfamiliar words read aloud from a text. CC.1.2.PK.G With prompting and support, answer questions to connect illustrations to the written word. CC.1.2.PK.J Use new vocabulary and phrases acquired in conversations and being read to. CC.1.4.PK.O With prompting and support describe experiences and events. CC.1.4.PK.P Recount a single event and tell about the events in the order in which they occurred. CC.1.4.PK.W With guidance and support, recall information from experiences or books. CC.1.5.PK.D |
| 5-a 5-b 5-c | Imitates 5 different fine motor movements (e.g., pokes clay with index finger, a pincer grasp) Imitates the gross motor behavior of other children 2 times when prompted (e.g., running) Spontaneously imitates the behavior of others on 2 occasions (e.g., filling containers) | With prompting and support, answer questions about unfamiliar words read aloud from a text. CC.1.2.PK.G With prompting and support, answer questions to connect illustrations to the written word. CC.1.2.PK.J Use new vocabulary and phrases acquired in conversations and being read to. CC.1.4.PK.O With prompting and support describe experiences and events. CC.1.4.PK.P Recount a single event and tell about the events in the order in which they occurred. CC.1.4.PK.W With guidance and support, recall information from experiences or books. |
| 5-a 5-b 5-c | Imitates 5 different fine motor movements (e.g., pokes clay with index finger, a pincer grasp) Imitates the gross motor behavior of other children 2 times when prompted (e.g., running) Spontaneously imitates the behavior of others on 2 occasions (e.g., filling containers) | With prompting and support, answer questions about unfamiliar words read aloud from a text. CC.1,2.PK.G With prompting and support, answer questions to connect illustrations to the written word. CC.1,2.PK.J Use new vocabulary and phrases acquired in conversations and being read to. CC.1,4.PK.O With prompting and support describe experiences and events. CC.1,4.PK.P Recount a single event and tell about the events in the order in which they occurred. CC.1,4.PK.W With guidance and support, recall information from experiences or books. CC.1,5.PK.D Using simple sentences, share stories, familiar experiences, and interests, speaking clearly enough to be understood by most audiences. CC.1,5.PK.E |
| 5-a 5-b 5-c | Imitates 5 different fine motor movements (e.g., pokes clay with index finger, a pincer grasp) Imitates the gross motor behavior of other children 2 times when prompted (e.g., running) Spontaneously imitates the behavior of others on 2 occasions (e.g., filling containers) | With prompting and support, answer questions about unfamiliar words read aloud from a text. CC.1.2.PK.G With prompting and support, answer questions to connect illustrations to the written word. CC.1.2.PK.J Use new vocabulary and phrases acquired in conversations and being read to. CC.1.4.PK.O With prompting and support describe experiences and events. CC.1.4.PK.P Recount a single event and tell about the events in the order in which they occurred. CC.1.4.PK.W With guidance and support, recall information from experiences or books. CC.1.5.PK.D Using simple sentences, share stories, familiar experiences, and interests, speaking clearly enough to be understood by most audiences. CC.1.5.PK.E Using simple sentences, express thoughts, feelings, and ideas, speaking clearly enough to be understood by most audiences. |
| 5-a 5-b 5-c | Imitates 5 different fine motor movements (e.g., pokes clay with index finger, a pincer grasp) Imitates the gross motor behavior of other children 2 times when prompted (e.g., running) Spontaneously imitates the behavior of others on 2 occasions (e.g., filling containers) | With prompting and support, answer questions about unfamiliar words read aloud from a text. CC.1,2.PK.G With prompting and support, answer questions to connect illustrations to the written word. CC.1,2.PK.J Use new vocabulary and phrases acquired in conversations and being read to. CC.1,4.PK.O With prompting and support describe experiences and events. CC.1,4.PK.P Recount a single event and tell about the events in the order in which they occurred. CC.1,4.PK.W With guidance and support, recall information from experiences or books. CC.1,5.PK.D Using simple sentences, share stories, familiar experiences, and interests, speaking clearly enough to be understood by most audiences. CC.1,5.PK.E Using simple sentences, express thoughts, feelings, and ideas, speaking clearly enough to be understood by most audiences. CC.2,1.PK.A.2 |
| 5-a 5-b 5-c | Imitates 5 different fine motor movements (e.g., pokes clay with index finger, a pincer grasp) Imitates the gross motor behavior of other children 2 times when prompted (e.g., running) Spontaneously imitates the behavior of others on 2 occasions (e.g., filling containers) | With prompting and support, answer questions about unfamiliar words read aloud from a text. CC.1.2.PK.G With prompting and support, answer questions to connect illustrations to the written word. CC.1.2.PK.J Use new vocabulary and phrases acquired in conversations and being read to. CC.1.4.PK.O With prompting and support describe experiences and events. CC.1.4.PK.P Recount a single event and tell about the events in the order in which they occurred. CC.1.4.PK.W With guidance and support, recall information from experiences or books. CC.1.5.PK.D Using simple sentences, share stories, familiar experiences, and interests, speaking clearly enough to be understood by most audiences. CC.1.5.PK.E Using simple sentences, express thoughts, feelings, and ideas, speaking clearly enough to be understood by most audiences. |
| 5-a 5-b 5-c | Imitates 5 different fine motor movements (e.g., pokes clay with index finger, a pincer grasp) Imitates the gross motor behavior of other children 2 times when prompted (e.g., running) Spontaneously imitates the behavior of others on 2 occasions (e.g., filling containers) | With prompting and support, answer questions about unfamiliar words read aloud from a text. CC.1.2.PK.G With prompting and support, answer questions to connect illustrations to the written word. CC.1.2.PK.J Use new vocabulary and phrases acquired in conversations and being read to. CC.1.4.PK.O With prompting and support describe experiences and events. CC.1.4.PK.P Recount a single event and tell about the events in the order in which they occurred. CC.1.4.PK.W With guidance and support, recall information from experiences or books. CC.1.5.PK.D Using simple sentences, share stories, familiar experiences, and interests, speaking clearly enough to be understood by most audiences. CC.1.5.PK.E Using simple sentences, express thoughts, feelings, and ideas, speaking clearly enough to be understood by most audiences. CC.2.1.PK.A.2 Count to tell the number of objects. CC.2.1.PK.A.3 Compare numbers. |
| 5-a 5-b 5-c | Imitates 5 different fine motor movements (e.g., pokes clay with index finger, a pincer grasp) Imitates the gross motor behavior of other children 2 times when prompted (e.g., running) Spontaneously imitates the behavior of others on 2 occasions (e.g., filling containers) | With prompting and support, answer questions about unfamiliar words read aloud from a text. CC.1.2.PK.G With prompting and support, answer questions to connect illustrations to the written word. CC.1.2.PK.J Use new vocabulary and phrases acquired in conversations and being read to. CC.1.4.PK.O With prompting and support describe experiences and events. CC.1.4.PK.P Recount a single event and tell about the events in the order in which they occurred. CC.1.4.PK.W With guidance and support, recall information from experiences or books. CC.1.5.PK.D Using simple sentences, share stories, familiar experiences, and interests, speaking clearly enough to be understood by most audiences. CC.1.5.PK.E Using simple sentences, express thoughts, feelings, and ideas, speaking clearly enough to be understood by most audiences. CC.2.1.PK.A.2 Count to tell the number of objects. CC.2.1.PK.A.3 Compare numbers. CC.2.3.PK.A.2 |
| 5-a 5-b 5-c | Imitates 5 different fine motor movements (e.g., pokes clay with index finger, a pincer grasp) Imitates the gross motor behavior of other children 2 times when prompted (e.g., running) Spontaneously imitates the behavior of others on 2 occasions (e.g., filling containers) | With prompting and support, answer questions about unfamiliar words read aloud from a text. CC.1.2.PK.G With prompting and support, answer questions to connect illustrations to the written word. CC.1.2.PK.J Use new vocabulary and phrases acquired in conversations and being read to. CC.1.4.PK.O With prompting and support describe experiences and events. CC.1.4.PK.P Recount a single event and tell about the events in the order in which they occurred. CC.1.4.PK.W With guidance and support, recall information from experiences or books. CC.1.5.PK.D Using simple sentences, share stories, familiar experiences, and interests, speaking clearly enough to be understood by most audiences. CC.1.5.PK.E Using simple sentences, express thoughts, feelings, and ideas, speaking clearly enough to be understood by most audiences. CC.2.1.PK.A.2 Count to tell the number of objects. CC.2.1.PK.A.3 Compare numbers. |

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.1.4.PK.P Recount a single event and tell about the events in the order in which they occurred. CC.1.5.PK.C |
| 6-a | Imitates blowing 2 times (e.g., bubbles, candles, balloons) | Respond to what a speaker says in order to follow directions, seek help, or gather information. |
| 6-b | Imitates 5 common gestures (e.g., shrugging shoulders, thumbs up, finger to closed lips) | |
| 6-c | Imitates turning a page in a book | |
| 6-d | Imitates 5 actions with a specific object selected from an array of 2 (e.g., imitates hugging puppy from an array of a doll and a puppy) | |
| 6-e | Imitates pulling 5 different items apart (e.g., Duplos, Kid K'Nex, lids on containers) | |
| 7-M | Imitates 20 different fine motor actions when prompted, Do this (e.g., wiggling fingers, pinching, making a fist, making a butterfly) | CC.1.1.PK.D • Develop beginning phonics and word skills. • Associate some letters with their names and sounds. |
| 7-a | Imitates 3 play behaviors in the natural environment (e.g., pushing a car down a ramp) | Identify familiar words and environmental print. |
| 7-b | Imitates 5 two-step behaviors (e.g., touch head and touch shoulders) | CC.1.4.PK.P |
| 7-c | Spontaneously imitates a behavior observed on a TV or video (e.g., dancing, hopping) | Recount a single event and tell about the events in the order in which they occurred. CC.1.5.PK.C |
| 7-d | Imitates 5 facial expressions (e.g., kissing, opening mouth, shutting eyes, scrunching nose) | Respond to what a speaker says in order to follow directions, seek help, or gather information. |
| 7-e | Maintains a newly acquired imitative behavior after 24 hours without training | |
| 7-f | Imitates a new behavior correctly on the first trial | |
| 7-g | Imitates 5 examples of finger play (e.g., pretend walking on two fingers, finger dancing) | |
| 8-M | Imitates 10 different three-component sequences of actions when prompted, Do this (e.g., clapping, jumping, touching toes; pick up a doll, place her in a crib and rock the crib) | CC.1.2.PK.A With prompting and support, retell key details of text that support a provided main idea. CC.1.4.PK.W |
| 8-a | Imitates 5 actions in a 10-second fluency test | With guidance and support, recall information from experiences or books. |
| 8-b | Imitates drawing a circle on 2 occasions | CC.1.5.PK.C |
| 8-c | Imitates 5 pretend play activities (e.g., a monster, pouring tea, shooting spider webs) | Respond to what a speaker says in order to follow directions, seek help, or gather information. |
| 8-d | Spontaneously imitates 5 fine motor arts and crafts activities (e.g., cutting, pasting, drawing) | |
| 8-e | Acquires 5 new listener skills through transfer of control from imitation to listener (e.g., the child learns to cast a toy fishing pole by first being shown how, then told how) | |
| 8-f | Imitates other children during daily activities on 2 occasions (e.g., lining up, pulling a wagon) | |
| 8-g | Repeats a fun behavior previously observed (delayed imitation) (e.g., squirting water) | |
| 9-M | Spontaneously imitates 5 functional skills in the natural environment (e.g., eating with a spoon, putting on a coat, removing shoes) | CC.1.4.PK.P Recount a single event and tell about the events in the order in which they occurred. CC.1.4.PK.W |
| 9-a | Imitates a socio-dramatic play activity modeled by peers on 2 occasions | With guidance and support, recall information from experiences or books. |
| 9-b | Spontaneously imitates 5 behaviors in a group activity (e.g., sits when other children sit) | CC.1.5.PK.C Respond to what a speaker says in order to follow directions, seek help, or gather information. |
| 9-c | Imitates 10 two-component actions (e.g., pretend pouring and drinking) | Respond to what a speaker says in order to ronow directions, seek help, or gamer information. |
| 9-d | Imitates the same behavior going fast and slow for 5 behaviors (e.g., arms up fast then slow) | |
| 10-M | Imitates (or attempts to with approximations) any novel motor action modeled by an adult with and without objects (i.e., a "generalized imitative repertoire") | CC.1.4.PK.O With prompting and support describe experiences and events. CC.1.4.PK.P |
| 10-a | Imitates building items or the construction of a toy set (e.g., Legos, a train set, Lincoln Logs) | Recount a single event and tell about the events in the order in which they occurred. |
| 10-b | Imitates 5 sequences of multi-step functional self-care skills (e.g., brushing teeth, washing face, putting on shoes) | CC.1.5.PK.D Using simple sentences, share stories, familiar experiences, and interests, speaking clearly enough to be understood by most |
| 10-c | Imitates 5 functional activities of daily living skills (e.g., setting the table, sweeping the floor) | audiences. |
| 10-d | Demonstrates delayed imitation of adult behavior in pretend play (e.g., driving a car, typing) | CC.1.5.PK.E |

| | ECHOIC | |
|-------|--|--|
| | LEVEL 1 | |
| Skill | VB-MAPP Milestones & Supporting Skills | PA Core Standards |
| | Intentionally left blank | Using simple sentences, share stories, familiar experiences, and interests, speaking clearly enough to be understood by most audiences. CC.1.5.PK.E Using simple sentences, express thoughts, feelings, and ideas, speaking clearly enough to be understood by most audiences. CC.1.5.PK.G Demonstrate command of the conventions of standard English when speaking, based on prekindergarten level and content. |

| | ECHOIC LEVEL 2 | | |
|-------|--|---|--|
| | | | |
| Skill | VB-MAPP Milestones & Supporting Skills | PA Core Standards | |
| | Intentionally left blank | CC.1.5.PK.D Using simple sentences, share stories, familiar experiences, and interests, speaking clearly enough to be understood by most | |
| | | audiences. | |
| | | CC.1.5.PK.E | |
| | | Using simple sentences, express thoughts, feelings, and ideas, speaking clearly enough to be understood by most audiences. | |
| | | CC.1.5.PK.G | |
| | | Demonstrate command of the conventions of standard English when speaking, based on prekindergarten level and content. | |

| | SPONTANEOUS VOCAL BEHAVIOR | | |
|---------|--|--|--|
| LEVEL 1 | | | |
| Skill | VB-MAPP Milestones & Supporting Skills | PA Core Standards | |
| 5-M | Spontaneously vocalizes 15 whole word phrases with appropriate intonation and rhythm | CC.1.4.PK.O With prompting and support describe experiences and events. CC.1.4.PK.P Recount a single event and tell about the events in the order in which they occurred. CC.1.4.PK.W With guidance and support, recall information from experiences or books. CC.1.5.PK.D Using simple sentences, share stories, familiar experiences, and interests, speaking clearly enough to be understood by most audiences. CC.1.5.PK.E Using simple sentences, express thoughts, feelings, and ideas, speaking clearly enough to be understood by most audiences. | |

| | I ICTENED DECOMBING DV EUNCTION EEATUDE & CLASS | | |
|-------|--|--|--|
| | 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.1.5.PK.C Respond to what a speaker says in order to follow directions, seek help, or gather information. | |
| 6-a | Selects an animal from an array of 3 for 5 different sounds made by animals (e.g., Meow says a) | | |
| 6-b | Selects an object from an array of 3 for 5 different sounds made by objects (e.g., Toot, toot goes the) | | |
| 6-c | Selects an item from an array of 3 for 5 different song fill-ins corresponding with the items (e.g., The wheels on the) | | |
| 7-M | Selects the correct item from an array of 8 for 25 different LRFFC fill-in statements of any type (e.g., You sit on a) | CC.1.4.PK.V Ask questions about topics of personal interest to gain information; with teacher guidance and support, locate information on the chosen topic. | |
| 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) | CC.1.5.PK.C | |
| 7-b | Selects an item from an array of 5 for 5 different spoken associated sets of words (e.g., Shoes and) | Respond to what a speaker says in order to follow directions, seek help, or gather information. | |
| 7-с | Reverses 5 previously acquired associations in an LRFFC format (e.g., Shoes and, Socks and) | | |
| 7-d | Generalizes 10 known LRFFC responses to different tones of voice, volumes, prosody, etc. | | |
| 7-е | Generalizes 10 known LRFFC responses to new carrier phrases without training (e.g., Let's sit on aTime to sit on a) | | |
| 7-f | Generalizes 10 known LRFFC responses to 2 different pictures or objects (e.g., two different shoes) | | |
| 0.34 | | CC 14 DV D | |
| 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.1.2.PK.B Answer questions about a text. | |
| 8-a | Selects an item from an array of 8 for 10 fill-in function statements (e.g., You draw with a) | CC.1.2.PK.I With prompting and support, identify basic similarities and differences between two texts read aloud on the same topic. | |
| 8-b | Selects an item from an array of 8 for 10 fill-in feature statements (e.g., You find wheels on a) | CC.1.2.PK.L | |
| 8-c | Selects an item from an array of 8 for 10 fill-in class statements (e.g., A kind of animal is a) | With prompting and support, actively engage in group reading activities with purpose and understanding. CC.1.3.PK.E | |
| 8-d | Selects an item from an array of 8 for 10 different what questions (e.g., What do you eat?) | With prompting and support, recognize common types of text. | |
| 8-e | Selects an item from an array of 8 for 10 different what questions (e.g., which one flies?) | CC.1.3.PK.H | |
| 8-f | Selects an item from an array of 8 for 10 different which questions (e.g., Who builds a nest?) | Answer questions to compare and contrast the adventures and experiences of characters in familiar stories. CC.1.3.PK.K | |
| | | With prompting and support, actively engage in group reading activities with purpose and understanding. | |
| | | CC.1.4.PK.D With prompting and support, make logical connections between drawing and dictation. | |
| | | CC.1.4.PK.N | |
| | | Establish who and what the narrative will be about. CC.1.4.PK.T | |
| | | With guidance and support from adults and peers, respond to questions and suggestions, add details as needed. | |
| | | CC.1.4.PK.V | |
| | | Ask questions about topics of personal interest to gain information; with teacher guidance and support, locate information on the chosen topic. | |
| | | CC.1.5.PK.C | |
| 9-M | Selecte an item given 2 different workel statements about each item when independently presented (e.g. Find an | Respond to what a speaker says in order to follow directions, seek help, or gather information. CC.1.2.PK.I | |
| | Selects an item given 3 different verbal statements about each item when independently presented (e.g., Find an animal. What barks? What has paws?) for 25 items | With prompting and support, identify basic similarities and differences between two texts read aloud on the same topic. CC.1.3.PK.H | |
| 9-a | Demonstrates LRFFC class generalization with 5 examples (e.g., 5 different animals) for 10 classes | Answer questions to compare and contrast the adventures and experiences of characters in familiar stories. | |
| 9-b | Emits 10 known LRFFC responses in an array of 10 in less than 1 minute (fluency) | CC.1.4.PK.D With prompting and support, make logical connections between drawing and dictation. | |
| 9-c | Selects an item given 2 different verbal statements about each item when independently presented (e.g., Find a food. | CC.1.5.PK.C | |
| 0.1 | What do you eat?) for 10 different items | Respond to what a speaker says in order to follow directions, seek help, or gather information. | |

Selects an item from an array of 10 for 10 different LRFFC where questions (e.g., Where do you find the milk?)

9-d

| 9-е | Demonstrates 10 LRFFC responses in the natural environment | |
|------|---|--|
| 10-M | Spontaneously tacts the term on 50% of the ERFFC trials (e.g., says Dog given the verbal statement Find an | CC.1.2.PK.L With prompting and support, actively engage in group reading activities with purpose and understanding. |
| 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 | CC.1.3.PK.E With prompting and support, recognize common types of text. |
| 10-b | Sologte on item from an array of 10 given the class and a facture (a.g. Find an animal with wings.) for 25 items | CC.1.4.PK.D With prompting and support, make logical connections between drawing and dictation. CC.1.5.PK.C |
| 10-с | | Respond to what a speaker says in order to follow directions, seek help, or gather information. |
| 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.) | |

| | LISTENER RESPONDING BY FUNCTION, FEATURE, & CLASS | | |
|------------------------------------|---|--|--|
| | LEVEL 3 | | |
| Skill | VB-MAPP Milestones & Supporting Skills | PA Core Standards | |
| 11-M 11-a 11-b 11-c 11-d 11-e 11-f | 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 Selects 2 members of a class (e.g., Find two body parts.) from an array of 10, for 25 classes Selects 50 items from a book given any type of LRFFC task Selects 50 items from the natural environment or in a functional activity (e.g., setting the table) given any type of LRFFC task Demonstrates 200 different LRFFC response, tested or obtained from an accumulated list of known responses 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 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 | CC.1.1.PK.D • Develop beginning phonics and word skills. • Associate some letters with their names and sounds. • Identify familiar words and environmental print. CC.1.5.PK.C Respond to what a speaker says in order to follow directions, seek help, or gather information. | |
| 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.PK.B Answer questions about a text. CC.1.2.PK.I | |
| 12-a | Selects an item from an array of 10 given a color and class (e.g., a yellow animal) for 25 items | With prompting and support, identify basic similarities and differences between two texts read aloud on the same topic. | |
| 12-b | Selects an item from an array of 10 given a shape and class (e.g., a round food) for 25 items | CC.1.3.PK.H Answer questions to compare and contrast the adventures and experiences of characters in familiar stories. | |
| 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.PK.D With prompting and support, make logical connections between drawing and dictation. | |
| 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?) | CC.1.5.PK.B Answer questions about key details in a text read aloud or information presented orally or through other media. CC.1.5.PK.C | |
| 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 | Respond to what a speaker says in order to follow directions, seek help, or gather information. | |
| 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, adjective, preposition, pronoun), for 25 WH-question LRFFC tasks (e.g. Which fruit grows on trees?) | CC.1.2.PK.B Answer questions about a text. | |

| 13-a | Selects an item from a book after being read a short passage (10+ words) and given an LRFFC question (e.g., Who blew | CC.1.2.PK.I |
|------|---|---|
| | the house down?) | With prompting and support, identify basic similarities and differences between two texts read aloud on the same topic. CC.1.2.PK.L |
| 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 | With prompting and support, actively engage in group reading activities with purpose and understanding. |
| 13-c | Selects an item from an array of 10 given a pronoun and any LRFFC question (e.g., Which toys are his?) for 25 items | CC.1.3.PK.H Answer questions to compare and contrast the adventures and experiences of characters in familiar stories. |
| 13-d | Selects an item from an array of 10 given an adverb and any LRFFC question (e.g., Which animal runs fast?) for 25 items | CC.1.3.PK.K |
| 13-е | Selects 10 community helpers from a book when asked what they do (e.g., Who helps you when you are sick?) | With prompting and support, actively engage in group reading activities with purpose and understanding. CC.1.4.PK.D |
| 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?) | With prompting and support, make logical connections between drawing and dictation. |
| 10 | for 25 sets | CC.1.4.PK.T |
| 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 | With guidance and support from adults and peers, respond to questions and suggestions, add details as needed. CC.1.5.PK.B |
| 12 h | locations Solvets on items in the natural anximoment that contains 2 similar stimuli value given on LDEEC question for 25 tools. | Answer questions about key details in a text read aloud or information presented orally or through other media. |
| 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.) | |
| 14-M | Selects the correct items from a book or the natural environment given 4 different rotating LRFFC questions | CC.1.2.PK.B |
| | about a single topic (Where does the cow live? What does the cow eat? Who milks the cow?) for 25 different topics | Answer questions about a text. CC.1.2.PK.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 | With prompting and support, make connections between information in a text and personal experiences. |
| 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.PK.I |
| 14-c | Selects an item from a book given a how question (e.g., How do you get to school?) for 10 items | With prompting and support, identify basic similarities and differences between two texts read aloud on the same topic. CC.1.2.PK.L |
| 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- | With prompting and support, actively engage in group reading activities with purpose and understanding. |
| | preposition combinations | CC.1.3.PK.B Answer questions about a particular story (who, what, how, when, and where). |
| 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 | CC.1.3.PK.C |
| 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 | With prompting and support, answer questions to identify characters, settings, and major events in a story. |
| | without wings) for 25 items | CC.1.3.PK.H Answer questions to compare and contrast the adventures and experiences of characters in familiar stories. |
| | | CC.1.3.PK.K |
| | | With prompting and support, actively engage in group reading activities with purpose and understanding. CC.1.4.PK.D |
| | | With prompting and support, make logical connections between drawing and dictation. |
| | | CC.1.4.PK.M Distants repressive to describe real or imperiod experiences or exerts |
| | | Dictate narratives to describe real or imagined experiences or events. CC.1.4.PK.T |
| | | With guidance and support from adults and peers, respond to questions and suggestions, add details as needed. |
| | | CC.1.5.PK.B Answer questions about key details in a text read aloud or information presented orally or through other media. |
| 15-M | Demonstrates 1000 different LRFFC responses, tested or obtained from an accumulated list of known responses | CC.1.1.PK.D |
| 15-a | Selects an item from an array of 10 relating to past events (e.g., Where did you go yesterday?) for 5 events | Develop beginning phonics and word skills. Associate a second the second and a second associate a second a second associate a second associa |
| 15-b | Selects an item relating to future events (e.g., What's happening tomorrow?) for 5 events | Associate some letters with their names and sounds. Identify familiar words and environmental print. |
| 15-с | 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 | CC.1.2.PK.I |
| | can't fly?) | With prompting and support, identify basic similarities and differences between two texts read aloud on the same topic. CC.1.2.PK.L |
| 15-d | Selects an item from an array of 10 when asked Which one is not? in an LRFFC format (e.g., Which one is not a musical | With prompting and support, actively engage in group reading activities with purpose and understanding. |
| | instrument?) for 25 functions, features, or classes | CC.1.3.PK.H |
| 15-е | Selects items from a page in a book or in the natural environment based on 4 verbal components (e.g., verb, adjective, | Answer questions to compare and contrast the adventures and experiences of characters in familiar stories. CC.1.3.PK.K |
| | preposition, pronoun) for 25 LRFFC tasks (e.g., Whose bed did Goldilocks sleep in?) | With prompting and support, actively engage in group reading activities with purpose and understanding. |
| | | CC.1.4.PK.D With prompting and support, make logical connections between drawing and dictation. |
| | | CC.1.4.PK.T |
| | | With guidance and support from adults and peers, respond to questions and suggestions, add details as needed. |
| | | CC.1.5.PK.B Answer questions about key details in a text read aloud or information presented orally or through other media. |
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| | INTRAVERBAL | | |
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| | LEVEL 2 | | |
| Skill | VB-MAPP Milestones & Supporting Skills | PA Core Standards | |
| 6-M 6-a 6-b 6-c 6-d | 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) Provides the sound made by 2 animals or objects (e.g., A dog says A horn goes) Gives 2 animal names when given the sounds they make (e.g., Meow says a) Completes 5 different song fill-ins (e.g., The wheels on the Twinkle, twinkle little) Completes 2 different verbal fill-ins involving fun activities (e.g., Peek-a Ready, set) | CC.1.1.PK.B Identify basic features of print. Differentiate between numbers and letters and letters and words. Recognize and name some uppercase and lowercase letters of the alphabet. CC.1.1.PK.C Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Recognize rhyming words and when two or more words begin with the same sound (alliteration). Count syllables in spoken words. Segment single-syllable spoken words. CC.1.1.PK.D Develop beginning phonics and word skills. Associate some letters with their names and sounds. Identify familiar words and environmental print. Isolate and pronounce initial sounds. CC.1.2.PK.B Answer questions about a text. CC.1.2.PK.C With prompting and support, make connections between information in a text and personal experiences. CC.1.4.PK.M Dictate narratives to describe real or imagined experiences or events. CC.1.4.PK.V Ask questions about topics of personal interest to gain information; with teacher guidance and support, locate information on the chosen topic. | |
| | | CC.1.5.PK.A Participate in collaborative conversations with peers and adults in small and larger groups. CC.2.1.PK.A.1 Know number names and the count sequence. | |
| 7-M | Provides first name when asked, What is your name? (T) 8-a Completes 2 eat and 2 drink classification fill-ins (e.g., You eat You drink) | CC.1.2.PK.C With prompting and support, make connections between information in a text and personal experiences. CC.1.2.PK.I | |
| 7-a 7-b 7-c | Completes 5 different in-context fill-ins (e.g., You sleep in your while at his bed) Correctly responds to 5 in-context fill-ins when they are reversed (e.g., In your bed you go to) Completes 5 different out of context fill-in-the-blank phrases (e.g., You wash your) | With prompting and support, identify basic similarities and differences between two texts read aloud on the same topic. CC.1.2.PK.L With prompting and support, actively engage in group reading activities with purpose and understanding. CC.1.3.PK.H | |
| 7-d | Generalizes 10 known intraverbal responses to a different adult and setting | Answer questions to compare and contrast the adventures and experiences of characters in familiar stories. CC.1.3.PK.K With prompting and support, actively engage in group reading activities with purpose and understanding. CC.1.4.PK.C With prompting and support, generate ideas to convey information. CC.1.4.PK.D With prompting and support, make logical connections between drawing and dictation. CC.1.4.PK.M Dictate narratives to describe real or imagined experiences or events. CC.1.4.PK.T With guidance and support from adults and peers, respond to questions and suggestions, add details as needed. | |
| 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.PK.B | |
| 8-a | Completes 2 eat and 2 drink classification fill-ins (e.g., You eat You drink) | Identify basic features of print. Differentiate between much are and letters and are addressed. | |
| 8-b | Completes 5 different noun-noun association fill-in-the-blank phrases (e.g., mommy and) | Differentiate between numbers and letters and words. Recognize and name some uppercase and lowercase letters of the alphabet. | |
| 8-c | Completes 5 song fill-ins with 2 or more words (e.g., Old McDonald had a farm) | CC.1.1.PK.C | |
| 0-0 | Completes 5 song ini-ins with 2 of more words (e.g., Old MeDollaid had a failif) | | |

| 8-d | Generalizes 10 intraverbal responses to new carrier phrases (e.g., We bounce a Let's bounce a) | Demonstrate understanding of spoken words, syllables, and sounds (phonemes). |
|------------|--|--|
| | | Recognize rhyming words and when two or more words begin with the same sound (alliteration). Count with the incomplete words. |
| | | Count syllables in spoken words. Segment single-syllable spoken words. |
| | | Isolate and pronounce initial sounds. |
| | | CC.1.1.PK.D |
| | | Develop beginning phonics and word skills. |
| | | Associate some letters with their names and sounds. |
| | | Identify familiar words and environmental print. CC.1.2.PK.A |
| | | With prompting and support, retell key details of text that support a provided main idea. |
| | | CC.1.2.PK.B |
| | | Answer questions about a text. |
| | | CC.1.2.PK.I With prompting and support, identify basic similarities and differences between two texts read aloud on the same topic. |
| | | CC.1.3.PK.A |
| | | With prompting and support, retell a familiar story in sequence with picture support. |
| | | CC.1.3.PK.B |
| | | Answer questions about a particular story (who, what, how, when, and where). |
| | | CC.1.3.PK.C With prompting and support, answer questions to identify characters, settings, and major events in a story. |
| | | CC.1.3.PK.D |
| | | With prompting and support, name the author and illustrator of a story. |
| | | CC.1.3.PK.E With proporting and support reasoning common types of taut |
| | | With prompting and support, recognize common types of text. CC.1.3.PK.G |
| | | Describe pictures in books using details. |
| | | CC.1.3.PK.H |
| | | Answer questions to compare and contrast the adventures and experiences of characters in familiar stories. |
| | | CC.1.4.PK.D With prompting and support, make logical connections between drawing and dictation. |
| | | CC.1.4.PK.V |
| | | Ask questions about topics of personal interest to gain information; with teacher guidance and support, locate information on the |
| | | chosen topic. CC.1.4.PK.W |
| | | With guidance and support, recall information from experiences or books. |
| | | CC.1.5.PK.A |
| | | Participate in collaborative conversations with peers and adults in small and larger groups. |
| | | CC.1.5.PK.B Answer questions about key details in a text read aloud or information presented orally or through other media. |
| | | CC.1.5.PK.G |
| | | Demonstrate command of the conventions of standard English when speaking, based on prekindergarten level and content. |
| 9-M | Answers 25 different what questions (e.g., What do you brush?) | CC.1.2.PK.A |
| 9-a | Completes 10 different verb-noun fill-in-the-blank phrases (e.g., You ride the You play in) | With prompting and support, retell key details of text that support a provided main idea. CC.1.2.PK.B |
| 9-b | Spontaneously emits (no additional verbal prompts) 2 intraverbal responses | Answer questions about a text. |
| 9-c | Answers 10 different what questions with a verb as the primary SD (e.g., What do you brush?) | CC.1.2.PK.F |
| 9-d | Answers 10 different what questions with a noun as the primary SD (e.g., What's in the barn?) | With prompting and support, answer questions about unfamiliar words read aloud from a text. CC.1.2.PK.G |
| 9-e | When asked What do you eat (or drink)? provides 2 or more members of each category | With prompting and support, answer questions to connect illustrations to the written word. |
| 9-f | Provides 5 novel responses to previously acquired questions (response generalization) (e.g., when asked to name an | CC.I.2.PK.I |
| <i>,</i> 1 | animal the child answers bear for the first time without receiving training on bear) | With prompting and support, identify basic similarities and differences between two texts read aloud on the same topic. |
| | animal the cline answers bear for the first time without receiving training on bear) | CC.1.2.PK.K With prompting and support, clarify unknown words or phrases read aloud. |
| | | CC.1.2.PK.L |
| | | With prompting and support, actively engage in group reading activities with purpose and understanding. |
| | | CC.1.3.PK.A |
| | | With prompting and support, retell a familiar story in sequence with picture support. CC.1.3.PK.B |
| | | Answer questions about a particular story (who, what, how, when, and where). |
| | | CC.1.3.PK.C |
| | | With prompting and support, answer questions to identify characters, settings, and major events in a story. |

| | | CC.1.3.PK.D |
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| | | With prompting and support, name the author and illustrator of a story. |
| | | CC.1.3.PK.E |
| | | With prompting and support, recognize common types of text. CC.1.3.PK.F |
| | | Answer questions about unfamiliar words read aloud from a story. |
| | | CC.1.3.PK.G |
| | | Describe pictures in books using details. |
| | | CC.1.3.PK.H Answer questions to compare and contrast the adventures and experiences of characters in familiar stories. |
| | | CC.1.3.PK.K |
| | | With prompting and support, actively engage in group reading activities with purpose and understanding. CC.1.4.PK.D |
| | | With prompting and support, make logical connections between drawing and dictation. CC.1.4.PK.O |
| | | With prompting and support describe experiences and events. CC.1.4.PK.P |
| | | Recount a single event and tell about the events in the order in which they occurred. CC.1.4.PK.T |
| | | With guidance and support from adults and peers, respond to questions and suggestions, add details as needed. CC.1.4.PK.V |
| | | Ask questions about topics of personal interest to gain information; with teacher guidance and support, locate information on the chosen topic. |
| | | CC.1.4.PK.W |
| | | With guidance and support, recall information from experiences or books. CC.1.5.PK.A |
| | | Participate in collaborative conversations with peers and adults in small and larger groups. |
| | | CC.1.5.PK.B |
| | | Answer questions about key details in a text read aloud or information presented orally or through other media. |
| | | CC.1.5.PK.D Using simple sentences, share stories, familiar experiences, and interests, speaking clearly enough to be understood by most |
| | | audiences. |
| | | CC.1.5.PK.E |
| | | Using simple sentences, express thoughts, feelings, and ideas, speaking clearly enough to be understood by most audiences. |
| 10-M | Answers 25 different who or where questions (e.g., Whose your friend? Where is your pillow?) | CC.1.2.PK.A With prompting and support, retell key details of text that support a provided main idea. |
| 10-a | Answers 5 different where questions (e.g., Where are your videos?). | CC.1.2.PK.B |
| 10-b | Answers 5 different who questions (e.g., Who is your teacher?) | Answer questions about a text. |
| 10-с | Demonstrates 2 untrained intraverbal responses (e.g., responds flower when someone says daisy) | CC.1.2.PK.F |
| 10-d | Answers 10 different class questions (e.g., What animals do you like? What toys do you like?) | With prompting and support, answer questions about unfamiliar words read aloud from a text. CC.1.2.PK.G |
| 10-е | Answers both color and name questions about 10 visible items (e.g., What is it? What color is it?) | With prompting and support, answer questions to connect illustrations to the written word. |
| 10-f | Answers 10 different function questions (e.g., What do you do with a toothbrush?) | CC.1.2.PK.I |
| 10-g | Spontaneously emits 5 intraverbal-mands (e.g., Dad says It's hot. and the child says Let's go swimming.) | With prompting and support, identify basic similarities and differences between two texts read aloud on the same topic. |
| 10-g | Spontaneously entits 3 intraverbal-manus (e.g., Dad says it 8 not. and the child says Let 8 go swimming.) | CC.1.2.PK.K With prompting and support, clarify unknown words or phrases read aloud. CC.1.2.PK.L |
| | | With prompting and support, actively engage in group reading activities with purpose and understanding. CC.1.3.PK.A |
| | | With prompting and support, retell a familiar story in sequence with picture support. CC.1.3.PK.B |
| | | Answer questions about a particular story (who, what, how, when, and where). CC.1.3.PK.C |
| | | With prompting and support, answer questions to identify characters, settings, and major events in a story. CC.1.3.PK.D |
| | | With prompting and support, name the author and illustrator of a story. CC.1.3.PK.E |
| | | With prompting and support, recognize common types of text. CC.1.3.PK.F |
| | | Answer questions about unfamiliar words read aloud from a story. |
| | | CC.1.3.PK.G Describe pictures in books using details. |
| L | | Describe pictures in books using ucidins. |

| CC.1.3.PK.H |
|---|
| Answer questions to compare and contrast the adventures and experiences of characters in familiar stories. |
| CC.1.3.PK.I |
| With prompting and support, clarify unknown words or phrases read aloud. |
| CC.1.3.PK.K |
| With prompting and support, actively engage in group reading activities with purpose and understanding. |
| CC.1.4.PK.D |
| With prompting and support, make logical connections between drawing and dictation. |
| CC.1.4.PK.O |
| With prompting and support describe experiences and events. |
| CC.1.4.PK.P |
| Recount a single event and tell about the events in the order in which they occurred. |
| CC.1.4.PK.T |
| With guidance and support from adults and peers, respond to questions and suggestions, add details as needed. |
| CC.1.4.PK.V |
| Ask questions about topics of personal interest to gain information; with teacher guidance and support, locate information on the |
| chosen topic. |
| CC.1.4.PK.W |
| With guidance and support, recall information from experiences or books. |
| CC.1.5.PK.A |
| Participate in collaborative conversations with peers and adults in small and larger groups. CC.1.5.PK.B |
| Answer questions about key details in a text read aloud or information presented orally or through other media. |
| CC.1.5.PK.D |
| Using simple sentences, share stories, familiar experiences, and interests, speaking clearly enough to be understood by most |
| audiences. |
| CC.1.5.PK.E |
| Using simple sentences, express thoughts, feelings, and ideas, speaking clearly enough to be understood by most audiences. |
| Osing simple semences, express moughts, realings, and ideas, speaking clearly enough to be understood by most addiences. |

| | INTRAVERBAL | | |
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| | 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.PK.C With prompting and support, make connections between information in a text and personal experiences. CC.1.2.PK.I | |
| 11-a 11-b 11-c 11-d 11-e 11-f 11-g 11-h | Completes 10 two-component (noun-verb) fill-ins (e.g., For breakfast you eat For lunch you eat) Answers 25 two-component where questions (e.g., Where do you find the milk? Where's your wagon?) Answers 25 two-component who questions (e.g., Who takes you to school? Who do you play with?) Answers 25 what questions involving function (e.g., What do you do with crayons?) Answers 25 what questions when given the function (e.g., What gets you clean?) Demonstrates 10 untrained intraverbals (e.g., retells what happened in a video without any specific training) Demonstrates 5 new intraverbals with just tact training (e.g., tact of computerDaddy has a computer.) Answers I don't know to questions that the child cannot answer | With prompting and support, identify basic similarities and differences between two texts read aloud on the same topic. CC.1.2.PK.L With prompting and support, actively engage in group reading activities with purpose and understanding. CC.1.3.PK.H Answer questions to compare and contrast the adventures and experiences of characters in familiar stories. CC.1.3.PK.K With prompting and support, actively engage in group reading activities with purpose and understanding. CC.1.4.PK.D With prompting and support, make logical connections between drawing and dictation. CC.1.4.PK.M Dictate narratives to describe real or imagined experiences or events. CC.1.4.PK.N Establish who and what the narrative will be about. CC.1.4.PK.T With guidance and support from adults and peers, respond to questions and suggestions, add details as needed. CC.1.4.PK.V | |
| 12-M | Demonstrates 300 different intraverbal responses, tested or obtained from an accumulated list of known | Ask questions about topics of personal interest to gain information; with teacher guidance and support, locate information on the chosen topic. CC.1.2.PK.A | |

| | intraverbals | With prompting and support, retell key details of text that support a provided main idea. |
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| 12-a | Provides at least 3 members of 10 classes (e.g., What do you see on a playground?) | CC.1.2.PK.B |
| 12-b | Answers 25 multiple choice questions (e.g., Does a fish live in the water or in trees?) | Answer questions about a text. CC.1.2.PK.C |
| 12-c | Provides 10 categories when given several members (e.g., a horse, cow, and pig are all) | With prompting and support, make connections between information in a text and personal experiences. |
| 12-d | Provides the name of 25 items when given a specific feature (e.g., What has wheels?) | CC.1.2.PK.I |
| 12-e | Provides 2 features of 10 items when given their names (e.g., What's on a fire truck?) | With prompting and support, identify basic similarities and differences between two texts read aloud on the same topic. CC.1.2.PK.L |
| 12-f | Provides an answer to 3 emotion questions (e.g., What makes you sad? What makes you happy?) | With prompting and support, actively engage in group reading activities with purpose and understanding. |
| 12-r 12-g | Provides at least 25 3+ word responses to questions (e.g., when asked What do you like to play? the child responds I like | CC.1.3.PK.A |
| 12-g | to play with cars) | With prompting and support, retell a familiar story in sequence with picture support. CC.1,3.PK.B |
| | to play with cars) | Answer questions about a particular story (who, what, how, when, and where). |
| | | CC.1.3.PK.C |
| | | With prompting and support, answer questions to identify characters, settings, and major events in a story. CC.1.3.PK.H |
| | | Answer questions to compare and contrast the adventures and experiences of characters in familiar stories. |
| | | CC.1.3.PK.K |
| | | With prompting and support, actively engage in group reading activities with purpose and understanding. CC.1.4.PK.A |
| | | Draw/dictate to compose informative/ explanatory texts examining a topic. |
| | | CC.1.4.PK.B |
| | | With prompting and support, draw/dictate about one specific topic. CC.1.4.PK.C |
| | | With prompting and support, generate ideas to convey information. |
| | | CC.1.4.PK.D |
| | | With prompting and support, make logical connections between drawing and dictation. CC.1.4.PK.M |
| | | Dictate narratives to describe real or imagined experiences or events. |
| | | CC.1.4.PK.O |
| | | With prompting and support describe experiences and events. CC.1.4.PK.P |
| | | Recount a single event and tell about the events in the order in which they occurred. |
| | | CC.1.4.PK.T |
| | | With guidance and support from adults and peers, respond to questions and suggestions, add details as needed. CC.1.4.PK.W |
| | | With guidance and support, recall information from experiences or books. |
| | | CC.1.5.PK.A |
| | | Participate in collaborative conversations with peers and adults in small and larger groups. CC.1.5.PK.D |
| | | Using simple sentences, share stories, familiar experiences, and interests, speaking clearly enough to be understood by most |
| | | audiences. |
| | | CC.1.5.PK.E |
| 13-M | Answers 2 questions after being read short passages (15+ words) from books, for 25 passages (e.g., Who blew the | Using simple sentences, express thoughts, feelings, and ideas, speaking clearly enough to be understood by most audiences. CC.1.2.PK.A |
| 13-11 | house down?) | With prompting and support, retell key details of text that support a provided main idea. |
| 12 0 | Answers 25 questions with yes or no (e.g., Is a shoe good to eat?) | CC.1.2.PK.B |
| 13-a | Describes 5 locations not in view (e.g., Tell me about your bedroom?) | Answer questions about a text. CC.1.2.PK.C |
| 13-b | | With prompting and support, make connections between information in a text and personal experiences. |
| 13-c | Answers 25 intraverbal questions involving adjectives (e.g., Can you tell me a big animal?) | CC.1.2.PK.I |
| 13-d | Answers a question about a single sentence just read, for 10 sentences | With prompting and support, identify basic similarities and differences between two texts read aloud on the same topic. CC.1.2.PK.J |
| 13-e | Correctly answers the question How old are you? | Use new vocabulary and phrases acquired in conversations and being read to. |
| 13-f | Answers 2 time questions with general responses (e.g., What time do you go to bed?at nighttime) | CC.1.2.PK.L |
| 13-g | Completes a story sequence for 5 stories (e.g., Then what happened to the three little pigs?) | With prompting and support, actively engage in group reading activities with purpose and understanding. CC.1.3.PK.A |
| 13-h | Engages in 5 different conversations that contain at least 3 intraverbal exchanges on a single topic | With prompting and support, retell a familiar story in sequence with picture support. |
| 13-i | Describes 2 attributes about himself (e.g., I have brown hair. I have blue eyes.) | CC.1.3.PK.B |
| | | Answer questions about a particular story (who, what, how, when, and where). CC.1.3.PK.C |
| | | With prompting and support, answer questions to identify characters, settings, and major events in a story. |
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| | | CC.1.3.PK.G |
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| | | Describe pictures in books using details. |
| 1 | | CC.1.3.PK.H |
| | | Answer questions to compare and contrast the adventures and experiences of characters in familiar stories. CC.1.3.PK.I |
| | | With prompting and support, clarify unknown words or phrases read aloud. CC.1.3.PK.K |
| | | With prompting and support, actively engage in group reading activities with purpose and understanding. CC.1.4.PK.D |
| | | With prompting and support, make logical connections between drawing and dictation. CC.1.4.PK.O |
| | | With prompting and support describe experiences and events. CC.1.4.PK.P |
| | | Recount a single event and tell about the events in the order in which they occurred. CC.1.4.PK.T |
| | | With guidance and support from adults and peers, respond to questions and suggestions, add details as needed CC.1.4.PK.W |
| | | With guidance and support, recall information from experiences or books. CC.1.5.PK,D |
| | | Using simple sentences, share stories, familiar experiences, and interests, speaking clearly enough to be understood by most |
| İ | | audiences. |
| 1 | | CC.1.5.PK.E |
| 14-M | Describes 25 different events, videos, stories, etc. with 8+ words (e.g., Tell me what happened The big monster | Using simple sentences, express thoughts, feelings, and ideas, speaking clearly enough to be understood by most audiences. CC.1.2.PK.A |
| 14-111 | scared everybody and they all ran into the house.) | With prompting and support, retell key details of text that support a provided main idea. CC.1.2.PK.B |
| 14-a | Answers 25 different who, what, or where questions that contain 3 or more elements (e.g., What color is a fire truck?) | Answer questions about a text. |
| 14-b | Provides at least 3 members of 25 categories (e.g., What do you find on a playground?) | CC.1.2.PK.C |
| 14-c | Answers 5 questions about daily or current events (e.g., Where are you going with dad?) | With prompting and support, make connections between information in a text and personal experiences. CC.1.2.PK.F |
| 14-d | Intraverbally responds at least 25 times in a day to the verbal questions or statements from peers | With prompting and support, answer questions about unfamiliar words read aloud from a text. |
| 14-e | Shows generalization by giving the same answer to 10 questions presented in 3 different ways (e.g., answers my house to | CC.1.2.PK.G |
| | Where do you live? Where is your dog? and Where do play?) | With prompting and support, answer questions to connect illustrations to the written word. CC.1.2.PK.I |
| 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.) | With prompting and support, identify basic similarities and differences between two texts read aloud on the same topic. |
| 14-g | Provides 3 pieces of personal information (e.g., Where do you live? What's your brother's name?) | CC.1.2.PK.J Use new vocabulary and phrases acquired in conversations and being read to. |
| 14-h | Answers 25 intraverbal questions involving prepositions (e.g., What's under your bed?) | CC.1.2.PK.K |
| 14-i | Answers 25 intraverbal questions involving pronouns (e.g., Who has a brown dog?) | With prompting and support, clarify unknown words or phrases read aloud. |
| 14-j | Provides 25 answers to sequence questions (e.g., What do you do after you get to school?) | CC.1.2.PK.L With prompting and support, actively engage in group reading activities with purpose and understanding. |
| 14-k | Answers 10 when questions (e.g., When do you take a bath?) | CC.1.3.PK.A |
| | | With prompting and support, retell a familiar story in sequence with picture support. CC.1.3.PK.B |
| | | Answer questions about a particular story (who, what, how, when, and where). |
| | | CC.1.3.PK.C With prompting and support, answer questions to identify characters, settings, and major events in a story. |
| | | CC.1.3.PK.F Answer questions about unfamiliar words read aloud from a story. |
| | | CC.1.3.PK.G Describe pictures in books using details. |
| | | CC.1.3.PK.H |
| | | Answer questions to compare and contrast the adventures and experiences of characters in familiar stories. CC.1.3.PK.K |
| | | With prompting and support, actively engage in group reading activities with purpose and understanding. CC.1.4.PK.A |
| | | Draw/dictate to compose informative/ explanatory texts examining a topic. |
| | | CC.1.4.PK.B |
| | | With prompting and support, draw/dictate about one specific topic. CC.1.4.PK.C |
| I | | With prompting and support, generate ideas to convey information. |
| | | CC.1.4.PK.D |

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| | | With prompting and support, make logical connections between drawing and dictation. CC.1.4.PK.M |
| | | Dictate narratives to describe real or imagined experiences or events. CC.1.4.PK.N |
| | | Establish who and what the narrative will be about. CC.1.4.PK.O |
| | | With prompting and support describe experiences and events. CC.1.4.PK.P |
| | | Recount a single event and tell about the events in the order in which they occurred. CC.1.4.PK.T |
| | | With guidance and support from adults and peers, respond to questions and suggestions, add details as needed. CC.1.4.PK.V |
| | | Ask questions about topics of personal interest to gain information; with teacher guidance and support, locate information on the chosen topic. |
| | | CC.1.4.PK.W |
| | | With guidance and support, recall information from experiences or books. |
| | | CC.1.5.PK.A Participate in collaborative conversations with peers and adults in small and larger groups. |
| | | CC.1.5.PK.D |
| | | Using simple sentences, share stories, familiar experiences, and interests, speaking clearly enough to be understood by most audiences. |
| | | CC.1.5.PK.E Using simple sentences, express thoughts, feelings, and ideas, speaking clearly enough to be understood by most audiences. |
| | | CC.1.5.PK.G |
| | | Demonstrate command of the conventions of standard English when speaking, based on prekindergarten level and content. |
| 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.PK.A With prompting and support, retell key details of text that support a provided main idea. |
| | do you go to school? What do you take to school?) | CC.1.2.PK.B |
| 15-a | Answers 10 questions about community helpers (e.g., What does a doctor do?) | Answer questions about a text. |
| 15-b | Answers 25 different questions that contain 4 or more parts of speech (e.g., What tool do you need to pound nails?) | CC.1.2.PK.F With prompting and support, answer questions about unfamiliar words read aloud from a text. |
| 15-c | Takes turns adding to a story started by others (e.g., And then he saw a boat) | CC.1.2.PK.G |
| 15-d | Answers 5 different how questions (e.g., How do you fix the hole?) | With prompting and support, answer questions to connect illustrations to the written word. |
| 15-e | Provides last name when asked (e.g., Harrison) | CC.1.2.PK.I With prompting and support, identify basic similarities and differences between two texts read aloud on the same topic. |
| 15-f | Answers 25 intraverbal questions involving adverbs (e.g., What animal moves slow?) | CC.1.2.PK.K |
| 15-g | Shows response generalization by describing the same 10 objects, events, pets, people, etc. in 3 different ways (e.g., in | With prompting and support, clarify unknown words or phrases read aloud. |
| | reference to a pet dog Toby, the child says at different times a dog, an animal, Toby) | CC.1.2.PK.L With prompting and support, actively engage in group reading activities with purpose and understanding. |
| 15-h | Describes 5 events that happened in the past | CC.1.3.PK.A |
| 15-i | Describes 5 events that will happen in the future | With prompting and support, retell a familiar story in sequence with picture support. |
| 15-j | Summarizes 5 different stories with at least 10 words | CC.1.3.PK.B Answer questions about a particular story (who, what, how, when, and where). |
| 15-k | Suggests a possible solution when presented with a problem | CC.1.3.PK.C |
| | | With prompting and support, answer questions to identify characters, settings, and major events in a story. CC.1.3.PK.F |
| | | Answer questions about unfamiliar words read aloud from a story. |
| | | Describe pictures in books using details. |
| | | CC.1.3.PK.H Answer questions to compare and contrast the adventures and experiences of characters in familiar stories. |
| | | CC.1.3.PK.K With prompting and support, actively engage in group reading activities with purpose and understanding. |
| | | CC.1.4.PK.D With prompting and support, make logical connections between drawing and dictation. |
| | | CC.1.4.PK.O |
| | | With prompting and support describe experiences and events. CC.1.4.PK.P |
| | | Recount a single event and tell about the events in the order in which they occurred. CC.1.4.PK.T |
| | | With guidance and support from adults and peers, respond to questions and suggestions, add details as needed. CC.1.4.PK.W |

| With guidance and support, recall information from experiences or books. |
|--|
| CC.1.5.PK.D |
| Using simple sentences, share stories, familiar experiences, and interests, speaking clearly enough to be understood by most |
| audiences. |
| CC.1.5.PK.E |
| Using simple sentences, express thoughts, feelings, and ideas, speaking clearly enough to be understood by most audiences. |
| CC.1.5.PK.G |
| Demonstrate command of the conventions of standard English when speaking, based on prekindergarten level and content. |

| | CLASSROM ROUTINES & GROUP SKILLS LEVEL 2 | | |
|---------------------------------|---|---|--|
| Skill | VB-MAPP Milestones & Supporting Skills | PA Core Standards | |
| 6-M 6-a 6-b 6-c 6-d | Sits at a group snack or lunch table without negative behavior for 3 minutes Adjusts to separation from parents (e.g., does not cry when parents leave) Sits at a snack or lunch table when physically prompted for 1 minute Lines up with other children when physically prompted Demonstrates general compliance for all classroom aides | CC.1.2.PK.I With prompting and support, identify basic similarities and differences between two texts read aloud on the same topic. CC.1.2.PK.L With prompting and support, actively engage in group reading activities with purpose and understanding. CC.1.3.PK.K With prompting and support, actively engage in group reading activities with purpose and understanding. CC.1.4.PK.D With prompting and support, make logical connections between drawing and dictation. CC.1.4.PK.T With guidance and support from adults and peers, respond to questions and suggestions, add details as needed. CC.1.5.PK.A | |
| 7-M 7-a 7-b 7-c 7-d 7-e | Puts away personal items, lines up, and comes to a table with only 1 verbal prompt Does not attempt to move away from a peer when seated next to him Puts away personal items (e.g., coat, backpack, lunch box) with gestural and verbal prompts Goes to and sits at a table with other children with only verbal prompts Cooperates with hand washing with physical assistance Does not engage in negative behavior toward a peer when seated next to him | Participate in collaborative conversations with peers and adults in small and larger groups. CC.1.2.PK.A With prompting and support, retell key details of text that support a provided main idea. CC.1.4.PK.P Recount a single event and tell about the events in the order in which they occurred. CC.1.4.PK.W With guidance and support, recall information from experiences or books. CC.1.5.PK.C Respond to what a speaker says in order to follow directions, seek help, or gather information. | |
| 8-M 8-a 8-b 8-c 8-d | Transitions between classroom activities with no more than 1 gestural or verbal prompt Goes to a circle group and sits with only verbal prompts Goes to and sits at a table or work station with only verbal prompts Waits while seated at a table, without touching materials, until allowed to do so Sits in a circle group for 2 minutes without disruptive behavior or prompts to remain seated | CC.1.4.PK.P Recount a single event and tell about the events in the order in which they occurred. CC.1.4.PK.W With guidance and support, recall information from experiences or books. CC.1.5.PK.C Respond to what a speaker says in order to follow directions, seek help, or gather information. | |
| 9-M 9-a 9-b 9-c 9-d | Sits in a small group for 5 minutes without disruptive behavior or attempting to leave the group Comes inside after recess with only verbal prompts Participates in group movement and song activities with only verbal prompts (e.g., Ring Around the Rosy, Duck-Duck Goose, Hokey Pokey) Imitates group activities with objects (e.g., tapping sticks together, shaking a maraca) Sings songs with the group with only verbal prompts (e.g., Head, shoulders, knees and toes) 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.1.2.PK.L With prompting and support, actively engage in group reading activities with purpose and understanding. CC.1.3.PK.K With prompting and support, actively engage in group reading activities with purpose and understanding. CC.1.4.PK.T With guidance and support from adults and peers, respond to questions and suggestions, add details as needed. CC.1.5.PK.A Participate in collaborative conversations with peers and adults in small and larger groups. CC.1.5.PK.C Respond to what a speaker says in order to follow directions, seek help, or gather information. CC.1.2.PK.L | |

| | a teacher's SDs | With prompting and support, actively engage in group reading activities with purpose and understanding. |
|------|--|--|
| 10-a | Gets lunch with only verbal prompts | CC.1.3.PK.K With prompting and support, actively engage in group reading activities with purpose and understanding. |
| 10-b | Puts away backpack, lunch box, or coat upon entering the classroom with group prompts | CC.1.4.PK.T |
| 10-c | Imitates group activities with objects (e.g., tapping sticks together, shaking a maraca) | With guidance and support from adults and peers, respond to questions and suggestions, add details as needed CC.1.5.PK.A |
| 10-d | Gets out and opens most snack/lunch items independently | Participate in collaborative conversations with peers and adults in small and larger groups. |
| 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 | VB-MAPP Milestones & Supporting Skills | PA Core Standards | |
| 11-M 11-a 11-b 11-c 11-d | Uses the toilet and washes hands with only verbal prompts Sits or stands at an arts and crafts or activity table for 5 minutes without disruptive behavior Responds to 1 group instruction without additional prompts (e.g., Everybody stand up Works independently on a task or activity for 1 minute without prompts or reinforcement Comes to the front of the group with 1 verbal prompt | CC.1.4.PK.T With guidance and support from adults and peers, respond to questions and suggestions, add details as needed. CC.1.5.PK.C Respond to what a speaker says in order to follow directions, seek help, or gather information. | |
| 12-M 12-a 12-b 12-c 12-d | 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?) Raises hand to take a turn in a group setting (e.g., Who wants to pick a song?) Uses classroom materials as designed (e.g., glue, scissors, crayons, paper) Puts away toys and material when prompted to do so Stays on task for 1 minute during an arts and crafts activity when an adult leaves the table | CC.1.2.PK.I With prompting and support, identify basic similarities and differences between two texts read aloud on the same topic. CC.1.2.PK.L With prompting and support, actively engage in group reading activities with purpose and understanding. CC.1.3.PK.K With prompting and support, actively engage in group reading activities with purpose and understanding. CC.1.4.PK.D With prompting and support, make logical connections between drawing and dictation. CC.1.4.PK.T With guidance and support from adults and peers, respond to questions and suggestions, add details as needed. | |
| 13-M 13-a 13-b 13-c 13-d | Works independently for 5 minutes in a group, and stays on task for 50% of the period Gets necessary materials to complete an activity when verbally prompted (e.g., Get some glue.) Independently transitions between classroom activities with only group verbal prompts Responds to group questions without a direct prompt (e.g., What happened to Simba?) Mands to use the toilet and has minimal accidents | CC.1,2.PK.I With prompting and support, identify basic similarities and differences between two texts read aloud on the same topic. CC.1,2.PK.L With prompting and support, actively engage in group reading activities with purpose and understanding. CC.1,3.PK.K With prompting and support, actively engage in group reading activities with purpose and understanding. CC.1,4.PK.D With prompting and support, make logical connections between drawing and dictation. CC.1,4.PK.T | |
| 14-M 14-a 14-b 14-c 14-d 14-e | Acquires 2 new behaviors in a 15-minute group-teaching format involving 5 or more children Takes turns and shares items with peers Discriminates and follows two-component group instructions (e.g., All the boys line up) Follows safety rules in a classroom (e.g., No running. No pushing.) Leads 2 different group activities involving 3 other children (e.g., red-light, green-light game) Mands for a specific activity in a group setting (e.g., Let's play tag!) | With guidance and support from adults and peers, respond to questions and suggestions, add details as needed. CC.1.2.PK.I With prompting and support, identify basic similarities and differences between two texts read aloud on the same topic. CC.1.2.PK.L With prompting and support, actively engage in group reading activities with purpose and understanding. CC.1.3.PK.J Use new vocabulary and phrases acquired in conversations and being read to. CC.1.3.PK.K With prompting and support, actively engage in group reading activities with purpose and understanding. | |

| 14-f | Assists in picking up after an activity with only 1 verbal prompt | CC.1.4.PK.D |
|------|--|--|
| | | With prompting and support, make logical connections between drawing and dictation. |
| | | CC.1.4.PK.T |
| | | With guidance and support from adults and peers, respond to questions and suggestions, add details as needed. |
| 15-M | Sits in a 20-minute group session involving 5 children without disruptive behaviors, and answers 5 intraverbal | CC.1.2.PK.I |
| | questions | With prompting and support, identify basic similarities and differences between two texts read aloud on the same topic. — CC.1.2.PK.L |
| 15-a | Focuses on a task despite disruptions in the room | With prompting and support, actively engage in group reading activities with purpose and understanding. |
| 15-b | Meets some of his own self-care needs without prompts (e.g., wipes nose, puts on coat) | CC.1.3.PK.K |
| 15-c | Verbally interacts with peers 3 times in a table-top group activity | With prompting and support, actively engage in group reading activities with purpose and understanding. CC.1.4.PK.D |
| 15-d | Sits back down when his turn is over without prompts | With prompting and support, make logical connections between drawing and dictation. |
| 15-е | Keeps hands to self in a group setting | CC.1.4.PK.T With guidance and support from adults and peers, respond to questions and suggestions, add details as needed. |
| 15-f | Raises hand to indicate he knows the answer to a question during a group | with guidance and support from adults and peers, respond to questions and suggestions, and details as needed. |
| 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.PK.A With prompting and support, retell key details of text that support a provided main idea. CC.1.2.PK.B Answer questions about a text. CC.1.2.PK.I With prompting and support, identify basic similarities and differences between two texts read aloud on the same topic. CC.1.2.PK.L With prompting and support, actively engage in group reading activities with purpose and understanding. CC.1.3.PK.A With prompting and support, retell a familiar story in sequence with picture support. CC.1.3.PK.B Answer questions about a particular story (who, what, how, when, and where). CC.1.3.PK.C With prompting and support, answer questions to identify characters, settings, and major events in a story. CC.1.3.PK.G Describe pictures in books using details. CC.1.3.PK.H Answer questions to compare and contrast the adventures and experiences of characters in familiar stories. CC.1.4.PK.A Draw/dictate to compose informative/ explanatory texts examining a topic. CC.1.4.PK.B With prompting and support, draw/dictate about one specific topic. CC.1.4.PK.C With prompting and support, generate ideas to convey information. CC.1.4.PK.D With prompting and support, make logical connections between drawing and dictation. CC.1.4.PK.N Establish who and what the narrative will be about. CC.1.4.PK.W With guidance and support, recall information from experiences or books. CC.1.5.PK.A Participate in collaborative conversations with peers and adults in small and larger groups. CC.1.5.PK.B | |

| | | Answer questions about key details in a text read aloud or information presented orally or through other media. CC.1.5.PK.G Demonstrate command of the conventions of standard English when speaking, based on prekindergarten level and content. |
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| | | CC.2.1.PK.A.2 Count to tell the number of objects. |
| | | CC.2.3.PK.A.1 |
| | | Identify and describe shapes. CC.2.3.PK.A.2 |
| | | Analyze, compare, create, and compose shapes. |
| | | CC.2.4.PK.A.1 |
| | | Describe and compare measurable attributes of length and weight of everyday objects. |
| 7-M | Has a total listener vocabulary of 100 words (e.g., Touch nose. Jump. Find keys.) | CC.1.2.PK.A |
| 7-a | Uses recognizable words more frequently than jargon | With prompting and support, retell key details of text that support a provided main idea. CC.1.2.PK.B |
| 7-b | Emits 2-3 word carrier phrases without "understanding" each word (e.g., It's a cat. Go for a ride?) | Answer questions about a text. |
| 7-c | Has a total speaker vocabulary size of 50 words (all verbal operants except echoic) | CC.1.2.PK.C |
| | | With prompting and support, make connections between information in a text and personal experiences. CC.1.2.PK.I |
| | | With prompting and support, identify basic similarities and differences between two texts read aloud on the same topic. |
| | | CC.1.2.PK.L |
| | | With prompting and support, actively engage in group reading activities with purpose and understanding. CC.1.3.PK.A |
| | | With prompting and support, retell a familiar story in sequence with picture support. CC.1.3.PK.B |
| | | Answer questions about a particular story (who, what, how, when, and where). |
| | | CC.1.3.PK.C With prompting and support, answer questions to identify characters, settings, and major events in a story. |
| | | CC.1.3.PK.G |
| | | Describe pictures in books using details. CC.1.3.PK.H |
| | | Answer questions to compare and contrast the adventures and experiences of characters in familiar stories. |
| | | CC.1.4.PK.A |
| | | Draw/dictate to compose informative/ explanatory texts examining a topic. |
| | | CC.1.4.PK.B With prompting and support, draw/dictate about one specific topic. |
| | | CC.1.4.PK.C |
| | | With prompting and support, generate ideas to convey information. CC.1.4.PK.D |
| | | With prompting and support, make logical connections between drawing and dictation. |
| | | CC.1.4.PK.M |
| | | Dictate narratives to describe real or imagined experiences or events. CC.1.4.PK.N |
| | | Establish who and what the narrative will be about. |
| | | CC.1.4.PK.W |
| | | With guidance and support, recall information from experiences or books. CC.1.5.PK.A |
| | | Participate in collaborative conversations with peers and adults in small and larger groups. |
| | | CC.1.5.PK.B |
| | | Answer questions about key details in a text read aloud or information presented orally or through other media. CC.1.5.PK.G |
| | | Demonstrate command of the conventions of standard English when speaking, based on prekindergarten level and content. |
| 8-M | Emits 10 different 2-word utterances per day of any type except echoic (e.g., mand, tact) | CC.1.2.PK.A With prompting and support, retell key details of text that support a provided main idea. |
| 8-a | Emits 2-word mands for recurrence (e.g., more tickle) | CC.1.2.PK.B |
| 8-b | Emits 2-word noun-verb or verb-noun mands or tacts (e.g., Pour juice. Baby crying.) | Answer questions about a text. |
| 8-c | Adjusts volume of voice on command (e.g., whispers and uses loud voice) | CC.1.2.PK.C With prompting and support, make connections between information in a text and personal experiences. |
| 8-d | Echoes 10 different rhythms, intonations, or pitches | CC.1.2.PK.I |
| | | With prompting and support, identify basic similarities and differences between two texts read aloud on the same topic. |
| | | CC.1.2.PK.L With prompting and support, actively engage in group reading activities with purpose and understanding. |
| | | whiti prompting and support, actively engage in group reading activities with purpose and understanding. |

| 9-M 9-a 9-b | Emits functional prosody (i.e., rhythm, stress, intonation) on 5 occasions in one day (e.g., puts emphasis or stress on certain words at appropriate times such as, It's MINE!) Consistently emits the initial consonants of words Emits 2-word mands for possession (e.g., My cookie, That's mine.) | CC.1.3.PK.A With prompting and support, retell a familiar story in sequence with picture support. CC.1.3.PK.B Answer questions about a particular story (who, what, how, when, and where). CC.1.3.PK.C With prompting and support, answer questions to identify characters, settings, and major events in a story. CC.1.3.PK.G Describe pictures in books using details. CC.1.3.PK.H Answer questions to compare and contrast the adventures and experiences of characters in familiar stories. CC.1.4.PK.A Draw/dictate to compose informative/ explanatory texts examining a topic. CC.1.4.PK.B With prompting and support, draw/dictate about one specific topic. CC.1.4.PK.C With prompting and support, generate ideas to convey information. CC.1.4.PK.D With prompting and support, make logical connections between drawing and dictation. CC.1.4.PK.M Dictate narratives to describe real or imagined experiences or events. CC.1.4.PK.N Establish who and what the narrative will be about. CC.1.4.PK.W With guidance and support, recall information from experiences or books. CC.1.5.PK.B Answer questions about key details in a text read aloud or information presented orally or through other media. CC.1.5.PK.G Demonstrate command of the conventions of standard English when speaking, based on prekindergarten level and content. CC.1.4.PK.A Draw/dictate to compose informative/ explanatory texts examining a topic. CC.1.4.PK.M Draw/dictate to compose informative/ explanatory texts examining a topic. CC.1.4.PK.M |
|--------------------------------------|---|--|
| 9-a 9-b 9-c | | Draw/dictate to compose informative/ explanatory texts examining a topic. |
| 9-d 9-e | Emits 2-word mands for negation or refusal (e.g., No Barney. No shoes. No more.) Combines 2 words to make a novel word or phrase (e.g., Miss Betty) | Demonstrate command of the conventions of standard English when speaking, based on prekindergarten level and content. |
| 10-M 10-a 10-b 10-c 10-d | Has a total speaker vocabulary of 300 words (all verbal operants except echoic) Echoes most words or approximations to words on command (generalized echoic repertoire) but still has articulation errors Strangers can understand at least 50% of the words emitted by the child Emits a total listener vocabulary size of 400 words Emits a mean length of utterance (MLU) of 2 1/2 morphemes (e.g., Push car. Where mommy go?) | CC.1.1.PK.C • Demonstrate understanding of spoken words, syllables, and sounds (phonemes). • Recognize rhyming words and when two or more words begin with the same sound (alliteration). • Count syllables in spoken words. • Segment single-syllable spoken words. • Isolate and pronounce initial sounds. CC.1.2.PK.A With prompting and support, retell key details of text that support a provided main idea. CC.1.2.PK.B Answer questions about a text. CC.1.2.PK.C With prompting and support, make connections between information in a text and personal experiences. CC.1.2.PK.F With prompting and support, answer questions about unfamiliar words read aloud from a text. CC.1.2.PK.G With prompting and support, answer questions to connect illustrations to the written word. CC.1.2.PK.I With prompting and support, identify basic similarities and differences between two texts read aloud on the same topic. CC.1.2.PK.J Use new vocabulary and phrases acquired in conversations and being read to. CC.1.2.PK.K |

| With prompting and support, clarify unknown words or phrases read aloud. CC.1.2.PK.L |
|---|
| With prompting and support, actively engage in group reading activities with purpose and understanding. CC.1.3.PK.A |
| With prompting and support, retell a familiar story in sequence with picture support. |
| CC.1.3.PK.B |
| Answer questions about a particular story (who, what, how, when, and where). CC.1.3.PK.C |
| With prompting and support, answer questions to identify characters, settings, and major events in a story. |
| CC.1.3.PK.F |
| Answer questions about unfamiliar words read aloud from a story. |
| CC.1.3.PK.G |
| Describe pictures in books using details. CC.1.3.PK.H |
| Answer questions to compare and contrast the adventures and experiences of characters in familiar stories. |
| CC.1.3.PK.I |
| With prompting and support, clarify unknown words or phrases read aloud. |
| CC.1.4.PK.A |
| Draw/dictate to compose informative/ explanatory texts examining a topic. |
| CC.1.4.PK.B |
| With prompting and support, draw/dictate about one specific topic. CC.1.4.PK.C |
| With prompting and support, generate ideas to convey information. |
| CC.1.4.PK.D |
| With prompting and support, make logical connections between drawing and dictation. |
| CC.1.4.PK.M |
| Dictate narratives to describe real or imagined experiences or events. |
| CC.1.4.PK.O |
| With prompting and support describe experiences and events. CC.1.4.PK.P |
| Recount a single event and tell about the events in the order in which they occurred. CC.1.4.PK.V |
| Ask questions about topics of personal interest to gain information; with teacher guidance and support, locate information on the |
| chosen topic. |
| CC.1.4.PK.W |
| With guidance and support, recall information from experiences or books. |
| CC.1.5.PK.A |
| Participate in collaborative conversations with peers and adults in small and larger groups. |
| CC.1.5.PK.B |
| Answer questions about key details in a text read aloud or information presented orally or through other media. |
| CC.1.5.PK.E |
| Using simple sentences, express thoughts, feelings, and ideas, speaking clearly enough to be understood by most audiences. |
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| | LINGUISTIC STRUCTURE | |
|-------|--|---|
| | LEVEL 3 | |
| Skill | VB-MAPP Milestones & Supporting Skills | PA Core Standards |
| 11-M | Emits noun inflections by combining 10 root nouns with suffixes for plurals (e.g., dog vs. dogs) and 10 root nouns with suffixes for possession (e.g., dog's collar vs. cat's collar) | CC.1.3.PK.G Describe pictures in books using details. CC.1.4.PK.A |
| 11-a | Emits auxiliary (helping) verbs in a tact or mand carrier phrase (e.g., do, have, will, can, was) | Draw/dictate to compose informative/ explanatory texts examining a topic. |
| 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) | CC.1.4.PK.M Dictate narratives to describe real or imagined experiences or events. |

| 11.0 | Hear "a" ya "as" plural markara (a.g. books or glassoo) | CC.1.5.PK.G |
|--------|--|---|
| 11-c | Uses "s" vs. "es" plural markers (e.g., books or glasses) | Demonstrate command of the conventions of standard English when speaking, based on prekindergarten level and content. |
| 11-d | Uses irregular plurals correctly (e.g., foot-feet, mouse-mice, tooth-teeth) | |
| 12-M | Emits verb inflections by combining 10 root verbs with affixes for regular past tense (e.g., played) and 10 root | CC.1.4.PK.A |
| 12-111 | | Draw/dictate to compose informative/ explanatory texts examining a topic. |
| 10 . | verbs with affixes for future tense (e.g., will play) | CC.1.4.PK.B |
| 12-a | Uses is and am appropriately with verbs (e.g., I am eating. The dog is barking.) | With prompting and support, draw/dictate about one specific topic. CC.1.4.PK.C |
| 12-b | Emits conjunctions to combine words and phrases (e.g., and, or, but) | With prompting and support, generate ideas to convey information. |
| 12-c | Emits some irregular past tense verbs appropriately (e.g., dug, ran, built) | CC.1.4.PK.D |
| 12-d | Emits 2-word noun-verb or verb-noun mands or tacts (e.g., Pour juice. Baby crying.) | With prompting and support, make logical connections between drawing and dictation. |
| 12-e | Emits present participle inflection with "verb-ing" (e.g., running, playing, swimming) | CC.1.4.PK.M Dictate narratives to describe real or imagined experiences or events. |
| | | CC.1.4.PK.O |
| | | With prompting and support describe experiences and events. |
| | | CC.1.5.PK.G |
| 13-M | Emits 10 different noun phrases containing at least 3 words, with 2 modifiers (e.g., adjectives, prepositions, | Demonstrate command of the conventions of standard English when speaking, based on prekindergarten level and content. CC.1.4.PK.A |
| 13-11 | pronouns) (e.g., He's my puppet. I want chocolate ice cream.) | Draw/dictate to compose informative/ explanatory texts examining a topic. |
| 12 - | 1 / 0/ 11 | CC.1.4.PK.B |
| 13-a | Speaks in 3-5 word sentences | With prompting and support, draw/dictate about one specific topic. CC.1.4.PK.C |
| 13-b | Emits prepositional phrases (e.g., on the table, in the house), but may not discriminate between prepositional pairs (e.g., | With prompting and support, generate ideas to convey information. |
| | on vs. under; in vs. out) | CC.1.4.PK.D |
| 13-c | Emits adjectives to modify nouns (e.g., blue train, chocolate cookie) | With prompting and support, make logical connections between drawing and dictation. |
| 13-d | Emits contractions in a mand, tact, or intraverbal context (e.g., can't, don't, won't) | CC.1.4.PK.M Dictate narratives to describe real or imagined experiences or events. |
| 13-е | Emits pronouns to modify nouns (e.g., My shoes. Your cup.) | CC.1.4.PK.O |
| | | With prompting and support describe experiences and events. |
| | | CC.1.5.PK.G Demonstrate command of the conventions of standard English when speaking, based on prekindergarten level and content. |
| 14-M | Emits 10 different verb phrases containing at least 3 words, with 2 modifiers (e.g., adverbs, prepositions, | CC.1.2.PK.L |
| 1111 | pronouns) (e.g., Push me hard. Go up the steps.) | With prompting and support, actively engage in group reading activities with purpose and understanding. |
| 14-a | Adjectives usually precede nouns when appropriate (e.g., a big boat vs. a boat big) | CC.1.3.PK.A With prompting and support, retell a familiar story in sequence with picture support. |
| 14-b | Verbs agree with the subjects in person (e.g., he was laughing vs. he were laughing) | CC.1.3.PK.B |
| 14-c | Verbs agree with the subjects in number (e.g., Joey is home vs. Joey are home) | Answer questions about a particular story (who, what, how, when, and where). |
| 14-d | Emits adjective inflections with the comparative suffixes "er" and "est" (e.g., good, better, best) | CC.1.3.PK.C With prompting and support, answer questions to identify characters, settings, and major events in a story. |
| 14-e | Emits adjective inflections with the comparative surfaces of and est (e.g., good, setter, sest) Emits adverbs to modify verbs (e.g., Go fast. It's slow.) | CC.1.3.PK.F |
| 14-6 | Enits adveros to modify veros (e.g., Go fast. it 8 slow.) | Answer questions about unfamiliar words read aloud from a story. |
| | | CC.1.3.PK.G Describe pictures in books using details. |
| | | CC.1.3.PK.H |
| | | Answer questions to compare and contrast the adventures and experiences of characters in familiar stories. |
| | | CC.1.5.PK.G |
| 15-M | Combines noun and verb phrases to produce 10 different syntactically correct clauses or sentences containing at | Demonstrate command of the conventions of standard English when speaking, based on prekindergarten level and content. CC.1.2.PK.J |
| 13-W | | Use new vocabulary and phrases acquired in conversations and being read to. |
| 15 - | least 5 words (e.g., The dog licked my face.) | CC.1.4.PK.O |
| 15-a | Emits different noun and verb phrases connected by conjunctions (e.g., and, or, but, yet) | With prompting and support describe experiences and events. CC.1.4.PK.P |
| 15-b | Demonstrates a MLU of 5 morphemes (5 utterances in one "sentence" that each have an individual meaning, e.g., She | Recount a single event and tell about the events in the order in which they occurred. |
| | pushed him down — the "ed" ending is a morpheme) | CC.1.4.PK.W |
| 15-c | Pronouns agree with gender (e.g., the boy splashed himself vs. the boy splashed herself) | With guidance and support, recall information from experiences or books. |
| 15-d | Pronouns agree with number (e.g., the boy splashed himself vs. the boys splashed himself) | CC.1.5.PK.D Using simple sentences, share stories, familiar experiences, and interests, speaking clearly enough to be understood by most |
| 15-e | Uses quantification in a sentence (e.g., always, never, sometimes) | audiences. |
| 15-f | Uses demonstratives in a sentence (e.g., this that, these, those) | CC.1.5.PK.E |
| 15-g | Emits words that describe the certainty of other words (e.g., I think I'm sure maybe) | Using simple sentences, express thoughts, feelings, and ideas, speaking clearly enough to be understood by most audiences. CC.1.5.PK.G |
| 17-2 | | |

| | READIN | |
|---------------|--|--|
| Skill | VB-MAPP Milestones & Supporting Skills | PA Core Standards |
| 11-M | Attends to a book when a story is being read to him for 75% of the time | CC.1.2.PK.A |
| 11-a | Turns pages and looks at books for 30 seconds | With prompting and support, retell key details of text that support a provided main idea. CC.1.2.PK.B |
| 11-b | Mands to be read stories from books | Answer questions about a text. |
| 11-c | Touches pictures in books that correspond to the story (e.g., Where's the big bad wolf?) | CC.1.2.PK.C |
| | | With prompting and support, make connections between information in a text and personal experiences. CC.1.3.PK.A |
| | | With prompting and support, retell a familiar story in sequence with picture support. CC.1.3.PK.B |
| | | Answer questions about a particular story (who, what, how, when, and where). CC.1.3.PK.C |
| | | With prompting and support, answer questions to identify characters, settings, and major events in a story. CC.1.3.PK.G |
| | | Describe pictures in books using details. CC.1.3.PK.I |
| | | With prompting and support, clarify unknown words or phrases read aloud. CC.1.4.PK.M |
| | | Dictate narratives to describe real or imagined experiences or events. |
| | | CC.1.4.PK.O |
| | | With prompting and support describe experiences and events. CC.1.4.PK.P |
| | | Recount a single event and tell about the events in the order in which they occurred. |
| | | CC.1.4.PK.W With guidance and support, recall information from experiences or books. |
| | | CC.1.5.PK.B |
| | | Answer questions about key details in a text read aloud or information presented orally or through other media. |
| | | CC.1.5.PK.D Using simple sentences, share stories, familiar experiences, and interests, speaking clearly enough to be understood by most |
| | | audiences. |
| | | CC.1.5.PK.E |
| 12-M | Calcata (I Da) the convect supported letter from an array of 5 letters for 10 different letters | Using simple sentences, express thoughts, feelings, and ideas, speaking clearly enough to be understood by most audiences. CC.1.1.PK.B |
| 12-WI 12-a | Selects (LDs) the correct uppercase letter from an array of 5 letters, for 10 different letters Completes an ABC inset puzzle without prompts | Identify basic features of print. |
| 12-a 12-b | Recites 5 letters from the alphabet with a starting prompt (e.g., A B) | Differentiate between numbers and letters and words. |
| 12-b 12-c | Has a favorite book, and can provide the name of it by seeing the pictures on the cover | Recognize and name some uppercase and lowercase letters of the alphabet. CC.1.1.PK.D |
| 12-c 12-d | Tacts pictures in books while an adult reads the story | Develop beginning phonics and word skills. |
| | 1 | Associate some letters with their names and sounds. |
| 12-е | Matches to sample all uppercase letters | Identify familiar words and environmental print. |
| 13-M | Tacts 10 uppercase letters on command | CC.1.1.PK.B |
| 13-a | Recites (or sings) the whole alphabet with only a verbal prompt to do so | Identify basic features of print. |
| 13-b | Mands for what written words say (e.g., What word is that?) | Differentiate between numbers and letters and words. Recognize and name some uppercase and lowercase letters of the alphabet. |
| 13-c | Pretends to read a book | CC.1.1.PK.D |

| 13-d | Discriminates as a listener (LDs) his own name from an array of 3 written names | Develop beginning phonics and word skills. Associate some letters with their names and sounds. |
|------|--|---|
| 13-е | Looks at the written words, rather than just the pictures when stories are being read to him | Identify familiar words and environmental print. |
| 14-M | Reads his own name | CC.1.3.PK.E |
| 14-a | Discriminates among most uppercase letters (but may confuse some; e.g., M and N; P and R) | With prompting and support, recognize common types of text. CC.1.4.PK.V |
| 14-b | Matches 5 word cards to the same word written on paper | Ask questions about topics of personal interest to gain information; with teacher guidance and support, locate information on the |
| 14-c | Provides the letter name given 5 sounds, and 5 sounds given a letter name | chosen topic. |
| 14-d | Intraverbally recalls 3 stories that have been read to him | |
| 14-e | Demonstrates LD and tact generalization for 3 different variations of the uppercase letters | |
| | | |
| 15-M | Matches 5 words to the corresponding pictures or items in an array of 5, and vice versa (e.g., matches the written word bird to a picture of a bird) | CC.1.1.PK.C Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Provide a syllable of the s |
| 15-a | Indicates if 2 words rhyme or not for 10 different rhymes (e.g., cat and hat vs. cat and book) | Recognize rhyming words and when two or more words begin with the same sound (alliteration). Count syllables in spoken words. |
| 15-b | Tacts most uppercase letters (may confuse those that look similar; e.g., M and N; P and R) | Segment single-syllable spoken words. |
| 15-c | Matches 10 lower case letters to uppercase letters | Isolate and pronounce initial sounds. COLLINE D. |
| 15-d | Discriminates as a listener between numbers and letters (e.g., Which one is a letter?) | CC.1.1.PK.D Develop beginning phonics and word skills. |
| 15-е | Spells his own name without prompts | Associate some letters with their names and sounds. |
| 15-f | Selects (LDs) the correct written word from an array of 3 words, for 5 different words | Identify familiar words and environmental print. COLORNER. |
| | | CC.1.3.PK.E With prompting and support, recognize common types of text. |
| | | CC.1.3.PK.G |
| | | Describe pictures in books using details. |
| | | CC.1.4.PK.V Ask questions about topics of personal interest to gain information; with teacher guidance and support, locate information on the |
| | | chosen topic. |

| | 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.PK.A Draw/dictate to compose informative/ explanatory texts examining a topic. CC.1.4.PK.B With prompting and support, draw/dictate about one specific topic. CC.1.4.PK.C With prompting and support, generate ideas to convey information. CC.1.4.PK.D With prompting and support, make logical connections between drawing and dictation. CC.2.3.PK.A.2 Analyze, compare, create, and compose shapes. |
| 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.PK.A Draw/dictate to compose informative/ explanatory texts examining a topic. CC.1.4.PK.B |
| 12-a | Demonstrates a proper grip on a writing instrument | With prompting and support, draw/dictate about one specific topic. |
| 12-b | Imitates drawing a square and triangle | CC.1.4.PK.C With prompting and support, generate ideas to convey information. |
| 12-c | Traces 3 different shapes and stays within 1 inch of the lines | CC.1.4.PK.D |
| 12-d | Copies 3 different shapes when given a sample | With prompting and support, make logical connections between drawing and dictation. CC.2.3.PK.A.2 |
| 12-е | Draws a line on paper from point A to point B within 1 inch of the center of a 6 inch curved path | Analyze, compare, create, and compose shapes. |
| 12-f | Copies 5 different lines and shapes together | |

| 13-M | Copies 10 letters or numbers legibly | CC.1.4.PK.A |
|------|---|--|
| 13-a | Copies 4 numbers or letters | Draw/dictate to compose informative/ explanatory texts examining a topic. CC.1.4.PK.B |
| 13-b | Independently combines shapes to make a picture (adult verbal prompts are okay) | With prompting and support, draw/dictate about one specific topic. |
| 13-с | Independently draws a person with 4 recognizable body parts (adult verbal prompts are okay) | CC.1.4.PK.C |
| 13-d | Traces his own name on paper and stays within 1/2 inch of the letters | With prompting and support, generate ideas to convey information. CC.1.4.PK.D |
| | | With prompting and support, make logical connections between drawing and dictation. |
| | | CC.1.4.PK.M Dictate narratives to describe real or imagined experiences or events. |
| | | Dictate narratives to describe real of imagined experiences of events. |
| 14-M | Legibly spells and writes his own name without copying | CC.1.4.PK.A |
| 14-a | Legibly copies his own name on lined paper | Draw/dictate to compose informative/ explanatory texts examining a topic. |
| 14-b | Colors in pictures in coloring books and mostly stays within the lines | CC.1.4.PK.B With prompting and support, draw/dictate about one specific topic. |
| 14-c | Copies numbers 1-10 legibly on lined paper | CC.1.4.PK.C |
| 14-d | Copies 10 upper case and 10 lower case letters legibly on lined paper | With prompting and support, generate ideas to convey information. CC.1.4.PK.D |
| | | With prompting and support, make logical connections between drawing and dictation. |
| | | |
| 15-M | Copies all 26 upper and lower case letters legibly | CC.1.4.PK.M |
| 15-a | Draws recognizable pictures of 3 different items | Dictate narratives to describe real or imagined experiences or events. |
| 15-b | Legibly writes 10 letters or numbers when dictated | |
| 15-c | Copies 5 simple words legibly | |

| | MATH LEVEL 3 | |
|--|---|---|
| Skill | VB MAPP Milestones & Task Analysis | PA Core Standards |
| 11-M 11-a 11-b 11-c 11-d 11-e | Identifies as a listener the numbers 1-5 in an array of 5 different numbers Rote counts to 5 with a verbal starter prompt (e.g., count 1, 2,) Arranges objects by size (e.g., small, medium, and large blocks) Distinguishes between 1 and 2 items as a listener (e.g., Where are 2 boats?) Distinguishes between 1 and 2 items as a mand (e.g., I want 2 cookies.) Matches to sample the numbers 1-10 (e.g., puts the number 4 with the number 4) | CC.1.1.PK.B Identify basic features of print. Differentiate between numbers and letters and words. Recognize and name some uppercase and lowercase letters of the alphabet. CC.2.1.PK.A.1 Know number names and the count sequence. |
| 12-M 12-a 12-b 12-c 12-d | Tacts the numbers 1-5 Distinguishes between 1 and 2 items as a tact (e.g., How many shoes do you have?) Holds up corresponding fingers for numbers 1-5 (e.g., Show me 2 fingers.) Distinguishes between 1, 2, and 3 items as a listener (e.g., Can you find 3 flowers?) Counts 2 items with 1:1 correspondence | CC.1.1PK.B • Identify basic features of print. • Differentiate between numbers and letters and words. • Recognize and name some uppercase and lowercase letters of the alphabet. CC.2.1.PK.A.1 Know number names and the count sequence. |
| 13-M 13-a 13-b 13-c | Counts out 1-5 items from a larger set of items with 1 to 1 correspondence (e.g., Give me 4 cars. Now give me 2 cars.) Provides age when asked Counts out up to 3 items given the verbal prompt How many? and the related set of items Identifies as a listener (LDs) the number of items (e.g., Which picture has 2 cars?) | CC.2.1.PK.A.1 Know number names and the count sequence. CC.2.1.PK.A.2 Count to tell the number of objects. CC.2.1.PK.A.3 Compare numbers. |

| 13-d | Demonstrates enumeration in counting (final emphasis on correct number) for numbers 1-3 | CC.2.2.PK.A.1 Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. CC.2.4.PK.A.4 Classify objects and count the number of objects in each category. |
|-------------------------------|---|---|
| 14-M 14-a 14-b 14-c 14-d 14-e | Identifies as a listener 8 different comparisons involving measurement (e.g., show me more or less, big or little, long or short, full or empty, loud or quiet) 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 Identifies (LDs) a container as full or empty Identifies (LDs) an item as bigger or smaller than a comparison item Identifies (LDs) an item as longer or shorter than a comparison item | CC.2.1.PK.A.3 Compare numbers. CC.2.2.PK.A.1 Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. CC.2.4.PK.A.1 Describe and compare measurable attributes of length and weight of everyday objects. CC.2.4.PK.A.4 Classify objects and count the number of objects in each category. |
| 15-M | Correctly matches a written number to a quantity and a quantity to a written number for the numbers 1-5 (e.g., matches the number 3 to a picture of 3 trucks) | CC.2.1.PK.A.1 Know number names and the count sequence. CC.2.1.PK.A.2 |
| 15-a | Performs an action a specified number of times up to 5 (e.g., Clap 3 times) | Count to tell the number of objects. |
| 15-b | Completes a sequence or pattern containing 2 elements (e.g., red-green; red-green) | CC.2.1.PK.A.3 |
| 15-с | Correctly Identifies (LDs) the ordinal terms "first" and "last" | CC.2.4.PK.A.4 |
| 15-d | Correctly Identifies (LDs) and tacts morning time and night time | Classify objects and count the number of objects in each category. |
| 15-е | Intraverbally responds to what number is next for numbers 1-9 | |
| 15-f | Correctly Identifies (LDs) 3 different coins, and intraverbally states what to do with money | |

Kindergarten VB-MAPP Milestones Alignment to the PA Core Standards

MAND LEVEL 1

| Skill | VB-MAPP Milestones & Supporting Skills List | PA Core Standards |
|------------|--|--|
| 1-M | Emits 2 words, sign, or icons but may require echoic, imitative, or other prompts, but no physical prompts (e.g. cracker, book) | CC.1.2.K.I With prompting and support, identify basic similarities and differences between two texts (read or read aloud) on the same |
| 1-a | Makes eye contact (gaze shift) as a mand for attention or other reinforcers 2 times | topic. CC.1.2.K.L |
| 1-b | Moves close to a reinforcing item to indicate the presence of an MO 2 times | Actively engage in group reading activities with purpose and understanding. |
| 1-c | Pulls an adult to get access to a reinforcing item 2 times | CC.1.3.K.H Answer questions to compare and contrast the adventures and experiences of characters in familiar stories. |
| 1-d | Points or gestures towards a reinforce in order to obtain it 2 times | CC.1.3.K.K |
| | | Actively engage in group reading activities with purpose and understanding. |
| 2-M | Emits 4 different mands without prompts (except What do you want?) – the desired item can be present (e.g. music, slinky, ball) | CC.1.4.K.C With prompting and support, generate ideas to convey information that relates to the chosen topic. CC.1.4.K.D |
| 2-a | Points to 2 different reinforcers in order to obtain them 2 times | Make logical connections between drawing and dictation/writing. CC.1.4.K.T |
| 2-b | Nods or says yes or no when offered a reinforce 2 times (not an early target) | With guidance and support from adults and peers, respond to questions and suggestions, and add details to strengthen writing as |
| 2-c | Emits 2 different mands without echoic prompts- can be with verbal or object prompts | needed. |
| 2-d | Spontaneously emits 1 mand without echoic or imitative prompts- can be with object prompts | CC.1.4.K.V Participate in individual or shared research projects on a topic of interest. |
| 2-е | Generalizes 2 known mands across 2 different people and 2 settings | CC.1.5.K.A |
| | | Participate in collaborative conversations with peers and adults in small and larger groups. CC.1.5.K.D |
| 3-M | Generalizes 6 mands across 2 people, 2 settings, and 2 different examples of a reinforcers (e.g., mands bubbles | Share stories, familiar experiences, and interests, speaking clearly enough to be understood by all audiences using appropriate |
| 3-a | Emits 2 spontaneous mands (no verbal prompt); — the object can be present | volume. CC.1.5.K.E |
| 3-b | Emits 5 mands without echoic or imitative prompts — can be with verbal or object prompts | Speak audibly and express thoughts, feelings, and ideas clearly. |
| 3-с | Generalizes 3 mands across 2 examples of a desired item (e.g., mands slide for 2 different slides) | CC.1.5.K.G Demonstrate command of the conventions of standard English when speaking based on kindergarten level and content. |
| 3-d | Emits 6 different mands without echoic or imitative prompts — can be with verbal or object prompts | Demonstrate command of the conventions of standard English when speaking based on kindergarten level and content. |
| | | |
| 4-M | Spontaneously emits (no verbal prompts) 5 mands — the desired item can be present | |
| 4-a | Mands for attention 2 times with some identifiable type of response (e.g., a tap on the arm) | |
| 4-b | Emits 2 mands without an object present — can be with What do you want? | |
| 4-c | Emits 2 mands without verbal prompts — can be with object prompts | |
| 4-d | Mands for others to attend to the same stimulus that he is attending to 5 times per day | |
| 4-e | Emits 1 mand to remove an undesirable item or activity (e.g.no) | |
| | | |
| 5-M | Emits 10 different mands without prompts (except, What do you want?) — the desired item can be present (e.g., | |
| _ | apple, swing, car, juice) | |
| 5-a | Emits 3 different mands without an object present — can be with a verbal prompt (e.g., mommy) | |
| 5-b | Emits 3 different mands without verbal prompts — can be with an object prompt Manda contain internations that years and are appropriate to the ap | |
| 5-c 5-d | Mands contain intonations that vary and are appropriate to the current MO 2 times Acquires a new mand in less than 20 training trials | |
| J-a | Acquires a new manu in less than 20 training trials | |

MAND LEVEL 2 Skill | VB-MAPP Milestones & Supporting Skills List **PA Core Standards** CC.1.2.K.I Mands for 20 different missing items without prompts (except e.g., What do you need?) (e.g., mands for paper when With prompting and support, identify basic similarities and differences between two texts (read or read aloud) on the same given a crayon Spontaneously emits 5 mands without an object present and without verbal prompts CC.1.2.K.L Emits 10 different mands without echoic or imitative prompts — object can be present Actively engage in group reading activities with purpose and understanding. CC.1.3.K.H Mands for 5 different missing items without prompts (except a verbal prompt) Answer questions to compare and contrast the adventures and experiences of characters in familiar stories. Generalizes 4 mands to 4 different people CC.1.3.K.K Actively engage in group reading activities with purpose and understanding. Maintains a newly acquired mand for a missing item after 24 hours of no contact with the item With prompting and support, generate ideas to convey information that relates to the chosen topic. CC.1.4.K.D Mands for others to emit 5 different actions needed to enjoy a desired activity (e.g., open to get outside, push when on Make logical connections between drawing and dictation/writing. CC.1.4.K.T Mands 2 times with 2 words in a phrase or sentence (e.g., Drink juice.) With guidance and support from adults and peers, respond to questions and suggestions, and add details to strengthen writing as Mands for other individuals to emit 2 different actions with verbal prompts (e.g., go, spin) CC.1.4.K.V Emits 2 mands to remove undesirable items or activities Participate in individual or shared research projects on a topic of interest. Demonstrates response generalization for two different mands (e.g., calls a filled cup both cup and drink; calls a dog both CC.1.5.K.A Participate in collaborative conversations with peers and adults in small and larger groups. dog and Maggie) CC.1.5.K.D Mands contain varied intonation appropriate to both positive and negative MOs 5 times 7-е Share stories, familiar experiences, and interests, speaking clearly enough to be understood by all audiences using appropriate volume Mands for help or assistance 2 times CC.1.5.K.E Demonstrates a high frequency of manding (15 in a 5 minute period) Speak audibly and express thoughts, feelings, and ideas clearly. Demonstrate command of the conventions of standard English when speaking based on kindergarten level and content. Emits 5 different mands that contain 2 or more words (not including I want) (e.g., Go fast. My turn. Pour juice.) (TO: Mands 5 times with 2 words in a phrase or sentence Mands for information 2 times using what questions (e.g., What's that?) Mands with a pronoun 2 times (e.g., My train. That's yours.) Mands occur with 3 different carrier phrases (e.g., I want... It's my... Can I... That's my...) Mands with yes and no 4 times (e.g., Do you want a ride? Yes.) Mands for information 2 times using where questions (e.g., Where's Elmo?) Spontaneously emits 15 different mands (e.g., Let's play. Open. I want book.) Spontaneously emits 50 mands per day (can be with objects present, but without verbal prompts) Acquires 2 mands from tact or echoic only training (e.g., sees and tacts a live giraffe, and later mands to go back to see the giraffe) Mands for information 25 times using any type of question word Mands with an adjective 5 times (e.g., big chip, red car) Emits 5 mands in 30 seconds (e.g., during a game or fun activity such as water play) Mands contain 3-word phrases 10 times (e.g., That's my horse.)

| 10-M | Emits 10 new mands without specific mand training (e.g., spontaneously says Where kitty go? without formal mand |
|------|---|
| | training) |
| 10-a | Emits 2 new mands without training (e.g., says I want hot cocoa without training) |
| 10-b | Demonstrates response generalization for 2 different mands (e.g., Get me. Chase me. Run.) |
| 10-с | Mands with an adjective 5 times — can use verbal and nonverbal prompts |
| 10-d | Mands for information 3 times using who questions |
| 10-е | Spontaneously mands for others to emit 20 different actions (e.g., Run. Go. Push me.) |
| 10-f | Spontaneously mands to novel and unfamiliar people 2 times |

| | MAND | | |
|-------------|--|--|--|
| | LEVEL 3 | | |
| Skill | VB-MAPP Milestones & Supporting Skills List | PA Core Standards | |
| 11-M | Spontaneously mands for different verbal information using a WH question or question word 5 times (e.g., What's your name? Where do I go?) | CC.1.2.K.J Use word and phrases acquired through conversations, reading, and being read to, and responding to texts. CC.1.2.K.L | |
| 11-a | Mands to peers 5 times | Actively engage in group reading activities with purpose and understanding. | |
| 11-b | Spontaneously mands for attention 5 times (e.g., Teacher! Hey! Excuse me.) | CC.1.3.K.I Determine or clarify the meaning of unknown or multiple meaning words and phrases based upon grade level reading and | |
| 11-c | The child emits 100 or more different mands in a one week period | content. | |
| 11-d | Mands contain 3-word phrases 10 times (e.g, Can I see?) | CC.1.3.K.K | |
| 11-e | Mands for a specific quantity of reinforcers 2 times (e.g., two gummy bears) | Actively engage in group reading activities with purpose and understanding. CC.1.4.K.A | |
| | | Use a combination of drawing, dictating, and writing to compose informative/explanatory texts. | |
| 12-M | Politely Mands to stop an undesirable activity, or remove any aversive MO under 5 different circumstances (e.g., | CC.1.4.K.B Use a combination of drawing, dictating, and writing to focus on one specific topic. | |
| | Please stop pushing me. No thank you. Excuse me, can you move?) | CC.1.4.PK.C | |
| 12-a | Mands to remove an aversive item or activity 2 times (e.g., Let go. Give it back.) | With prompting and support, generate ideas to convey information. | |
| 12-b | Mands for others to perform a two-step action 2 times (e.g., Come here and watch me.) | CC.1.4.K.M Use a combination of drawing, dictating, and writing to compose narratives that describe real or imagined experiences or | |
| 12-c | Says please and thank you with indirect adult verbal prompts (e.g., What do you say?) | events. | |
| 12-d | Demonstrates MO generalization by asking for 2 different reinforcers with the same words (e.g., when wanting attention | CC.1.4.K.O | |
| | saying let's draw, and when wanting to get out of work saying let's draw) | Describe experiences and events. CC.1.4.K.P | |
| 12-e | Mands for others to participate in an activity 2 times (e.g., Come play. Help dig.) | Recount a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a | |
| | | reaction to what happened. | |
| 13-M | Mands with 10 different adjectives, prepositions, or adverbs (e.g., My crayon is broken. Don't take it out. Go fast.) | CC.1.4.K.T With guidance and support from adults and peers, respond to questions and suggestions, and add details to strengthen writing as | |
| 13-a | Spontaneously mands to use the bathroom 2 times | needed. | |
| 13-b | Mands for others to attend to his own nonverbal behavior 2 times (e.g., watch me) | CC.1.4.K.V | |
| 13-с | Mands for others to attend to some aspect of the environment 2 times (e.g., Look, it's a truck.) | Participate in individual or shared research projects on a topic of interest. CC.1.4.K.W | |
| 13-d | Mands with 2 different adjectives (e.g., I want the red gummy bear.) | With guidance and support, recall information from experiences or gather information from provided sources to answer a | |
| 13-е | Mands with 2 different prepositions (e.g., Put it in the house.) | question. CC.1.5.K.A | |
| 13-f | Mands with 2 different adverbs (e.g., Slow down.) | Participate in collaborative conversations with peers and adults in small and larger groups. | |
| | | CC.1.5.K.B | |
| 14-M | Gives directions, instructions, or explanations as to how to do something or how to participate in an activity 5 times | Ask and answer questions about key details in a text read aloud or information presented orally or through other media. CC.1.5.K.D | |
| | (e.g., You put the glue on first, then stick it. You sit here while I get a book.) | Using simple sentences, share stories, familiar experiences, and interests, speaking clearly enough to be understood by all | |
| 14-a | Mands for sympathy or other emotional support 2 times (e.g., He's mean.) | audiences using appropriate volume. | |
| 14-b | Mands for others to deliver a specific object to another person 2 times (e.g., Give it to Sarah.) | CC.1.5.K.E | |
| - | | | |

| 14-c | Mands for instructions for completing a task 2 times (e.g., Where does it go? How do I do it?) | Speak audibly and express thoughts, feelings, and ideas clearly. CC.1.5.K.G |
|------|--|---|
| 14-d | Spontaneously mands with 3 different major parts of speech (e.g., noun-verb-adjective) in one sentence 2 times (e.g., Push | Demonstrate command of the conventions of standard English when speaking based on kindergarten level and content. |
| | the big bike fast.) | |
| 15-M | Mands for others to attend to his own intraverbal behavior 5 times (e.g., Listen to me I'll tell you Here's what | |
| | happened I'm telling the story) | |
| 15-a | Mands contain 5 word phrases or sentences 10 times | |
| 15-b | Mands for information about future events 2 times (e.g., When are we going to the party?) | |
| 15-с | Mands for attention to a private event 2 times (e.g., My stomach hurts.) | |
| 15-d | Mands for information 5 times using why questions | |
| 15-е | Mands for information 5 times using how questions | |

| | TACT | |
|-------------------|---|---|
| LEVEL 1 | | |
| Skill | VB-MAPP Milestones & Supporting Skills List | PA Core Standards |
| 1-M 1-a | Tacts 2 items with echoic and imitative prompts (e.g., people, pets, characters, or favorite objects) Tacts 1 familiar person, pet, or object with verbal prompts and motivation present (e.g. mama) | CC.1.2.K.L Actively engage in group reading activities with purpose and understanding. CC.1.5.K.D Share stories, familiar experiences, and interests, speaking clearly enough to be understood by all audiences using appropriate volume. CC.1.5.K.E |
| 2-M | Tacts any 4 items without echoic or imitative prompts (e.g., people, pets, characters, or other objects) | Speaking audibly and express thoughts, feelings, and ideas clearly. CC.1.5.K.G Demonstrate command of the conventions of standard English when speaking based on kindergarten level and content. CC.1.2.K.L Actively engage in group reading activities with purpose and understanding. CC.1.3.K.D |
| | | Name the author and illustrator of a story and define the role of each in telling the story. CC.1.3.K.E Recognize common types of text. CC.1.4.K.V Participate in individual or shared research projects on a topic of interest. CC.1.5.K.D |
| | | Share stories, familiar experiences, and interests speaking clearly enough to be understood by all audiences using appropriate volume. CC.1.5.K.E Speak audibly and express thoughts, feelings, and ideas clearly. CC.1.5.K.G Demonstrate command of the conventions of standard English when speaking based on kindergarten level and content. |
| 3-M | Tacts 6 non-reinforcing items (e.g., shoe, hat, spoon, car, cup, bed) | CC.1.2.K.L |
| 3-a | Generalizes known responses across 2 different people and 2 settings (e.g., tacts kitty for both mom and dad: tacts dada while in bed and in the kitchen) | Actively engage in group reading activities with purpose and understanding. CC.1.4.K.C With prompting and support, generate ideas to convey information that relates to the chosen topic. |
| 3-b | Generalizes tacts across 2 examples of an item for 2 items (e.g., tacts 2 different phones) | CC.1.5.K.D Share stories, familiar experiences, and interests speaking clearly enough to be understood by all audiences using appropriate volume. CC.1.5.K.E Speak audibly and express thoughts, feelings, and ideas clearly. CC.1.5.K.G Demonstrate command of the conventions of standard English when speaking based on kindergarten level and content. |
| 4-M | Spontaneously tacts (no verbal prompts) 2 different items | CC.1.4.K.C |
| 4-a | Looks at family photos and, with verbal prompts, tacts 2 family members | With prompting and support, generate ideas to convey information that relates to the chosen topic. |

| 4-b | Tacts 2 pictures from a book or picture card (2D) (e.g., duck, ball) | CC.1.4.K.O |
|-----|---|---|
| | | Describe experiences and events. |
| | | CC.1.4.K.P |
| | | Recount a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a |
| | | reaction to what happened. |
| 5-M | Tacts 10 items (e.g., common objects, people, body parts, or pictures) | CC.1.2.K.C |
| 5-a | Tacts 5 pictures (2D) | With prompting and support, make connections between two individual events, ideas, or pieces of information in a text. |
| 5-b | Maintains a newly acquired tact after 24 hours without training | CC.1.2.K.F |
| _ | 7 1 | With prompting and support, ask and answer questions about unknown words in a text. CC.1.2.K.G |
| 5-c | Generalizes tacts across 3 examples of an item for 5 items (e.g., tacts 3 different spoons) | Answers questions to describe the relationship between illustrations and the text in which they appear. |
| | | CC.1.2.K.I |
| | | With prompting and support, identify basic similarities and differences between two texts (read or read aloud) on the same |
| | | topic. |
| | | CC.1.2.K.J |
| | | Use words and phrases acquired through conversations, reading, and being read to, and responding to texts. |
| | | CC.1.2.K.K |
| | | Determine or clarify the meaning of unknown or multiple meaning words and phrases based upon grade level reading and |
| | | content. |
| | | CC.1.2.K.L |
| | | Actively engage in group reading activities with purpose and understanding. |
| | | CC.1.3.K.B |
| | | Answer questions about key details in a text. |
| | | CC.1.3.K.G |
| | | Make connections between the illustrations and the text in a story (read or read aloud). |
| | | CC.1.3.K.J |
| | | Use words and phrases acquired through conversations, reading, and being read to, and responding to texts. CC.1.3.K.K |
| | | Actively engage in group reading activities with purpose and understanding. |
| | | CC.1.4.K.O |
| | | Describe experiences and events. |
| | | CC.1.5.K.E |
| | | Speak audibly and express thoughts, feelings, and ideas clearly. |
| | | CC.1.5.K.G |
| | | Demonstrate command of the conventions of standard English when speaking based on kindergarten level and content. |
| | | CC.2.3.K.A.1 |
| | | Identify and describe two- and three-dimensional shapes. |

| | TACT LEVEL 2 | | |
|---------------------------------|--|--|--|
| Skill | VB-MAPP Milestones & Supporting Skills List | PA Core Standards | |
| 6-M 6-a 6-b 6-c 6-d | Tacts 25 items when asked, What's that? (e.g., book, shoe, car, dog, hat) Tacts 4 different people, pets, or characters by their specific name (can include mama and dada) Tacts 2 actions when asked, for example, What am I doing? (e.g., jumping, clapping) Acquires a new tact in less than 20 training trials Tacts 5 items in a 15 second period (fluency) | CC.1.1.K.B Demonstrate understanding of the organization and basic features of print. • Follow words left to right, top to bottom, and page by page. • Recognize that spoken words are represented in written language by specific sequences of letters. • Understand that words are separated by spaces in print. • Recognize and name all upper and lower case letters of the alphabet. CC.1.1.K.D Know and apply grade level phonics and word analysis skills in decoding words. • Demonstrate basic knowledge of one-to-one letter-sound correspondence. • Associate the long and short sounds with common spellings for the five major vowels. • Read grade level high-frequency sight words with automaticity. | |
| | | Distinguish between similarly spelled words by identifying the sounds of the letters that differ. CC.1.2.K.A | |

| | | With mounting and armost identify the main idea and setall leaved atails of taxt |
|-----|---|--|
| | | With prompting and support, identify the main idea and retell key details of text. CC.1.2.K.B |
| | | With prompting and support, answer questions about key details in a text. CC.1.2.K.C |
| | | With prompting and support, make a connection between two individual events, ideas, or pieces of information in text. CC.1.2.K.E |
| | | Identify parts of a book (title, author) and parts of a text (beginning, end, details). CC.1.2.K.L |
| | | Actively engage in group reading activities with purpose and understanding. CC.1.3.K.D |
| ĺ | | Name the author and illustrator of a story and define the role of each in telling the story. CC.1.3.K.E |
| , | | Recognize common types of text. CC.1.3.K.F |
| İ | | Ask and answer questions about unknown words in a text. CC.1.3.K.G |
| | | Make connections between the illustrations and the text in a story (read or read aloud). CC.1.3.K.H |
| | | Compare and contrast the adventures and experiences of characters in familiar stories. CC.1.3.K.K |
| | | Actively engage in group reading activities with purpose and understanding. CC.1.4.K.D |
| I | | Make logical connections between drawing and dictation/writing. CC.1.4.K.M |
| I | | Use a combination of drawing, dictating, and writing to compose narratives that describe real or imagined experiences or events. |
| | | CC.1.4.K.T |
| , | | With guidance and support from adults and peers, respond to questions and suggestions from peers, add details to strengthen writing as needed. |
| | | CC.1.4.K.W |
| | | With guidance and support, recall information from experiences or gather information from provided sources to answer a question. |
| 7-M | Generalizes tacts across 3 examples of 50 items, or from a list of known generalizations | CC.1.1.K.B |
| 7-a | Tacts 3 body parts (e.g., nose, eyes, mouth) | Demonstrate understanding of the organization and basic features of print. |
| 7-b | Tacts 2 auditory stimuli (e.g., phone ringing, siren, dog barking) | Follow words left to right, top to bottom, and page by page. Recognize that spoken words are represented in written language by specific sequences of letters. |
| 7-c | Spontaneously emits a tact containing two words for 5 different tacts (e.g., baby's crying) | Understand that words are separated by spaces in print. |
| | | Recognize and name all upper and lower case letters of the alphabet. |
| 7-d | Tacts 2 different actions when asked What he doing? (e.g., drinking, swimming) | CC.1.1.K.D |
| 7-е | Tacts 40 items when asked What's that? (e.g., tree, bowl, sock, crayon, apple) | Know and apply grade level phonics and word analysis skills in decoding words. |
| | | Demonstrate basic knowledge of one-to-one letter-sound correspondence. |
| | | Associate the long and short sounds with common spellings for the five major vowels. Read grade level high-frequency sight words with automaticity. |
| | | Read grade rever high-nequency sight words with automaticity. Distinguish between similarly spelled words by identifying the sounds of the letters that differ. |
| | | CC.1.2.K.A |
| | | With prompting and support, identify the main idea and retell key details of a text. CC.1.2.K.C |
| | | With prompting and support, make a connection between two individual events, ideas, or pieces of information in a text. |
| 1 | | CC.1.2.K.I |
| | | CC.1.2.K.I With prompting and support, identify basic similarities and differences between two texts (read or read aloud) on the same topic. |
| | | CC.1.2.K.I With prompting and support, identify basic similarities and differences between two texts (read or read aloud) on the same topic. CC.1.3.K.D Name the author and illustrator of a story and define the role of each in telling the story. |
| | | CC.1.2.K.I With prompting and support, identify basic similarities and differences between two texts (read or read aloud) on the same topic. CC.1.3.K.D Name the author and illustrator of a story and define the role of each in telling the story. CC.1.3.K.E Recognize common types of text. |
| | | CC.1.2.K.I With prompting and support, identify basic similarities and differences between two texts (read or read aloud) on the same topic. CC.1.3.K.D Name the author and illustrator of a story and define the role of each in telling the story. CC.1.3.K.E Recognize common types of text. CC.1.3.K.G Make connections between the illustrations and the text in a story (read or read aloud). |
| | | CC.1.2.K.I With prompting and support, identify basic similarities and differences between two texts (read or read aloud) on the same topic. CC.1.3.K.D Name the author and illustrator of a story and define the role of each in telling the story. CC.1.3.K.E Recognize common types of text. CC.1.3.K.G Make connections between the illustrations and the text in a story (read or read aloud). CC.1.3.K.H Compare and contrast the adventures and experiences of characters in familiar stories. |
| | | CC.1.2.K.I With prompting and support, identify basic similarities and differences between two texts (read or read aloud) on the same topic. CC.1.3.K.D Name the author and illustrator of a story and define the role of each in telling the story. CC.1.3.K.E Recognize common types of text. CC.1.3.K.G Make connections between the illustrations and the text in a story (read or read aloud). CC.1.3.K.H |

| 8-M 8-a 8-b 8-c 8-d | Tacts 10 actions when asked, for example, What am I doing? (e.g., jumping, sleeping, eating) 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? Glances at a listener while tacting on 5 occasions | CC.1.4.K.M Use a combination of drawing, dictating, and writing to compose narratives that describe real or imagined experiences or events. CC.1.4.K.V Participate in individual or shared research projects on a topic of interest. CC.1.4.K.W With guidance and support, recall information from experiences or gather information from provided sources to answer a question. CC.1.2.K.B With prompting and support, answer questions about key details in a text. CC.1.2.K.C With prompting and support, make connections between two individual events, ideas, or pieces of information in a text. CC.1.2.K.E Identify parts of a book (title, author) and parts of text (beginning, end, details). CC.1.2.K.I With prompting and support, identify basic similarities and differences between two texts (read or read aloud) on the same topic. CC.1.2.K.L Actively engage in group reading activities with purpose and understanding. CC.1.3.K.H Compare and contrast the adventures and experiences of characters in familiar stories. CC.1.3.K.K Actively engage in group reading activities with purpose and understanding. CC.1.4.K.D Make logical connections between drawing and dictation/writing. CC.1.4.K.M |
|---------------------------------|---|---|
| | | Use a combination of drawing, dictating, and writing to compose narratives that describe real or imagined experiences or events. CC.1.4.K.O Describe experiences and events. CC.1.4.K.T With guidance and support from adults and peers, respond to questions and suggestions from peers, and add details to strengthen writing as needed. |
| 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.K.A With prompting and support, identify the main idea and retell key details of text. |
| 9-a | (e.g., washing face, Joe swinging, baby sleeping) Tacts 25 two-component noun-noun relations (e.g., paper and pencil; car and truck) | CC.1.2.K.I With prompting and support, identify basic similarities and differences between two texts (read or read aloud) on the same |
| 9-a 9-b | Acquires a new tact in less than 15 training trials | topic. |
| 9-c | Spontaneously tacts items in a book, on TV, or in a video 5 times (e.g., Cinderella) | CC.1.3.K.G Make connections between the illustrations and the tayt in a starry (read on read aloud) |
| 9-d | Learns 2 new tacts without direct training (e.g., untrained echoic to tact transfer) | Make connections between the illustrations and the text in a story (read or read aloud). CC.1.3.K.H |
| 9-e | Shows response generalization for 5 items (i.e., tacts the same stimulus with two different words teacher and Katie; cat and Garfield; dog and Maggie) | Compare and contrast the adventures and experiences of characters in familiar stories. CC.1.4.K.D Make logical connections between drawing and dictation/writing. CC.1.4.K.W |
| | | With guidance and support, recall information from experiences or gather information from provided sources to answer a question. CC.1.5.K.G Demonstrate command of the conventions of standard English when speaking based on kindergarten level and content. |
| 10-M | Tacts 200 nouns and/or verbs (or other parts of speech), tested or from an accumulated list of known tacts | CC.1.1.K.B |
| 10-a | Tacts 10 actions (e.g., climbing, playing, coloring, swimming, washing) | Demonstrate understanding of the organization and basic features of print. • Follow words left to right, top to bottom, and page by page. |
| 10-b | Tacts 2 gustatory stimuli (e.g., tacts orange by tasting it) | Follow words left to right, top to bottom, and page by page. Recognize that spoken words are represented in written language by specific sequences of letters. |
| 10-с | Tacts 20 items in a 1 minute fluency test | Understand that words are separated by spaces in print. |
| 10-d | Tacts 2 different colors (e.g., red, blue) | Recognize and name all upper and lower case letters of the alphabet. CC 11 K C |
| 10-е | Tacts 2 different shapes (e.g., circle, star) | CC.1.1.K.C Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Recognize and produce rhyming words. Count, pronounce, blend, and segment syllables in spoken words. Blend and segment onsets and rimes of single-syllable spoken words. Isolate and pronounce the initial, medial vowel, and final sound (phonemes) in the three-phoneme (CVC) words. |

CC.1.1.K.D Know and apply grade level phonics and word analysis skills in decoding words. • Demonstrate basic knowledge of one-to-one letter-sound correspondence. • Associate the long and short sounds with common spellings for the five major vowels. • Read grade level high-frequency sight words with automaticity. • Distinguish between similarly spelled words by identifying the sounds of the letters that differ. CC.1.2.K.A With prompting and support, identify the main idea and retell key details of text. CC.1.2.K.B With prompting and support, answer questions about key details in a text. CC.1.2.K.C With prompting and support, ask and answer questions about unknown words in a text. CC.1.2.K.G Answer questions to describe the relationship between illustrations and the text in which they appear. CC.1.2.K.J CC.1.2.K.K CC.1.2.K.L Actively engage in group reading activities with purpose and understanding. CC.1.3.K.D Name the author and illustrator of a story and define the role of each in telling the story. CC.1.3.K.E Recognize common types of text. CC.1.3.K.F Ask and answer questions about unknown words in a text. CC.1.3.K.G Make connections between the illustration and the text in a story (read or read aloud). CC.1.3.K.H Compare and contrast the adventures and experiences of characters in familiar stories. CC.1.3.K.J CC.1.3.PK.K Actively engage in group reading activities with purpose and understanding. CC.1.4.K.D With prompting and support, make logical connections between drawing and dictation. CC.1.4.K.M events. CC.1.4.K.O Describe experiences and events. CC.1.4.K.P reaction to what happened. strengthen writing as needed. CC.1.4.K.V Participate in individual or shared research projects on a topic of interest. CC.1.4.K.W

With prompting and support, make connections between two individual events, ideas, or pieces of information in a text.

With prompting and support, identify basic similarities and differences between two texts (read or read aloud) on the same

Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.

Determine or clarify the meaning of unknown or multiple meaning words and phrases based upon grade level reading and

Determine or clarify the meaning of unknown or multiple meaning words and phrases based upon grade level reading and

Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.

Use a combination of drawing, dictating, and writing to compose narratives that describe real or imagined experiences or

Recount a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a

With guidance and support from adults and peers, respond to questions and suggestions from peers, and add details to

With guidance and support, recall information from experiences or gather information from provided sources to answer a question.

CC.1.5.K.D

| Share stories, familiar experiences, and interests speaking clearly enough to be understood by all audiences using appropriate |
|--|
| volume. |
| CC.1.5.K.E |
| Speak audibly and express thoughts, feelings, and ideas clearly. |
| CC.1.5.K.G |
| Demonstrate command of the conventions of standard English when speaking based on kindergarten level and content. |

| | TACT | | |
|---|---|---|--|
| | LEVEL 3 | | |
| Skill | VB-MAPP Milestones & Supporting Skills List | PA Core Standards | |
| Skill 11-M 11-a 11-b 11-c 11-d 11-e 11-f 11-g 11-h 11-i | | CC.1.1.K.B Demonstrate understanding of the organization and basic features of print. Follow words left to right, top to bottom, and page by page. Recognize that spoken words are represented in written language by specific sequences of letters. Understand that words are separated by spaces in print. Recognize and name all upper and lower case letters of the alphabet. CC.1.1.K.C Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Recognize and produce rhyming words. Count, pronounce, blend, and segment syllables in spoken words. Blend and segment onsets and rimes of single-syllable spoken words. Isolate and pronounce the initial, medial vowel, and final sound (phonemes) in the three-phoneme (CVC) words. CC.1.1.K.D Know and apply grade level phonics and word analysis skills in decoding words. Demonstrate basic knowledge of one-to-one letter-sound correspondence. Associate the long and short sounds with common spellings for the five major vowels. Read grade level high-frequency sight words with automaticity. Distinguish between similarly spelled words by identifying the sounds of the letters that differ. CC.1.2.K.A With prompting and support, identify the main idea and retell key details of text. CC.1.2.K.C With prompting and support, answer questions about key details in a text. CC.1.2.K.I With prompting and support, make a connection between two individual events, ideas, or pieces of information in a text. CC.1.2.K.I With prompting and support, identify basic similarities and differences between two texts (read or read aloud) on the same topic. CC.1.3.K.D Name the author and illustrator of a story and define the role of each in telling the story. | |
| | | CC.1.3.K.E Recognize common types of text. CC.1.3.K.F Ask and answer questions about unknown words in a text. CC.1.3.K.G | |
| | | Make connections between the illustrations and the text in a story (read or read aloud). CC.1.3.K.H Compare and contrast the adventures and experiences of characters in familiar stories. CC.1.4.K.D Make logical connections between drawing and dictation/writing. CC.1.4.K.M Use a combination of drawing, dictating, and writing to compose narratives that describe real or imagined experiences or | |
| | | events. CC.1.4.K.V | |

| 12-M 12-a 12-b 12-c | Tacts 4 different prepositions (e.g., in, out, on, under) and 4 pronouns (e.g., I, you, me, mine) Tacts the class of 25 items (e.g., an adult points to a dog and says A dog is an) (part intraverbal) Tacts what's wrong or missing from 10 pictures or objects (e.g., a face without a nose) Tacts the class and function of 10 items (e.g., show the child a cookie and say, What do you do with this? And then say to him, A cookie is a type of) (part intraverbal) Tacts 2 prepositional relations (e.g., Where is Oscar?in the garbage can) (part intraverbal) | Participate in individual or shared research projects on a topic of interest. CC.1.4.K.W With guidance and support, recall information from experiences or gather information from provided sources to answer a question. CC.2.3.K.A.1 Identify and describe two- and three-dimensional shapes. CC.1.5.K.G Demonstrate command of the conventions of standard English when speaking based on kindergarten level and content. |
|------------------------------|---|---|
| 12-e 12-f | Tacts people with 2 different pronouns (e.g., Who has the hat on?you do) (part intraverbal) Spontaneously tacts the function, feature, or class of an item for 5 items (e.g., That goes in the swimming pool.) | |
| 12-r 12-g | Generalizes feature, function, and class tacting to 10 new members of each set (e.g., after training cow, bird, and monkey as animals, the child tacts a bear as an animal on the first trial) | |
| 13-M | Tacts 4 different adjectives, excluding colors and shapes (e.g., big, little, long, short) and 4 adverbs (e.g., fast, slow, quietly, gently) | CC.1.2.K.I With prompting and support, identify basic similarities and differences between two texts (read or read aloud) on the same topic. |
| 13-a | Tacts people by gender using 4 different terms (girl, boy, man, woman) | CC.1.3.K.H |
| 13-b | Spontaneously tacts the behavior of others 2 times (e.g., He's crying.) | Compare and contrast the adventures and experiences of characters in familiar stories. CC.1.4.K.D |
| 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? are used) | Make logical connections between drawing and dictation/writing. CC.1.5.K.G |
| 13-d | Spontaneously tacts with 2 different adjectives | Demonstrate command of the conventions of standard English when speaking based on kindergarten level and content. CC.2.1.K.A.3 |
| 13-е | Spontaneously tacts with 2 different adverbs | Apply the concept of magnitude to compare numbers and quantities. |
| 13-f | Spontaneously tacts possession of items 2 times (e.g., mine, yours) | |
| 14-M | Tacts with complete sentences containing 4 or more words, 20 times | CC.1.2.K.L |
| 14-a | Tacts people by relationship using 4 different terms (e.g., sister, brother, grandmother, uncle) (part intraverbal if questions are used) | Actively engage in group reading activities with purpose and understanding. CC.1.3.K.K Actively engage in group reading activities with purpose and understanding. |
| 14-b | Tacts 5 adjective-noun combinations in a complete sentence (e.g., That is a big dog.) | CC.1.4.K.O |
| | Tacts 5 verb-adverb combinations in a complete sentence (e.g., He is singing loud.) | Describe experiences and events. CC.1.4.K.P |
| | Tacts 5 preposition-noun combinations in a complete sentence (The dog's in the house.) | Recount a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a |
| | Tacts 5 subject-verb-noun combinations in a complete sentence (e.g., The girl is pulling the wagon.) | reaction to what happened. CC.1.4.K.T |
| | | With guidance and support from adults and peers, respond to questions and suggestions from peers, and add details to strengthen writing as needed. CC.1.4.K.W With guidance and support, recall information from experiences or gather information from provided sources to answer a question. CC.1.5.K.D Share stories, familiar experiences, and interests, speaking clearly enough to be understood by all audiences using appropriate |
| | | volume. CC.1.5.K.E Speak audibly and express thoughts, feelings, and ideas clearly. CC.1.5.K.G Demonstrate command of the conventions of standard English when speaking based on kindergarten level and content. |
| 15-M | Has a total tact vocabulary of 1000 words (nouns, verbs, adjectives, etc.), tested or from an accumulated list of known tacts | CC.1.1.K.D Know and apply grade level phonics and word analysis skills in decoding words. • Demonstrate basic knowledge of one-to-one letter-sound correspondence. • Associate the long and short sounds with common spellings for the five major vowels. |

| 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 grade level high-frequency sight words with automaticity. |
|------|---|--|
| | used) | Distinguish between similarly spelled words by identifying the sounds of the letters that differ. CC.1.2.K.A |
| 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 | With prompting and support, identify the main idea and retell key details of text. |
| | quiet, thumbs up for a good job, a fake yawn for being tired) | CC.1.2.K.B |
| 15-c | Tacts 5 community helpers (e.g., policeman, fireman, nurse, doctor, garbage man) | With prompting and support, answer questions about key details in a text. CC.1.2.K.C |
| 15-d | Tacts with 2 different negation words 5 times (e.g., That's not a cat.) | With prompting and support, make connections between two individual events, ideas, or pieces of information in a text. |
| 15-е | Tacts 5 social, community, or group events (e.g., parade, party, emergency) | CC.1.2.K.F With prompting and support, ask and answer questions about unknown words in a text. |
| 15-f | Spontaneously tacts 2 different social circumstances (e.g., They are busy. They are arguing.) | CC.1.2.K.G |
| 15-g | Spontaneously emits untrained tacts in sentences containing at least 5 words, 5 times | Answer questions to describe the relationship between illustrations and the text in which they appear. CC.1.2.K.K |
| | | Determine or clarify the meaning of unknown or multiple meaning words and phrases based upon grade level reading and content. |
| | | CC.1.2.K.L |
| | | Actively engage in group reading activities with purpose and understanding. CC.1.3.K.E |
| | | Recognize common types of text. CC.1.3.K.G |
| | | Make connections between the illustrations and the text in a story (read or read aloud). |
| | | CC.1.3.K.I |
| | | Determine or clarify the meaning of unknown or multiple meaning words and phrases based upon grade level reading and content. |
| | | CC.1.3.K.J |
| | | Use words and phrases acquired through conversations, reading, and being read to, and responding to texts. |
| | | CC.1.3.K.K Actively engage in group reading activities with purpose and understanding. |
| | | CC.1.4.K.M |
| | | Use a combination of drawing, dictating, and writing to compose narratives that describe real or imagined experiences or |
| | | events. CC.1.4.K.O |
| | | Describe experiences and events. |
| | | CC.1.4.K.P |
| | | Recount a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. CC.1.4.K.T |
| | | With guidance and support from adults and peers, respond to questions and suggestions from peers, and add details to |
| | | strengthen writing as needed. |
| | | CC.1.4.K.W With guidance and support, recall information from experiences or gather information from provided sources to answer a |
| | | question. |
| | | CC.1.5.K.D |
| | | Share stories, familiar experiences, and interests speaking clearly enough to be understood by all audiences using appropriate volume. |
| | | CC.1.5.K.E |
| | | Speak audibly and express thoughts, feelings, and ideas clearly. |

| 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.K.B |
| 1-a | Turns head to locate the source of a sound (e.g., bell, squeaky toy, a cell phone ringing) | With prompting and support, answer questions about key details in a text. |

| | | CC.1.2.K.I |
|-------------------|---|--|
| | | With prompting and support, identify basic similarities and differences between two texts (read or read aloud) on the same |
| | | topic. |
| | | CC.1.2.K.L Actively engage in group reading activities with purpose and understanding. |
| | | CC.1.3.K.H |
| | | Compare and contrast the adventures and experiences of characters in familiar stories. |
| | | CC.1.3.K.K |
| | | Actively engage in group reading activities with purpose and understanding. CC.1.4.K.D |
| | | Make logical connections between drawing and dictation/writing. |
| | | CC.1.4.K.T |
| | | With guidance and support from adults and peers, respond to questions and suggestions from peers, and add details to |
| | | strengthen writing as needed. CC.1.5.K.A |
| | | Participate in collaborative conversations with peers and adults in small and larger groups. |
| M | Responds to hearing his own name 5 times (e.g., looks at the speaker) | CC.1.2.K.L |
| a | Smiles at the sound of the caretaker's voice 2 times | Actively engage in group reading activities with purpose and understanding. CC.1.3.K.K |
| - | | Actively engage in group reading activities with purpose and understanding. |
| | | CC.1.4.K.T |
| | | With guidance and support from adults and peers, respond to questions and suggestions from peers, and add details to |
| | | strengthen writing as needed. CC.1.5.K.A |
| | | Participate in collaborative conversations with peers and adults in small and larger groups. |
| 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.K.D |
| | for 5 different reinforcers (e.g., Where's Elmo? Where's mommy?) | Know and apply grade level phonics and word analysis skills in decoding words. |
| a | Interrupts a play activity when his name is called | Demonstrate basic knowledge of one-to-one letter-sound correspondence. Associate the long and short sounds with common spellings for the five major vowels. |
| b | Responds to no, hot, stop or other commands in the appropriate context | Read grade level high-frequency sight words with automaticity. |
| c | Attends to an object or picture when named (without discrimination) 5 times | Distinguish between similarly spelled words by identifying the sounds of the letters that differ. |
| d | Responds to 2 simple (1 part) verbal instructions in context (e.g., sit down, when by a chair) | • |
| e •e | | CC.1.2.K.I With prompting and support, identify basic similarities and differences between two texts (read or read aloud) on the same |
| | Discriminates between 2 family members and/or pets when named (e.g., Where's daddy?) | topic. |
| f | Discriminates between 2 objects when they are presented at eye level (e.g., looks at, touches, or points to a ball when shown | CC.1.3.K.H |
| | a ball and a shoe and asked touch ball) | Compare and contrast the adventures and experiences of characters in familiar stories. |
| | | CC.1.4.K.D Make logical connections between drawing and dictation/writing. |
| | | CC.1.4.K.N |
| | | Establish "who" and "what" the narrative will be about. |
| | | CC.1.4.K.V |
| | | Participate in individual or shared research projects on a topic of interest. CC.1.5.K.C |
| | | Ask and answer questions in order to seek help, get information, or clarify something that is not understood. |
| M | Performs 4 different motor actions on command without a visual prompt (e.g., Can you jump? Show me clapping.) | CC.1.1.K.C |
| a | Selects the correct item from an array of 2 for 10 different objects or pictures | Demonstrate understanding of spoken words, syllables, and sounds (phonemes). • Recognize and produce rhyming words. |
| b | Maintains eye contact to a speaker for 2 seconds | Count, pronounce, blend, and segment syllables in spoken words. |
| c | Touches 2 body parts (e.g., Touch your nose. Where's your ears?) | Blend and segment onsets and rimes of single-syllable spoken words. |
| d | Performs 2 motor actions (e.g., Show me clapping. Can you spin around?) | • Isolate and pronounce the initial, medial vowel, and final sound (phonemes) in the three-phoneme (CVC) words. |
| e e | Selects the correct item from an array of 3 when named, for 10 different items (e.g. dog, hat, book) | CC.1.1.K.D Know and apply grada level phonics and word analysis skills in decoding words |
| c f | Generalizes in a listener discrimination (LD) task across 2 examples of 5 different items (e.g., can identify 2 different dogs, 2 | Know and apply grade level phonics and word analysis skills in decoding words. • Demonstrate basic knowledge of one-to-one letter-sound correspondence. |
| 1 | | Associate the long and short sounds with common spellings for the five major vowels. |
| | different cups, 2 different balls) | Read grade level high-frequency sight words with automaticity. |
| | | Distinguish between similarly spelled words by identifying the sounds of the letters that differ. |
| | | CC.1.5.K.C Ask and answer questions in order to seek help, get information, or clarify something that is not understood. |
| M | Selects the correct item from an array of 4, for 20 different objects or pictures (e.g., Show me cat. Touch shoe.) | Ask and answer questions in order to seek neip, get information, or ciarry something that is not understood. CC.1.1.K.B |
| .VI | Selects the correct item from an array of 4, for 20 different objects of pictures (e.g., 5now the cat. 1 ouch snoe.) | |

| 5-a | Identifies (LD) 5 items in a 10 second period (fluency test) | Demonstrate understanding of the organization and basic features of print. |
|-----|--|--|
| 5-b | Demonstrates 6 different motor actions on command without a visual prompt | Follow words left to right, top to bottom, and page by page. |
| 5-c | Maintains an acquired listener skill after 24 hours without training | Recognize that spoken words are represented in written language by specific sequences of letters. Lindautral distribution of the specific sequences of letters. |
| 5-d | Spontaneously emits (no direct prompts to respond) a listener response (LD) 2 times | Understand that words are separated by spaces in print. Recognize and name all upper and lower case letters of the alphabet. |
| | | CC.1.1.K.C |
| 5-е | Generalizes known listener tasks across 3 different people, 3 settings, and 3 times of day | Demonstrate understanding of spoken words, syllables, and sounds (phonemes). |
| | | Recognize and produce rhyming words. |
| | | Count, pronounce, blend, and segment syllables in spoken words. |
| | | Blend and segment onsets and rimes of single-syllable spoken words. |
| | | • Isolate and pronounce the initial, medial vowel, and final sound (phonemes) in the three-phoneme (CVC) words. |
| | | CC.1.1.K.D |
| | | Know and apply grade level phonics and word analysis skills in decoding words. • Demonstrate basic knowledge of one-to-one letter-sound correspondence. |
| | | Associate the long and short sounds with common spellings for the five major vowels. |
| | | Read grade level high-frequency sight words with automaticity. |
| | | Distinguish between similarly spelled words by identifying the sounds of the letters that differ. |
| | | CC.1.2.K.A |
| | | With prompting and support, identify the main idea and retell key details of text. CC.1.2.K.B |
| | | With prompting and support, answer questions about key details in a text. CC.1.2.K.C |
| | | With prompting and support, make connections between two individual events, ideas, or pieces of information in a text. CC.1.2.K.E |
| | | Identify parts of a book (title, author) and parts of a text (beginning, end, details). CC.1.2.K.F |
| | | With prompting and support, ask and answer questions about unknown words in a text. CC.1.2.K.G |
| | | Answers questions to describe the relationship between illustrations and the text in which they appear. CC.1.2.K.I |
| | | With prompting and support, identify basic similarities and differences between two texts (read or read aloud) on the same topic. |
| | | CC.1.2.K.J |
| | | Use words and phrases acquired through conversations, reading, and being read to, and responding to texts. CC.1.2.K.K |
| | | Determine or clarify the meaning of unknown or multiple meaning word and phrases based upon grade level reading and |
| | | content. CC.1.2.K.L |
| | | Actively engage in group reading activities with purpose and understanding. |
| | | CC.1.3.K.A |
| | | With prompting and support, retell a familiar stories including key details. |
| | | CC.1.3.K.B |
| | | Answer questions about key details in a text. CC.1.3.K.C |
| | | With prompting and support, identify characters, settings, and major events in a story. |
| | | CC.1.3.K.D |
| | | Name the author and illustrator of a story and define the role of each in telling the story. |
| | | CC.1.3.K.E |
| | | Recognize common types of text. |
| | | CC.1.3.K.F Answer questions about unknown words in a text. |
| | | CC.1.3.K.G |
| | | Make connections between the illustrations and the text in a story (read or read aloud). |
| | | CC.1.3.K.H |
| | | Compare and contrast the adventures and experiences of characters in familiar stories. |
| | | CC.1.3.K.I Determine or clarify the meaning of unknown or multiple meaning words and phrases based upon grade level reading and |
| | | content. |
| | | CC.1.3.K.J |
| | | Use words and phrases acquired through conversations, reading, and being read to, and responding to texts. CC.1.3.K.K |

| Actively engage in group reading activities with purpose and understanding. |
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| CC.1.4.K.A |
| Use a combination of drawing, dictating, and writing to compose informative/explanatory texts. |
| CC.1.4.K.B |
| Use a combination of drawing, dictating, and writing to focus on one specific topic. |
| CC.1.4.K.C |
| With prompting and support, generate ideas to convey information that relates to the chosen topic. |
| CC.1.4.K.D |
| Make logical connections between drawing and dictation. |
| CC.1.4.K.M |
| Use a combination of drawing, dictating, and writing to compose narratives that describe real or imagined experiences or |
| events. |
| CC.1.4.K.N |
| Establish "who" and "what" the narrative will be about. |
| CC.1.4.K.T |
| With guidance and support from adults and peers, respond to questions and suggestions from peers, and add details to |
| strengthen writing as needed. |
| CC.1.4.K.V |
| Participate in individual or shared research projects on a topic of interest. |
| CC.1.4.K.W |
| With guidance and support, recall information from experiences or gather information from provided sources to answer a |
| question. |
| CC.1.5.K.B |
| Ask and answer questions about key details in a text read aloud or information presented orally or through other media. |
| Ask and answer questions about key details in a text read aloud or information presented orany or through other media. CC.1.5.K.C |
| |
| Ask and answer questions in order to seek help, get information, or clarify something that is not understood. |
| CC.2.1.K.A.1 |
| Know number names and write and recite the count sequence. |
| CC.2.3.K.A.1 |
| Identify and describe two- and three-dimensional shapes. |

| LISTENER RESPONDING | | | |
|---------------------------------|---|---|--|
| | LEVEL 2 | | |
| Skill | VB-MAPP Milestones & Supporting Skills | PA Core Standards | |
| 6-M 6-a 6-b 6-c 6-d | Selects the correct item from a messy array of 6, for 40 different objects or pictures (e.g., Find cat. Touch ball.) Selects the correct item from a messy array of 5, for 25 different items (e.g., book, car, dog, shoe) Acquires a new listener skill in less than 25 training trials Discriminates among 6 people, pets, or characters by name (e.g., Find Oscar.) Generalizes in a listener task across 3 examples of 25 different items | CC.1.1.K.B Demonstrate understanding of the organization and basic features of print. • Follow words left to right, top to bottom, and page by page. • Recognize that spoken words are represented in written language by specific sequences of letters. • Understand that words are separated by spaces in print. • Recognize and name all upper and lower case letters of the alphabet. CC.1.1.K.D Know and apply grade level phonics and word analysis skills in decoding words. • Demonstrate basic knowledge of one-to-one letter-sound correspondence. • Associate the long and short sounds with common spellings for the five major vowels. • Read grade level high-frequency sight words with automaticity. • Distinguish between similarly spelled words by identifying the sounds of the letters that differ. CC.1.2.K.C With prompting and support, make connections between two individual events, ideas, or pieces of information in a text. CC.1.2.K.E Identify parts of a book (title, author) and parts of a text (beginning, end, details). CC.1.2.K.F With prompting and support, ask and answer questions about unknown words in a text. CC.1.2.K.I With prompting and support, identify basic similarities and differences between two texts (read or read aloud) on the same | |

| | T | |
|------------|--|--|
| | | topic. CC.1.3.K.D |
| | | Name the author and illustrator of a story and define the role of each in telling the story. |
| | | CC.1.3.K.E |
| | | Recognize common types of text. |
| | | CC.1.3.K.H Compare and contrast the adventures and experiences of characters in familiar stories. |
| | | CC.1.4.K.D |
| | | Make logical connections between drawing and dictation. |
| | | CC.1.4.K.M |
| | | Use a combination of drawing, dictating, and writing to compose narratives that describe real or imagined experiences or |
| | | events. CC.1.4.K.O |
| | | Describe experiences and events. |
| | | CC.1.4.K.V |
| | | Participate in individual or shared research projects on a topic of interest. |
| | | CC.1.5.K.C |
| 7 14 | | Ask and answer questions in order to seek help, get information, or clarify something that is not understood. CC.1.1.K.B |
| 7-M | Generalizes listener discriminations (LDs) in a messy array of 8, for 3 different examples of 50 items (e.g., the child | Demonstrate understanding of the organization and basic features of print. |
| | can find 3 examples of a train) | Follow words left to right, top to bottom, and page by page. |
| 7-a | Goes to 3 specified people on command (e.g., Go to Debbie) | Recognize that spoken words are represented in written language by specific sequences of letters. |
| 7-b | Points to a named item in a book for 5 items (e.g., Where's the fire truck?) | Understand that words are separated by spaces in print. |
| 7-с | Selects 5 items in the natural environment on command (e.g., get the spoon, while at the table) | Recognize and name all upper and lower case letters of the alphabet. CC.1.1.K.D |
| 7-d | Spontaneously demonstrates (no prompts to respond) 5 listener skills in the natural environment (e.g., when someone in the | Know and apply grade level phonics and word analysis skills in decoding words. |
| | room mentions the rocking horse, the child spontaneously goes to the horse) | Demonstrate basic knowledge of one-to-one letter-sound correspondence. |
| | Toom mentions the focking noise, the clinic spontaneously goes to the noise) | Associate the long and short sounds with common spellings for the five major vowels. |
| | | Read grade level high-frequency sight words with automaticity. |
| | | Distinguish between similarly spelled words by identifying the sounds of the letters that differ. |
| | | CC.1.2.K.I |
| | | With prompting and support, identify basic similarities and differences between two texts (read or read aloud) on the same topic. |
| | | CC.1.2.K.L |
| | | Actively engage in group reading activities with purpose and understanding. |
| | | CC.1.3.K.H |
| | | Compare and contrast the adventures and experiences of characters in familiar stories. CC.1.3.K.K |
| | | Actively engage in group reading activities with purpose and understanding. |
| | | CC.1.4.K.D |
| | | Make logical connections between drawing and dictation. |
| | | CC.1.4.K.T |
| | | With guidance and support from adults and peers, respond to questions and suggestions from peers, and add details to strengthen writing as needed. |
| | | CC.1.4.K.V |
| | | Participate in individual or shared research projects on a topic of interest. |
| | | CC.1.5.K.C |
| 0.35 | | Ask and answer questions in order to seek help, get information, or clarify something that is not understood. |
| 8-M | Performs 10 specific motor actions on command (e.g., Show me clapping. Can you hop?) | CC.1.2.K.I With prompting and support, identify basic similarities and differences between two texts (read or read aloud) on the same |
| 8-a | Goes to 3 specified locations on command (e.g., Go to the kitchen. Show me your bedroom.) | topic. |
| 8-b | Selects the correct item from an array of 8 containing 2 similar stimuli (e.g., same color), for 20 items | CC.1.2.K.L |
| 8-c | Selects an item when given the sound that the item makes for 5 items (e.g., barking: dog, siren: fire truck) | Actively engage in group reading activities with purpose and understanding. |
| 8-d | Selects 2 items from an array of 8 for 5 sets of items (noun-noun) (e.g., Where's the baby and the bottle?) | CC.1.3.K.H Compare and contrast the adventures and experiences of characters in familiar stories. |
| | | CC.1.3.K.K |
| | | Actively engage in group reading activities with purpose and understanding. |
| | | CC.1.4.K.D |
| | | Make logical connections between drawing and dictation. CC.1.4.K.T |
| | | With guidance and support from adults and peers, respond to questions and suggestions from peers, and add details to |
| | <u> </u> | , in the second to |

| | | strengthen writing as needed. |
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| | | CC.I.5.K.C |
| | | Ask and answer questions in order to seek help, get information, or clarify something that is not understood. |
| 9-M | Follows 25 two-component noun-verb and/or verb-noun instructions (e.g., Show me the baby sleeping. Push the | CC.1.3.K.I |
| | swing.) | Determine or clarify the meaning of unknown or multiple meaning words and phrases based upon grade level reading and content. |
| 9-a | Acquires 2 new listener responses without formal training (e.g., someone asks another person to turn on a light, and the child | CC.1.5.K.A |
| | goes over to the light, and no one knew that she knew the word light) | Participate in collaborative conversations with peers and adults in small and larger groups. |
| 9-b | Appropriately responds to 5 different gestures (e.g., finger to the lips for quiet, palm out for stop) | CC.1.5.K.C |
| 9-c | Demonstrates 3 specified actions to 3 different people (e.g., Hug Grandma. Give Laura a high-five.) | Ask and answer questions in order to seek help, get information, or clarify something that is not understood. |
| 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 | |
| 9-u | | |
| | elephant and giraffe?) | |
| | | |
| 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.K.B Demonstrate understanding of the organization and basic features of print. |
| | accumulated list of known words | Follow words left to right, top to bottom, and page by page. |
| 10-a | Performs two consecutive actions for 10 different sets of actions (verb-verb) (e.g., Show me jumping and clapping. | Recognize that spoken words are represented in written language by specific sequences of letters. |
| 10-b | Discriminates between 2 colors from an array of 4 different colored objects | Understand that words are separated by spaces in print. |
| 10-с | Discriminates between 2 shapes from an array of 4 different shapes | Recognize and name all upper and lower case letters of the alphabet. |
| 10-d | Generalizes in a noun-verb listener task with a new object for 5 different actions (e.g., after receiving training on spinning | CC.1.1.K.D |
| 10 0 | and rolling a pencil, the child correctly spins and rolls a straw on the first trial) | Know and apply grade level phonics and word analysis skills in decoding words. • Demonstrate basic knowledge of one-to-one letter-sound correspondence. |
| 10-е | Generalizes in a noun-verb listener task with a new action for 5 objects (e.g., can spin any item) | Associate the long and short sounds with common spellings for the five major vowels. |
| 10-6 | Generalizes in a noun-verb listener task with a new action for 5 objects (e.g., can spin any item) | Read grade level high-frequency sight words with automaticity. |
| | | Distinguish between similarly spelled words by identifying the sounds of the letters that differ. |
| | | CC.1.2.K.A |
| | | With prompting and support, identify the main idea and retell key details of text. CC.1.2.K.B |
| | | With prompting and support, answer questions about key details in a text. |
| | | CC.1.2.K.G |
| | | Answers questions to describe the relationship between illustrations and the text in which they appear. |
| | | CC.1.2.K.I With prompting and support, identify basic similarities and differences between two texts (read or read aloud) on the same |
| | | topic. |
| | | CC.1.2.K.J |
| | | Use words and phrases acquired through conversations, reading, and being read to, and responding to texts. |
| | | CC.1.2.K.K Determine or clarify the meaning of unknown or multiple meaning words and phrases based upon grade level reading and |
| | | content. |
| | | CC.1.3.K.D |
| | | Name the author and illustrator of a story and define the role of each in telling the story. |
| | | CC.1.3.K.E Recognize common types of text. |
| | | CC.1.3.K.F |
| | | Ask and answer questions about unknown words in a text. |
| | | CC.1.3.K.G |
| | | Make connections between the illustrations and the text in a story (read or read aloud). CC.1.3.K.H |
| | | Compare and contrast the adventures and experiences of characters in familiar stories. |
| | | CC.1.3.K.J |
| | | Use words and phrases acquired through conversations, reading, and being read to, and responding to texts. |
| | | CC.1.4.K.D Make logical connections between drawing and dictation/writing. |
| | | CC.1.4.K.O |
| | | Describe experiences and events. |
| | | CC.1.4.K.P |
| | | Recount a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a |
| | | reaction to what happened. CC.1.4.K.V |
| | <u>I</u> | VVIAT MAN ! |

| Participate in individual or shared research projects on a topic of interest. |
|--|
| CC.1.4.K.W |
| With guidance and support, recall information from experiences or gather information from provided sources to answer a |
| question. |
| CC.1.5.K.C |
| Ask and answer questions in order to seek help, get information, or clarify something that is not understood. |
| CC.1.5.K.D |
| Share stories, familiar experiences, and interests speaking clearly enough to be understood by all audiences using appropriate |
| volume. |
| CC.1.5.K.E |
| Speak audibly and express thoughts, feelings, and ideas clearly. |

| | 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.K.C Demonstrate understanding of spoken words, syllables, and sounds (phonemes). • Recognize and produce rhyming words. | |
| 11-a 11-b 11-c | Puts 5 specified items where they belong (e.g., Put the hairbrush away.) Discriminates among 4 colors in an array of 4 different colored objects Discriminates among 4 shapes in an array of 4 different shapes | Count, pronounce, blend, and segment syllables in spoken words. Blend and segment onsets and rimes of single-syllable spoken words. Isolate and pronounce the initial, medial vowel, and final sound (phonemes) in the three-phoneme (CVC) words. CC.1.2.K.G | |
| 11-d 11-e 11-f | Discriminates between 2 different prepositions (e.g., in, on, under) Discriminates between self and others given a pronoun (e.g., your, my) Selects two different colors or shapes from an array of 8 for 10 pairs (e.g., Give me red and blue.) | Answers questions to describe the relationship between illustrations and the text in which they appear. | |
| 12-M | Follows 2 instructions involving 6 different prepositions (e.g., Stand behind the chair.) and 4 different pronouns (e.g., Touch my ear.) | CC.1.2.K.L Actively engage in group reading activities with purpose and understanding. CC.1.4.K.T | |
| 12-a | Follows instructions to take an item to 5 different locations (e.g., Take the tray to the sink.) | With guidance and support from adults and peers, respond to questions and suggestions from peers, and add details to | |
| 12-b | Goes to 5 different locations and retrieves specific objects (e.g., Go to the kitchen and get a cup.) | strengthen writing as needed. | |
| 12-c 12-d | Selects items from an array of similar stimuli based on an adjective (e.g., Touch the little bird?) Discriminates between the genders for girl and boy and man and woman (e.g., Where's the girl?) | | |
| 12-d | Discriminates between the genders for girl and boy and man and woman (e.g., where s the girl!) Discriminates between males and females given a pronoun (e.g., he and she) | | |
| 12-f | Demonstrates actions modified by 2 different adverbs (e.g., Walk slow. Walk fast.) | | |
| 13-M | Selects items from an array of similar stimuli based on 4 pairs of relative adjectives (e.g., big-little, long-short) and demonstrates actions based on 4 pairs of relative adverbs (e.g., quiet-loud, fast-slow) | CC.1.2.K.I With prompting and support, identify basic similarities and differences between two texts (read or read aloud) on the same topic. | |
| 13-a | Demonstrates 3 pretend emotions on command (e.g., Show me a sad face. Make a happy face.) | CC.1.3.K.H | |
| 13-b | Identifies (LDs) 10 items based on a subject, adjective, and noun (e.g., Show me the girl's red hair.) | Compare and contrast the adventures and experiences of characters in familiar stories. | |
| 13-c | Performs 10 actions based on a subject, preposition, and noun (e.g., Put the horse in the barn.) | Make logical connections between drawing and dictation/writing. | |
| 13-d 13-e | Identifies (LDs) 10 items based on a verb, pronoun, and noun (e.g., Brush his hair.) | | |
| 13-e | Generalizes a pronoun and a preposition to a new situation (e.g., uses his correctly with a new friend) | | |
| 14-M | Follows 3-step directions for 10 different directions (e.g., Get your coat, hang it up, and sit down.) | CC.1.4.K.V | |
| 14-a | Performs 10 actions based on a subject, verb, and adverb (e.g., Show me the frog jumping high.) | Participate in individual or shared research projects on a topic of interest. | |

| 14-b | Performs 10 actions based on a subject, adjective, and verb (e.g., Show me the big bear dancing.) | |
|------|---|---|
| 14-c | Discriminates among 6 community helpers by category (e.g., nurse, doctor, mailman, bus driver) | |
| 14-d | Correctly responds to 10 tasks involving "one" vs. "two" vs. "all" of something | |
| | | |
| 15-M | Has a total listener repertoire of 1200 words (nouns, verbs, adjectives, etc.), tested or from an accumulated list of known words | CC.1.2.K.A With prompting and support, identify the main idea and retell key details of text. CC.1.2.K.B |
| 15-a | Discriminates among items given negation words for 10 tasks (e.g., Which one is not a food?) | With prompting and support, answer questions about key details in a text. |
| 15-b | Discriminates 5 attributes of peers in a small group (e.g., Who is wearing blue shoes? Who has red hair? Who is wearing glasses?) | CC.1.2.K.C With prompting and support, make a connection between two individual events, ideas, or pieces of information in a text. CC.1.2.K.F |
| 15-c | Correctly responds to 10 singular vs. plural tasks (e.g., Touch the dog. vs. Touch the dogs.) | With prompting and support, ask and answer questions about unknown words in a text. |
| 15-d | Generalizes 5 adjectives to new nouns (e.g., says, Sticky fly stuff when first encounters a fly trap) | CC.1.2.K.G Answers questions to describe the relationship between illustrations and the text in which they appear. |
| 15-е | Generalizes 5 adverbs to new verbs (e.g., says, Lava moves slow when first encountering lava) | CC.1.2.K.I |
| | | With prompting and support, identify basic similarities and differences between two texts (read or read aloud) on the same |
| | | topic. CC.1.2.K.J |
| | | Use words and phrases acquired through conversations, reading, and being read to, and responding to texts. |
| | | CC.1.2.K.K Determine or clarify the meaning of unknown or multiple meaning words and phrases based upon grade level reading and |
| | | content. |
| | | CC.1.2.K.L |
| | | Actively engage in group reading activities with purpose and understanding. CC.1.3.K.F |
| | | Ask and answer questions about unknown words in a text. |
| | | CC.1.3.K.G |
| | | Make connections between the illustrations and the text in a story (read or read aloud). CC.1.3.K.H |
| | | Compare and contrast the adventures and experiences of characters in familiar stories. |
| | | CC.1.3.K.I |
| | | Determine or clarify the meaning of unknown or multiple meaning words and phrases based upon grade level reading and content. |
| | | CC.1.3.K.K |
| | | Actively engage in group reading activities with purpose and understanding. CC.1.4.K.D |
| | | Make logical connections between drawing and dictation/writing. |
| | | CC.1.4.K.M |
| | | Use a combination of drawing, dictating, and writing to compose narratives that describe real or imagined experiences or events. |
| | | CC.1.4.K.T |
| | | With guidance and support from adults and peers, respond to questions and suggestions from peers, and add details to |
| | | strengthen writing as needed. CC.1.4.K.W |
| | | With guidance and support, recall information from experiences or gather information from provided sources to answer a |
| | | question. |

| | VISUAL PERCEPTUAL SKILLS AND MATCHING-TO-SAMPLE LEVEL 1 | |
|-------|---|-------------------------------|
| Skill | VB-MAPP Milestones & Supporting Skills | PA Core Standards |
| 1-M | Visually tracks moving stimuli for 2 seconds, 5 times | CC.1.1.K.A |
| 1-a | Visually attends to faces and people 5 times | Utilize book handling skills. |

| 1-b Vis | isually attends to reinforcing objects 5 times | CC.1,2,K.I |
|----------|---|---|
| 1-0 11 | isually attends to remioreing objects 5 times | With prompting and support, identify basic similarities and differences between two texts (read or read aloud) on the same |
| | | topic. |
| | | CC.1.2.K.L Actively engage in group reading activities with purpose and understanding |
| | | Actively engage in group reading activities with purpose and understanding. CC.1.3.K.H |
| | | Compare and contrast the adventures and experiences of characters in familiar stories. |
| | | CC.1.3.K.K |
| | | Actively engage in group reading activities with purpose and understanding. |
| | | CC.1.4.K.D Make logical connections between drawing and dictation/writing. |
| | | CC.1.4.K.T |
| | | With guidance and support from adults and peers, respond to questions and suggestions from peers, and add details to |
| | | strengthen writing as needed. |
| 2-M Gr | rasps small objects with thumb and index finger (pincer grasp) 5 times | CC.1.1.K.A |
| 2-a Rea | eaches for and successfully grabs objects 5 times | Utilize book handling skills. |
| | ses index finger to poke things or for other uses 5 times | |
| | anipulates toys and objects in a variety of ways for 10 seconds, 5 times | |
| 2-0 1010 | ampulates toys and objects in a variety of ways for 10 seconds, 5 times | |
| 2.15 | N. S. T | CC11VA |
| | M Visually attends to a toy or book for 30 seconds (not a self-stim item) | CC.1.1.K.A Utilize book handling skills. |
| 3-a Tra | ransfers objects from one hand to another 5 times | CC.1.2.K.I |
| 3-b Loc | ooks for an object that has fallen out of sight 5 times | With prompting and support, identify basic similarities and differences between two texts (read or read aloud) on the same |
| | | topic. |
| | | CC.1.2.K.L Actively engage in group reading activities with purpose and understanding. |
| | | CC.1.3.K.H |
| | | Compare and contrast the adventures and experiences of characters in familiar stories. |
| | | CC.1.3.K.K |
| | | Actively engage in group reading activities with purpose and understanding. |
| | | CC.1.4.K.T With avidence and grammat from adults and many respond to avections and avecastions from many and add details to |
| | | With guidance and support from adults and peers, respond to questions and suggestions from peers, and add details to strengthen writing as needed. |
| 4-M Pla | aces 3 items in a container, stacks 3 blocks, or places 3 rings on a peg for 2 of these or similar activities | CC.2.2.K.A.1 |
| | umps things out of containers, or pulls items out of cupboards 5 times | Extend concepts of putting together and taking apart to add and subtract within 10. |
| | | CC.2.4.K.A.4 |
| 4-b Pus | ishes and/or pulls objects 5 times | Classify objects and count the number of objects in each category. |
| | | |
| 5-M Ma | atches any 10 identical items (e.g., inset puzzles, toys, objects, or pictures) | CC.1.1.K.B |
| 5-a Vis | isually attends to toys or books for 1 minute, 2 times | Demonstrate understanding of the organization and basic features of print. • Follow words left to right, top to bottom, and page by page. |
| | | Follow words left to right, top to bottom, and page by page. Recognize that spoken words are represented in written language by specific sequences of letters. |
| | accessfully uses a spoon 5 times during a meal | Understand that words are separated by spaces in print. |
| | ompletes a 3-piece in-set puzzle without physical prompts | Recognize and name all upper and lower case letters of the alphabet. |
| | tempts to scribble with any writing instrument | CC.1.1.K.C |
| 5-e Put | its two similar items together 2 times (e.g., picks up a matching toy) | Demonstrate understanding of spoken words, syllables, and sounds (phonemes). |
| | | Recognize and produce rhyming words. Count, pronounce, blend, and segment syllables in spoken words. |
| | | Count, pronounce, blend, and segment synables in spoken words. Blend and segment onsets and rimes of single-syllable spoken words. |
| | | Isolate and pronounce the initial, medial vowel, and final sound (phonemes) in the three-phoneme (CVC) words. |
| | | CC.1.2.K.C |
| | | With prompting and support, make connections between two individual events, ideas, or pieces of information in a text. |
| | | CC.1.4.K.M |
| | | Use a combination of drawing, dictating, and writing to compose narratives that describe real or imagined experiences or |
| | | events. CC.2.1.K.A.3 |
| | | Apply the concept of magnitude to compare numbers and quantities. |
| | | CC.2.4.K.A.1 |
| | | Describe and compare measurable attributes of length, area, weight, and capacity of everyday objects. |

CC.2.4.K.A.4

Classify objects and count the number of objects in each category.

| | VISUAL PERCEPTUAL SKILLS AND MATCHING-TO-SAMPLE LEVEL 2 | | |
|-------|--|---|--|
| Skill | VB-MAPP Milestones & Supporting Skills | PA Core Standards | |
| 6-M | Matches identical objects or pictures in a messy array of 6, for 25 items | CC.1.1.K.B | |
| 6-a | Connects 2 items or toys together (e.g. Duplos) | Demonstrate understanding of the organization and basic features of print. • Follow words left to right, top to bottom, and page by page. | |
| 6-b | Nests identical objects in a stack 2 times (e.g., bowls, cups, plates) | Recognize that spoken words are represented in written language by specific sequences of letters. | |
| 6-c | Turns 2 pages in a book | Understand that words are separated by spaces in print. Proposition and proposed by spaces in the state of the state | |
| 6-d | Completes 3 different inset puzzles containing 3-4 pieces without prompts | Recognize and name all upper and lower case letters of the alphabet. CC.2.1.K.A.3 | |
| 6-е | Stacks 4 blocks without help | Apply the concept of magnitude to compare numbers and quantities. | |
| 6-f | Matches identical objects or pictures in a neat array of 3, for 10 items (e.g., matches a hat to a hat) | CC.2.4.K.A.1 Describe and compare measurable attributes of length, area, weight, and capacity of everyday objects. | |
| 6-g | Matches identical objects or pictures that are different sizes in a messy array of 6, for 10 items (e.g., matches a big red ball to a little red ball) | CC.2.4.K.A.4 Classify objects and count the number of objects in each category. | |
| 6-h | Places 5 items where they belong or in an appropriate context (e.g., puts a cup in the sink) | | |
| 7-M | Matches similar colors and shapes for 10 different colors or shapes given models (e.g., given red, blue, and green bowls and a pile of red, blue, and green bears the child sorts the items by color | CC.2.3.K.A.1 Identify and describe two- and three-dimensional shapes. | |
| 7-a | Completes 5 different puzzles containing 6 or more pieces without prompts | | |
| 7-b | Matches identical objects or pictures in a messy array of 8, for 25 objects | | |
| 7-с | Matches identical pictures that have different backgrounds in a messy array of 8, for 25 pictures | | |
| 7-d | Matches identical pictures (2D) to objects (3D) and vice versa, in a messy array of 8, for 10 pairs (e.g., matches a picture of Thomas the Train to a toy Thomas the Train | | |
| 7-е | Spontaneously matches 2 items together in play or other situations (e.g., picks up a Hulk figurine and selects a matching Hulk from a bin of figurines) | | |
| 7-f | Completes identical matches in an array of 8, for 10 matches in less than 20 seconds (fluency) | | |
| 8-M | Matches identical objects or pictures in a messy array of 8 containing 3 similar stimuli, for 25 items (e.g., matches a dog to a dog in an array that also contains a cat, a pig, and a pony | CC.1.1.K.B Demonstrate understanding of the organization and basic features of print. • Follow words left to right, top to bottom, and page by page. | |
| 8-a | Generalizes to 5 new identical matching tasks without formal | Recognize that spoken words are represented in written language by specific sequences of letters. | |
| 8-b | Matches identical objects or pictures to corresponding items in a book for 25 items | Understand that words are separated by spaces in print. Recognize and name all upper and lower case letters of the alphabet. | |
| 8-c | Matches identical objects or pictures to corresponding items in the natural environment for 25 | Recognize and name an upper and lower case letters of the alphabet. | |
| 8-d | Selects 3 non-identical, but associated, objects from a bin for 3 play activities (e.g., grabs several farm animals from a bin containing other toys) | | |
| 8-e | Successfully assembles 5 parts of 5 connecting toys (e.g., Duplos, trains, Mr. Potato Head) | | |
| 9-M | Matches non-identical objects or non-identical pictures in a messy array of 10 containing 3 similar stimuli, for 25 items (e.g., matches a Ford truck to a Toyota truck) | CC.1.1.K.B Demonstrate understanding of the organization and basic features of print. | |

| 9-a 9-b 9-c 9-d 9-e | Matches different colored, but otherwise exactly the same, objects or pictures in a messy array of 8 for 25 items (e.g., a red Ford Mustang to a blue Ford Mustang Matches non-identical objects or pictures in a messy array of 8 containing 2 similar stimuli, for 25 items Matches non-identical objects or pictures to corresponding items in a book for 25 items Matches non-identical objects or pictures to corresponding items in the natural environment for 25 items Demonstrates spontaneous functional matching-to-sample in the natural environment 2 times (e.g., finds a matching shoe) | Follow words left to right, top to bottom, and page by page. Recognize that spoken words are represented in written language by specific sequences of letters. Understand that words are separated by spaces in print. Recognize and name all upper and lower case letters of the alphabet. CC.1.1.K.D Know and apply grade level phonics and word analysis skills in decoding words. Demonstrate basic knowledge of one-to-one letter-sound correspondence. Associate the long and short sounds with common spellings for the five major vowels. Read grade level high-frequency sight words with automaticity. Distinguish between similarly spelled words by identifying the sounds of the letters that differ. CC.1.2.K.I With prompting and support, identify basic similarities and differences between two texts (read and read aloud) on the same topic. CC.1.3.K.H Compare and contrast the adventures and experiences of characters in familiar stories. CC.1.4.K.D Make logical connections between drawing and dictation/writing. CC.2.1.K.A.3 Apply the concept of magnitude to compare numbers and quantities. CC.2.4.K.A.1 Describe and compare measurable attributes of length, area, weight, and capacity of everyday objects. CC.2.4.K.A.4 Classify objects and count the number of objects in each category. |
|---------------------------------|--|--|
| 10-M | Matches non-identical objects (3D) to pictures (2D) and/or vice versa, in a messy array of 10 containing 3 similar stimuli, for 25 items | CC.1.2.K.I With prompting and support, identify basic similarities and differences between two texts (read and read aloud) on the same topic. |
| 10-a | Assembles, collects, or groups 5 different toys, characters, or items that go together (e.g., a tea set) | CC.1.4.K.D |
| 10-b | Matches a picture of a body part to his own body part for 5 body parts | Make logical connections between drawing and dictation/writing. CC.2.1.K.A.3 |
| 10-с | Matches a picture of an action to a non-identical picture of the same action for 10 actions (e.g., matches a picture of a girl swimming to a picture of a boy swimming in a different pool) | Apply the concept of magnitude to compare numbers and quantities. CC.2.4.K.A.1 Describe and compare measurable attributes of length, area, weight, and capacity of everyday objects. |
| 10-d | Colors pictures in a coloring book although doesn't always stay in the | CC.2.4.K.A.4 |
| 10-е | Matches 10 different items that are associated with each other (e.g., a shoe to a sock) | Classify objects and count the number of objects in each category. |

| VISUAL PERCEPTUAL SKILLS AND MATCHING-TO-SAMPLE LEVEL 3 | | | |
|--|--|--|--|
| Skill | VB-MAPP Milestones & Supporting Skills | PA Core Standards | |
| 11-M | Spontaneously matches any part of an arts and crafts activity to another person's sample 2 times (e.g., a peer colors a balloon red and the child copies the peer's red color for his balloon) | CC.1.2.K.I With prompting and support, identify basic similarities and differences between two texts (read and read aloud) on the same topic. | |
| 11-a | Completes 5 different interlocking puzzles with 10 pieces | CC.2.1.K.A.3 | |
| 11-b | Completes a 4-component block design with a 2D sample and 3D blocks for 4 designs | Apply the concept of magnitude to compare numbers and quantities. CC.2.3.K.A.2 | |
| 11-c | Uses glue to make things stick together without physical prompts 2 times | Analyze, compare, create, and compose two- and three-dimensional shapes. | |
| 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) | | |
| 12-M | Demonstrates generalized non-identical matching in a messy array of 10 with 3 similar stimuli, for 25 items (i.e., matches new items on the first trial) | CC.1.2.K.I With prompting and support, identify basic similarities and differences between two texts (read and read aloud) on the same topic. | |
| 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) | СС.1.3.К.Н | |

| 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 | Compare and contrast the adventures and experiences of characters in familiar stories. CC.1.4.K.D |
|------|---|--|
| 12-c | Completes a 6-component block design with a 2D sample and 3D blocks for 8 designs | Make logical connections between drawing and dictation/writing. |
| 12-d | Matches a 3D block design with 4 blocks (e.g., a house, tower) | |
| | | |
| 13-M | Completes 20 different block designs, parquetry, shape puzzles, or similar tasks with at least 8 different pieces | CC.1.2.K.I |
| 13-a | Uses scissors to cut out 5 different patterns or items without physical prompts | With prompting and support, identify basic similarities and differences between two texts (read and read aloud) on the same topic. |
| 13-b | Sets a table for two people with 6 dishes and utensils | CC.2.1.K.A.3 |
| 13-с | Place 3 sets of items in order by size (seriation) | Apply the concept of magnitude to compare numbers and quantities. CC.2.3.K.A.2 |
| 13-d | Imitates a model block structure or similar assembly of objects with at least 6 parts | Analyze, compare, create, and compose two- and three-dimensional shapes. |
| | | |
| 14-M | Sorts 5 items from 5 different categories without a model (e.g., animals, clothing, furniture) | CC.1.2.K.I |
| 14-a | Successfully completes a human figure puzzle with at least 6 parts | With prompting and support, identify basic similarities and differences between two texts (read and read aloud) on the same topic. |
| 14-b | Matches 25 items that are associated with each other in a messy array of 6 with 3 similar stimuli | CC.1.3.K.H Compare and contrast the adventures and experiences of characters in familiar stories. |
| 14-c | Completes 10 different seriation tasks (i.e., part-to-whole, small-to-large, etc.) | CC.1.4.K.D |
| 14-d | Plays a short "concentration" or memory game with identical pictures | Make logical connections between drawing and dictation/writing. |
| | | |
| 15-M | Continues 20 three-step patterns, sequences, or seriation tasks (e.g., star, triangle, heart, star, triangle) | CC.1.1.K.C Demonstrate understanding of spoken words, syllables, and sounds (phonemes). |
| 15-a | Completes an A-B pattern for 5 different color or shape patterns | Recognize and produce rhyming words. |
| 15-b | Completes an A-B pattern for 5 different picture patterns | Count, pronounce, blend, and segment syllables in spoken words. |
| 15-c | Places 3 pictures in the correct sequential order for 5 sets | Blend and segment onsets and rimes of single-syllable spoken words. Isolate and pronounce the initial, medial vowel, and final sound (phonemes) in the three-phoneme (CVC) words. |
| 15-d | Constructs 5 felt (or similar material) scenes with 5 parts (e.g., farm, party) | CC.1.2.K.A |
| | | With prompting and support, identify the main idea and retell key details of a text. CC.1.3.K.G |
| | | Make connections between the illustrations and the text in a story (read or read aloud). |
| | | CC.1.4.K.W With guidance and support, recall information from experiences or gather information from provided sources to answer a |
| | | question. |

| | 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.1.1.K.A |
| 1-a | Has a favorite comfort item that he might sleep with or carry (e.g., a blanket, stuffed animal) | Utilize book handling skills. C.1.2.K.E |
| 1-b | Reaches for objects of interest (e.g., keys, cup, ball) | Identify parts of a book (title, author) and parts of a text (beginning, end, details). |
| 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.K.L |
| | block) | Actively engage in group reading activities with purpose and understanding. CC.1.3.K.F |
| 2-a | Points to a toy or object of interest | Ask and answer questions about unknown words in a text. |
| 2-b | Drops items to watch them fall, or demonstrates other interests in cause-and-effect | |

| 2-c | Opens cupboard doors, toy boxes, or reaches in a toy container | |
|-----|---|---|
| 2-d | Repeats a play behavior that produces an auditory sound (e.g., squeezes toys, bangs items) | |
| 2-е | Makes eye contact with others 3 times during play | |
| | | |
| 3-M | Demonstrates generalization by engaging in exploratory movement and playing with the toys in a novel environment | CC.1.1.K.A |
| | for 2 minutes (e.g., in a new playroom) | Utilize book handling skills. CC.1.2.K.J |
| 3-a | Brings a toy or object of interest to an adult | Use words and phrases acquired through conversations, reading, and being read to, and responding to texts. |
| 3-b | Dumps containers of items on floor | |
| 3-с | Transfers items in or out of a container | |
| 3-d | Generalizes known play behaviors to a novel environment | |
| 3-е | Carries toys or objects from one place to another | |
| | | |
| 4-M | Independently engages in movement play for 2 minutes (e.g., swinging, dancing, rocking, jumping, climbing) | CC.1.1.K.A |
| 4-a | Enters a playhouse or similar play structure without adult verbal prompting | Utilize book handling skills. C.1.2.K.E |
| 4-b | Learns to work a toy correctly after an adult demonstrates its use (e.g., push buttons on a pop-up toy) | Identify parts of a book (title, author) and parts of a text (beginning, end, details). |
| 4-c | Mands to an adult for assistance with an item (e.g., child holds up something he can't open) | |
| 4-d | Spontaneously dances when music is played | |
| 4-e | Enjoys being pulled or pushed in a wagon, on a tricycle, or other toy vehicle | |
| | | |
| 5-M | Independently engages in cause-and-effect play for 2 minutes (e.g., dumping containers, playing with pop-up toys, | CC.1.1.K.A |
| | pulling toys, etc.) | Utilize book handling skills. CC.1.1.K.D |
| 5-a | Takes pieces of a set apart (e.g., Duplos, Bristle blocks) | Know and apply grade level phonics and word analysis skills in decoding words. |
| 5-b | Spontaneously pulls and pushes items around | Demonstrate basic knowledge of one-to-one letter-sound correspondence. |
| 5-c | Carries a large play object to a new location (e.g., a toy car garage) | Associate the long and short sounds with common spellings for the five major vowels. Produced a local bind frequency side words with systematicity. |
| 5-d | Emits sounds or words associated with toys (e.g., says vroom vroom with a car) | Read grade level high-frequency sight words with automaticity. Distinguish between similarly spelled words by identifying the sounds of the letters that differ. |
| 5-e | Connects things or puts them together (e.g., a car on a track, Duplos) | - Distinguish between similarly spened words by identifying the sounds of the letters that differ. |

| | 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.K.V Participate in individual or shared research projects on a topic of interest. CC.2.2.K.A.1 | |
| 6-a | Carries 2 or more toys while walking | Extend concepts of putting together and taking apart to add and subtract within 10. | |
| 6-b | Independently plays with in-set puzzles for 1 minute | | |
| 6-c | Engages in sensory play for 2 minutes (e.g., scoops sand, or rice from a tray, plays in shaving cream) | | |
| 6-d | Splashes water and plays with objects in a swimming or wading pool | | |
| 6-e | Plays with sets of toys that have multiple parts for 2 minutes (e.g., farm animals, form ball) | | |
| 7-M | Independently demonstrates the use of toys or objects according to their function for 5 items (e.g., placing a train on a track, pulling a wagon, holding a telephone to the ear) | CC.1.1.K.A Utilize book handling skills. | |

| 7-a | Scribbles on a Magna Doodle, white board, or paper | |
|------|---|--|
| 7-b | Waits while an activity is being set up | |
| 7-c | Independently plays for 2 minutes without adult interaction | |
| 7-d | Sorts or separates preferred toy items from others in a bin (e.g., pulls out the Thomas trains) | |
| 7-е | Spontaneously imitates an adult's use of objects (e.g., brushing hair) | |
| | | |
| 8-M | Plays with everyday items in creative ways 2 times (e.g., uses a bowl as a drum or a box as an imaginary car) | CC.1.1.K.A Utilize book handling skills. |
| 8-a | Independently plays on a playground for 2 minutes without adult prompts | C.1.2.K.E |
| 8-b | Observes, then imitates other children on play structures (e.g., going down a slide) | Identify parts of a book (title, author) and parts of a text (beginning, end, details). |
| 8-c | Strings large beads, laces, or similar fine motor leisure activities for 1 minute | |
| 8-d | Plays with 2 toy sets as designed (e.g., hammer and tool bench set, kitchen set) | |
| | | |
| 9-M | Independently engages in play on structures and playground equipment for a total of 5 minutes (e.g., going down a | CC.1.1.K.A Utilize book handling skills. |
| | slide, swinging) | C.1.2.K.E |
| 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., | Identify parts of a book (title, author) and parts of a text (beginning, end, details). |
| | mands to be lifted up to monkey bars) | CC.1.2.K.L Actively engage in group reading activities with purpose and understanding. |
| 9-b | Completes 5 inset puzzles with 5 or more pieces | receively engage in group reading activities with purpose and understanding. |
| 9-c | Repeatedly plays with specific components of a play structure (e.g., goes down a slide several times, goes back and forth on a rope bridge) | |
| 9-d | Spontaneously kicks a ball forward | |
| | | |
| 10-M | Assembles toys that have multiple parts for 5 different sets of materials | CC.1.1.K.C |
| 10-a | Plays with toy sets as designed (e.g., birthday set, tea set) | Demonstrate understanding of spoken words, syllables, and sounds (phonemes). • Recognize and produce rhyming words. |
| 10-b | Allows others to play in close proximity | Count, pronounce, blend, and segment syllables in spoken words. |
| 10-c | Demonstrates interest in a peer's completed project (e.g., a sand castle, Lego structure) | Blend and segment onsets and rimes of single-syllable spoken words. (CVC) |
| 10-d | Mands to peers to not disturb his structure or toy assembly | Isolate and pronounce the initial, medial vowel, and final sound (phonemes) in the three-phoneme (CVC) words. |
| 10-е | Improvises when parts are missing (e.g., still plays with a car that is missing a wheel) | |
| | | |

| | INDEPENDENT PLAY LEVEL 3 | |
|-------|---|--|
| Skill | VB-MAPP Milestones & Supporting Skills | PA Core Standards |
| 11-M | Spontaneously engages in pretend or imaginary play on 5 occasions (e.g., dressing up, a pretend party with stuffed animals, pretends to cook) | CC.1.4.K.V Participate in individual or shared research projects on a topic of interest. |
| 11-a | Navigates a riding toy around obstructions (e.g., moving a tricycle or big wheel around a pole) | |
| 11-b | Demonstrates 1 to 1 correspondence in play activities (e.g., places plastic eggs in an egg carton, a doll in a bed with a bottle) | |
| 11-c | Will get toys and play independently for 2 minutes | |
| 11-d | Sings, hums, or recites a few words to familiar songs while engaged in an activity | |
| | | |
| 12-M | Repeats a gross motor behavior to obtain a better effect for 2 activities (e.g., throwing a ball in a basket, swinging a | CC.1.4.K.D |

| | bat at a T-ball, foot stomping to launch a rocket, pumping a swing) | Make logical connections between drawing and dictation/writing. |
|------|---|--|
| 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) | CC.2.2.K.A.1 Extend concepts of putting together and taking apart to add and subtract within 10. |
| 12-b | Colors in a picture in a coloring book or on paper | |
| 12-c | Independently sits and looks at a book for 5 minutes | |
| 12-d | Accepts direction from a peer when playing in the same area | |
| 13-M | Independently engages in arts and crafts type activities for 5 minutes (e.g., drawing, coloring, painting, cutting, pasting) | CC.1.4.K.A Use a combination of drawing, dictating, and writing to compose informative/explanatory texts. CC.1.4.K.B |
| 13-a | Uses arts and crafts materials as intended (e.g., cuts with scissors, uses glue) | Use a combination of drawing, dictating, and writing to focus on one specific topic. |
| 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) | CC.1.4.K.C |
| 13-с | Independently draws recognizable items | With prompting and support, generate ideas and details to convey information that relates to the chosen topic. CC.1.4.K.D |
| 13-d | Shows a completed project to an adult or peer (e.g., an art project) | Make logical connections between drawing and dictation/writing. |
| 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.K.B Use a combination of drawing, dictating, and writing to focus on one specific topic. |
| 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) | |
| 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.K.A Use a combination of drawing, dictating, and writing to compose informative/explanatory texts. CC.1.4.K.B |
| 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) | Use a combination of drawing, dictating, and writing to focus on one specific topic. CC.1.4.K.C |
| 15-b | Spontaneously assists in daily activities (e.g., setting the table, planting seeds in a garden, sorting socks) | With prompting and support, generate ideas and details to convey information that relates to the chosen topic. CC.1.4.K.D |
| 15-с | Will engage in a non-preferred activity to earn a preferred activity | Make logical connections between drawing and dictation/writing. |
| 15-d | Plays computer or video games and properly operates the equipment | |
| 15-е | Will independently solve problems encountered in play (e.g., pulling on a toy that is stuck) | |

| | SOCIAL BEHAVIOR AND SOCIAL PLAY LEVEL 1 | | |
|-------|--|---|--|
| Skill | VB-MAPP Milestones & Supporting Skills | PA Core Standards | |
| 1-M | Makes eye contact as a type of mand 5 times | CC.1.2.K.I | |
| 1-a | Smiles when hearing familiar voices 3 times (e.g., his mom or dad's voice) | With prompting and support, identify basic similarities and differences between two texts (read or read aloud) on the same topic. | |
| 1-b | Looks at the faces of familiar people at least 3 times | CC.1.2.K.L | |
| 1-c | Orients towards or makes eye contact with familiar people 5 times | Actively engage in group reading activities with purpose and understanding. | |
| | | CC.1.3.K.H Compare and contrast the adventures and experiences of characters in familiar stories. | |
| | | CC.1.3.K.K | |
| | | Actively engage in group reading activities with purpose and understanding. | |

| | | CC.1.4.K.D |
|------------|---|--|
| | | Make logical connections between drawing and dictation. |
| | | CC.1.4.K.T |
| | | With guidance and support from adults and peers, respond to questions and suggestions from peers, and add details to |
| | | strengthen writing as needed. |
| | | CC.1.5.K.A |
| 2.34 | | Participate in collaborative conversations with peers and adults in small and larger groups. CC.1.3.K.K |
| 2-M | Indicates that he wants to be held or physically played with 2 times (e.g., climbs up on his mom's lap) | Actively engage in group reading activities with purpose and understanding. |
| 2-a | Smiles or laughs during physical play 5 times | CC.1.4.K.D |
| 2-b | Participates and smiles in reciprocal social play 2 times (e.g., patty cake, peek-a-boo) | Make logical connections between drawing and dictation/writing. |
| 2-c | Seeks out adult attention using eye gaze, sounds, or gestures 3 times (e.g., pointing) | CC.1.4.K.T |
| 2 0 | Seeks out adult attention using eye gaze, sounds, or gestures 5 times (e.g., pointing) | With guidance and support from adults and peers, respond to questions and suggestions from peers, add details to strengthen |
| | | writing as needed. |
| | | CC.1.5.K.A |
| 2.34 | | Participate in collaborative conversations with peers and adults in small and larger groups. CC.1.2.K.I |
| 3-M | Spontaneously makes eye contact with other children 5 times | With prompting and support, identify basic similarities and differences between two texts (read and read aloud) on the same |
| 3-a | Takes a desired item from an adult 3 times (e.g., takes a toy when offered) | topic. |
| 3-b | Reacts positively to being approached by other children 2 times (can be siblings) | CC.1.2.K.L |
| 3-с | Responds to greetings from others with 2 seconds of eye contact 2 times | Actively engage in group reading activities with purpose and understanding. |
| 3 0 | responds to greetings from duters with 2 seconds of eye contact 2 times | CC.1.3.K.H |
| | | Compare and contrast the adventures and experiences of characters in familiar stories. |
| | | CC.1.3.K.K |
| | | Actively engage in group reading activities with purpose and understanding. CC.1.4.K.D |
| | | Make logical connections between drawing and dictation. |
| | | CC.1.4.K.T |
| | | With guidance and support from adults and peers, respond to questions and suggestions from peers, and add details to |
| | | strengthen writing as needed. |
| 4-M | Spontaneously engages in parallel play near other children for a total of 2 minutes (e.g., sits in the sandbox near | CC.1.2.K.I |
| | other children) | With prompting and support, identify basic similarities and differences between two texts (read or read aloud) on the same |
| 4-a | Approaches other children 2 times with an adult prompt | topic. CC.1.2.K.L |
| 4-b | Appropriately stands close by other children in group activities 2 times | Actively engage in group reading activities with purpose and understanding. |
| | | CC.1.3.K.K |
| 4-c | Imitates a wave "bye-bye" to others when prompted 2 times | Actively engage in group reading activities with purpose and understanding. |
| 4-d | Sits next to other children in group activities 2 times when prompted by an adult | CC.1.4.K.D |
| | | Make logical connections between drawing and dictation/writing. |
| | | CC.1.4.K.T With guidance and support from adults and peers, respond to questions and suggestions from peers, and add details to |
| | | strengthen writing as needed. |
| 5-M | Spontaneously follows peers or imitates their motor behavior 2 times (e.g., follows a peer into a playhouse) | CC.1.2.K.I |
| 5-a | Spontaneously follows another child 2 times | With prompting and support, identify basic similarities and differences between two texts (read or read aloud) on the same |
| | 1 2 | topic. |
| 5-b | Spontaneously imitates the behavior of another child 2 times | CC.1.2.K.L Actively engage in group reading activities with purpose and understanding. |
| 5-c | Laughs or smiles when others engage in silly, fun, or entertaining behavior 2 times | CC.1.3.K.J |
| | | Use words and phrases acquired through conversations, reading, and being read to, and responding to texts. |
| | | CC.1.3.K.K |
| | | Actively engage in group reading activities with purpose and understanding. |
| | | CC.1.4.K.D |
| | | Make logical connections between drawing and dictation/writing. |
| | | CC.1.4.K.T With guidence and support from adults and poors, respond to questions and suggestions from poors, and add datails to |
| 1 | | With guidance and support from adults and peers, respond to questions and suggestions from peers, and add details to strengthen writing as needed. |
| | | Suchgulen whiting as needed. |

| | 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.1.3.K.K | |
| 6-a | Looks at a peer when he talks 2 times | Actively engage in group reading activities with purpose and understanding. CC.1.4.K.T | |
| 6-b | Chases peers in play with adult prompts 2 times | With guidance and support from adults and peers, respond to questions and suggestions from peers, and add details to | |
| 6-c | Sits with peers in a group activity (e.g., music) without disruptive behavior for 2 minutes | strengthen writing as needed. | |
| 6-d | Engages in physical play with peers (e.g., rolling down a hill) with adult prompts 2 times | CC.1.5.K.A Participate in collaborative conversations with peers and adults in small and larger groups. | |
| 6-е | Spontaneously imitates 5 different behaviors of peers | - The state of the | |
| 7-M | Spontaneously mands to peers 5 times (e.g., My turn. Push me. Look! Come on.) | CC.1.2.K.L | |
| 7-a | Mands to peers with adult prompts 5 times (e.g., Ask Katie for a cookie.) | Actively engage in group reading activities with purpose and understanding. CC.1.5.K.A | |
| 7-b | Echoes a peer's sounds or words with adult prompts 2 times (e.g., What did he say?) | Participate in collaborative conversations with peers and adults in small and larger groups. | |
| 7-с | Spontaneously joins other children in a play activity 2 times (e.g., a playhouse) | CC.1.5.K.D | |
| 7-d | Spontaneously offers a reinforcer to a peer 1 time | Share stories, familiar experiences, and interests, speaking clearly enough to be understood by all audiences using appropriate volume. | |
| | | CC.1.5.K.E | |
| 0.7.5 | | Speak audibly and express thoughts, feelings, and ideas clearly. CC.1.2.K.I | |
| 8-M | Engages in sustained social play with peers for 3 minutes without adult prompts or reinforcement (e.g., | With prompting and support, identify basic similarities and differences between two texts (read or read aloud) on the same | |
| 0 | cooperatively setting up a play set, water play) | topic. | |
| 8-a | Spontaneously greets others with a wave or vocal response 1 time | CC.1.2.K.L Actively engage in group reading activities with purpose and understanding. | |
| 8-b | Spontaneously imitates a peer's actions with objects 2 times (e.g., blowing a pinwheel) | CC.1.3.K.H | |
| 8-c | Responds to the mands of peers with adult prompts 2 times (e.g., Give him the car.) | Compare and contrast the adventures and experiences of characters in familiar stories. | |
| 8-d | Spontaneously echoes a peer's words 2 times | CC.1.3.K.K Actively engage in group reading activities with purpose and understanding. | |
| | | CC.1.4.K.D | |
| | | Make logical connections between drawing and dictation/writing. CC.1.4.K.T | |
| | | With guidance and support from adults and peers, respond to questions and suggestions from peers, and add details to | |
| | | strengthen writing as needed. | |
| 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.K.I With prompting and support, identify basic similarities and differences between two texts (read or read aloud) on the same | |
| 9-a | Spontaneously copies a peer's assembly of toys or other items 1 time (e.g., Duplo) | topic. | |
| 9-b | Responds appropriately to mands from peers for an object 2 times (e.g., Give me the truck.) | CC.1.2.K.L | |
| 9-c | Responds appropriately to mands from peers for an action 2 times (e.g., Push me.) | Actively engage in group reading activities with purpose and understanding. CC.1.3.K.H | |
| 9-d | Responds to the mands of peers to stop a behavior 1 time (e.g., Stop pushing me.) | Compare and contrast the adventures and experiences of characters in familiar stories. | |
| 9-e | Spontaneously mands for help from adults 1 time | CC.1.3.K.K | |
| 9-f | Tacts items for the benefit of peers with adult prompts, 2 times (e.g., There's your car.) | Actively engage in group reading activities with purpose and understanding. CC.1.4.K.D | |
| | | Make logical connections between drawing and dictation/writing. | |
| | | CC.1.4.K.T With guidance and support from adults and peers, respond to questions and suggestions from peers, and add details to | |
| | | strengthen writing as needed. | |
| | | CC.1.5.K.A | |
| | | Participate in collaborative conversations with peers and adults in small and larger groups. CC.1.5.K.D | |
| | | Share stories, familiar experiences, and interests, speaking clearly enough to be understood by all audiences using appropriate | |
| | | volume. CC.1.5.K.E | |
| | | Speak audibly and express thoughts, feelings, and ideas clearly. | |
| 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 | CC.1.2.K.I | |

| | hole.) | With prompting and support, identify basic similarities and differences between two texts (read or read aloud) on the same |
|------|---|--|
| 10-a | Spontaneously mands to peers to follow directions 2 times (e.g., Put the bike here.) | topic. CC.1.2.K.L |
| 10-b | Spontaneously mands for others to attend to what he is attending to (e.g., Look at this!) | Actively engage in group reading activities with purpose and understanding. |
| 10-с | Spontaneously mands for others to attend to his behavior 2 times (e.g., Watch me.) | CC.1.3.K.K |
| 10-d | Mands for attention from peers 2 times (e.g., Hey Johnny!) | Actively engage in group reading activities with purpose and understanding. CC.1.4.K.D |
| 10-е | Spontaneously imitates a peer riding on a tricycle, toy car, or other riding toy 2 times | Make logical connections between drawing and dictation/writing. |
| | | CC.1.4.K.T With guidance and support from adults and peers, respond to questions and suggestions from peers, and add details to |
| | | strengthen writing as needed. |
| | | CC.1.5.K.D |
| | | Share stories, familiar experiences, and interests, speaking clearly enough to be understood by all audiences using appropriate |
| | | volume. CC.1.5.K.E |
| | | Speak audibly and express thoughts, feelings, and ideas clearly. |

| | 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.1.2.K.L Actively engage in group reading activities with purpose and understanding. CC.1.3.K.K |
| 11-a | Participates in cooperation activities with adult prompts 2 times (e.g., parachute holding) | Actively engage in group reading activities with purpose and understanding. |
| 11-b | Appropriately mands to peers to stop an undesirable behavior 2 times | CC.1.4.K.T |
| 11-c | Waits for a turn with a reinforcer without negative behavior 2 times | With guidance and support from adults and peers, respond to questions and suggestions from peers, and add details to strengthen writing as needed. |
| 11-d | Accepts an invitation to join a social play activity with a peer 2 times | CC.1.5.K.A |
| 11-e | Mands to peers with a WH question 2 times (e.g., Where the shovel? What's your name?) | Participate in collaborative conversations with peers and adults in small and larger groups. CC.1.5.K.D |
| 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?) | Share stories, familiar experiences, and interests, speaking clearly enough to be understood by all audiences using appropriate volume. CC.1.5.K.E Speak audibly and express thoughts, feelings, and ideas clearly. CC.1.2.K.L Actively engage in group reading activities with purpose and understanding. CC.1.3.K.K |
| 12-a | Spontaneously imitates a peer's behavior in a pretend play activity 2 times | Actively engage in group reading activities with purpose and understanding. |
| 12-b | Spontaneously mands using where for the location of a missing peer 2 times | CC.1.4.K.T |
| 12-c | Spontaneously mands using what related to the behavior of a peer 2 times | With guidance and support from adults and peers, respond to questions and suggestions from peers, and add details to strengthen writing as needed. |
| 12-d | Spontaneously mands using who evoked by an unknown person 2 times | CC.1.5.K.D |
| 12-е | Has a "best friend" (i.e., will repeatedly play with a specific child) | Share stories, familiar experiences, and interests, speaking clearly enough to be understood by all audiences using appropriate volume. |
| 12-f | Engages in at least 3 verbal exchanges with a peer | CC.1.5.K.E |
| | | Speak audibly and express thoughts, feelings, and ideas clearly. |
| 13-M | Intraverbally responds to 5 different questions or statements from peers (e.g., verbally responds to What do you want to play?) | CC.1.2.K.F With prompting and support, ask and answer questions about unknown words in a text. CC.1.2.K.G |
| | | |
| 13-a | Spontaneously uses please and thank you with an adult or peer 2 times | Answers questions to describe the relationship between illustrations and the text in which they appear. |
| 13-a 13-b | Spontaneously uses please and thank you with an adult or peer 2 times Demonstrates any reciprocal verbal exchanges with a peer 2 times | CC.1.2.K.K |
| | | |

| 13-е | Spontaneously offers a reinforcer (sharing) to a peer 2 times | Actively engage in group reading activities with purpose and understanding. |
|--------|--|--|
| 13-6 | Spontaneously offers a femilifect (sharing) to a peer 2 times | CC.1.3.K.F |
| | | Ask and answer questions about unknown words in a text. |
| | | CC.1.3.K.K |
| | | Actively engage in group reading activities with purpose and understanding. CC.1.4.K.T |
| | | With guidance and support from adults and peers, respond to questions and suggestions from peers, and add details to |
| | | strengthen writing as needed. |
| 1 | | CC.1.5.K.A |
| 1 | | Participate in collaborative conversations with peers and adults in small and larger groups. CC.1.5.K.D |
| | | Share stories, familiar experiences, and interests speaking clearly enough to be understood by all audiences using appropriate |
| | | volume. |
| | | CC.1.5.K.E |
| 1 | | Speak audibly and express thoughts, feelings, and ideas clearly. |
| 1 | | CC.1.5.K.G Demonstrate command of the conventions of standard English when speaking based on kindergarten level and content. |
| 14-M | Engages in pretend social play activities with peers for 5 minutes without adult prompts or reinforcement (e.g., dress | CC.1.2.K.L |
| 14-1/1 | | Actively engage in group reading activities with purpose and understanding. |
| 1.4 | up play, acting out videos, playing house) | CC.1.3.K.K |
| 14-a | Participates in a social play game directed by a peer (e.g., red light/green light) 2 times | Actively engage in group reading activities with purpose and understanding. CC.1.4.K.T |
| 14-b | Spontaneously mands for a new or unfamiliar child's name 1 time | With guidance and support from adults and peers, respond to questions and suggestions from peers, and add details to |
| 14-c | Takes turns and shares reinforcers with peers without prompts 2 times | strengthen writing as needed. |
| 14-d | Laughs or smiles at the jokes or humor of peers 2 times | CC.1.5.K.A |
| 14-е | Asks questions about the interests of peers 1 time | Participate in collaborative conversations with peers and adults in small and larger groups. |
| | | CC.1.5.K.D Share stories, familiar experiences, and interests speaking clearly enough to be understood by all audiences using appropriate |
| 1 | | volume. |
| 1 | | CC.1.5.K.E |
| | | Speak audibly and express thoughts, feelings, and ideas clearly. |
| 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 | CC.1.2.K.F With prompting and support, ask and answer questions about unknown words in a text. |
| | making a creek in a sandbox) | CC.1.2.K.G |
| 15-a | Engages in at least 3 verbal exchanges with a peer 2 times | Answers questions to describe the relationship between illustrations and the text in which they appear. |
| 15-b | Engages in a verbal exchange with two or more peers in one setting 2 times | CC.1.2.K.K |
| 15-c | Demonstrates coping behavior when a peer takes a reinforcer 2 times | Determine or clarify the meaning of unknown or multiple meaning words and phrases based upon grade level reading and content. |
| 15-d | Attends to a peer telling a story for 10 seconds, 2 times | CC.1.2.K.L |
| 15-e | Narrates the activity of a peer with at least 2 tacts, 2 times | Actively engage in group reading activities with purpose and understanding. |
| 15-e | Spontaneously provides sympathy to a peer when hurt 2 times | CC.1.3.K.F |
| | | Ask and answer questions about unknown words in a text. CC.1.3.K.K |
| 15-g | Negotiates time with a reinforcer with a peer 2 times | Actively engage in group reading activities with purpose and understanding. |
| 1 | | CC.1.4.K.T |
| 1 | | With guidance and support from adults and peers, respond to questions and suggestions from peers, and add details to |
| 1 | | strengthen writing as needed. CC.1.5.K.A |
| 1 | | Participate in collaborative conversations with peers and adults in small and larger groups. |
| 1 | | CC.1.5.K.G |
| İ | | Demonstrate command of the conventions of standard English when speaking based on kindergarten level and content. |

| MOTOR IMITATION | | |
|-----------------|--|--|
| | LEVEL 1 | |
| Skill | Skill VB-MAPP Milestones & Supporting Skills PA Core Standards | |

| 1-M | Imitates 2 gross motor movements when prompted with, Do this (e.g., clapping, raising arms) | CC.1.1.K.A |
|-------------------|--|--|
| 1-a | Imitates mouthing movements 3 times (e.g., puckering lips, opening mouth) | Utilize book handling skills. CC.2.3.K.A.2 |
| 1-b | Imitates 1 motor movement of another person on demand (i.e., will imitate when asked) | Analyze, compare, create, and compose two- and three-dimensional shapes. |
| | | |
| 2-M | Imitates 4 gross motor movements when prompted with, Do this | CC.2.1.K.A.2 |
| 2-a | Imitates 2 actions with an object (e.g., pounding with a toy hammer, rolling a ball) | Apply one-to-one correspondence to count the number of objects. CC.2.3.K.A.2 |
| 2-b | Spontaneously imitates 2 different fun activities (e.g., peek-a boo, patty cake) | Analyze, compare, create, and compose two- and three-dimensional shapes. |
| 2-c | Makes eye contact while imitating 3 times | |
| | | |
| 3-M | Imitates 8 motor movements, 2 of which involve objects (e.g., shaking a maraca, tapping sticks together) | CC.1.1.K.A |
| 3-a | Imitates 2 fine motor movements (e.g., wiggles fingers, opens and closes fist) | Utilize book handling skills. CC.2.1.K.A.2 |
| 3-b | Spontaneously imitates 2 gross motor movements of another person (e.g., arms up) | Apply one-to-one correspondence to count the number of objects. |
| 3-с | Imitates side-to-side body rocking | CC.2.3.K.A.2 Analyze, compare, create, and compose two- and three-dimensional shapes. |
| 3-d | Generalizes known imitation responses to 2 additional people (e.g., claps for 2 new adults) | Analyze, compare, create, and compose two- and unree-unnensional snapes. |
| | | |
| 4-M | Spontaneously imitates the motor behaviors of others on 5 occasions | CC.1.1.K.A |
| 4-a | Imitates pointing at people or objects | Utilize book handling skills. CC.2.1.K.A.2 |
| 4-b | Imitates transferring an object from one hand to another | Apply one-to-one correspondence to count the number of objects. |
| 4-c | Imitates 5 actions that produce an outcome (e.g., pushing buttons on a pop-up toy) | CC.2.3.K.A.2 |
| 4-d | Imitates 2 head movements (e.g., nods yes and no) | Analyze, compare, create, and compose two- and three-dimensional shapes. |
| | | |
| | | |
| 5-M | Imitates 20 motor movements of any type (e.g., fine motor, gross motor, imitation with objects) | CC.1.2.K.F |
| 5-M 5-a | Imitates 20 motor movements of any type (e.g., fine motor, gross motor, imitation with objects) Imitates 5 different fine motor movements (e.g., pokes clay with index finger, a pincer grasp) | With prompting and support, ask and answer questions about unknown words in a text. |
| | | With prompting and support, ask and answer questions about unknown words in a text. CC.1.2.K.G Answers questions to describe the relationship between illustrations and the text in which they appear. |
| 5-a | Imitates 5 different fine motor movements (e.g., pokes clay with index finger, a pincer grasp) | With prompting and support, ask and answer questions about unknown words in a text. CC.1.2.K.G Answers questions to describe the relationship between illustrations and the text in which they appear. CC.1.2.K.J |
| 5-a 5-b | Imitates 5 different fine motor movements (e.g., pokes clay with index finger, a pincer grasp) Imitates the gross motor behavior of other children 2 times when prompted (e.g., running) | With prompting and support, ask and answer questions about unknown words in a text. CC.1.2.K.G Answers questions to describe the relationship between illustrations and the text in which they appear. CC.1.2.K.J Use words and phrases acquired through conversations, reading, and being read to, and responding to texts. |
| 5-a 5-b 5-c | Imitates 5 different fine motor movements (e.g., pokes clay with index finger, a pincer grasp) Imitates the gross motor behavior of other children 2 times when prompted (e.g., running) Spontaneously imitates the behavior of others on 2 occasions (e.g., filling containers) | With prompting and support, ask and answer questions about unknown words in a text. CC.1.2.K.G Answers questions to describe the relationship between illustrations and the text in which they appear. CC.1.2.K.J Use words and phrases acquired through conversations, reading, and being read to, and responding to texts. CC.1.4.K.O Describe experiences and events. |
| 5-a 5-b 5-c | Imitates 5 different fine motor movements (e.g., pokes clay with index finger, a pincer grasp) Imitates the gross motor behavior of other children 2 times when prompted (e.g., running) Spontaneously imitates the behavior of others on 2 occasions (e.g., filling containers) | With prompting and support, ask and answer questions about unknown words in a text. CC.1.2.K.G Answers questions to describe the relationship between illustrations and the text in which they appear. CC.1.2.K.J Use words and phrases acquired through conversations, reading, and being read to, and responding to texts. CC.1.4.K.O Describe experiences and events. CC.1.4.K.P |
| 5-a 5-b 5-c | Imitates 5 different fine motor movements (e.g., pokes clay with index finger, a pincer grasp) Imitates the gross motor behavior of other children 2 times when prompted (e.g., running) Spontaneously imitates the behavior of others on 2 occasions (e.g., filling containers) | With prompting and support, ask and answer questions about unknown words in a text. CC.1.2.K.G Answers questions to describe the relationship between illustrations and the text in which they appear. CC.1.2.K.J Use words and phrases acquired through conversations, reading, and being read to, and responding to texts. CC.1.4.K.O Describe experiences and events. CC.1.4.K.P Recount a single event or several loosely linked events, and tell about the events in the order in which they occurred, and |
| 5-a 5-b 5-c | Imitates 5 different fine motor movements (e.g., pokes clay with index finger, a pincer grasp) Imitates the gross motor behavior of other children 2 times when prompted (e.g., running) Spontaneously imitates the behavior of others on 2 occasions (e.g., filling containers) | With prompting and support, ask and answer questions about unknown words in a text. CC.1.2.K.G Answers questions to describe the relationship between illustrations and the text in which they appear. CC.1.2.K.J Use words and phrases acquired through conversations, reading, and being read to, and responding to texts. CC.1.4.K.O Describe experiences and events. CC.1.4.K.P Recount a single event or several loosely linked events, and tell about the events in the order in which they occurred, and provide a reaction to what happened. CC.1.4.K.W |
| 5-a 5-b 5-c | Imitates 5 different fine motor movements (e.g., pokes clay with index finger, a pincer grasp) Imitates the gross motor behavior of other children 2 times when prompted (e.g., running) Spontaneously imitates the behavior of others on 2 occasions (e.g., filling containers) | With prompting and support, ask and answer questions about unknown words in a text. CC.1.2.K.G Answers questions to describe the relationship between illustrations and the text in which they appear. CC.1.2.K.J Use words and phrases acquired through conversations, reading, and being read to, and responding to texts. CC.1.4.K.O Describe experiences and events. CC.1.4.K.P Recount a single event or several loosely linked events, and tell about the events in the order in which they occurred, and provide a reaction to what happened. CC.1.4.K.W With guidance and support, recall information from experiences or gather information from provided sources to answer a |
| 5-a 5-b 5-c | Imitates 5 different fine motor movements (e.g., pokes clay with index finger, a pincer grasp) Imitates the gross motor behavior of other children 2 times when prompted (e.g., running) Spontaneously imitates the behavior of others on 2 occasions (e.g., filling containers) | With prompting and support, ask and answer questions about unknown words in a text. CC.1.2.K.G Answers questions to describe the relationship between illustrations and the text in which they appear. CC.1.2.K.J Use words and phrases acquired through conversations, reading, and being read to, and responding to texts. CC.1.4.K.O Describe experiences and events. CC.1.4.K.P Recount a single event or several loosely linked events, and tell about the events in the order in which they occurred, and provide a reaction to what happened. CC.1.4.K.W |
| 5-a 5-b 5-c | Imitates 5 different fine motor movements (e.g., pokes clay with index finger, a pincer grasp) Imitates the gross motor behavior of other children 2 times when prompted (e.g., running) Spontaneously imitates the behavior of others on 2 occasions (e.g., filling containers) | With prompting and support, ask and answer questions about unknown words in a text. CC.1.2.K.G Answers questions to describe the relationship between illustrations and the text in which they appear. CC.1.2.K.J Use words and phrases acquired through conversations, reading, and being read to, and responding to texts. CC.1.4.K.O Describe experiences and events. CC.1.4.K.P Recount a single event or several loosely linked events, and tell about the events in the order in which they occurred, and provide a reaction to what happened. CC.1.4.K.W With guidance and support, recall information from experiences or gather information from provided sources to answer a question. CC.1.5.K.D Share stories, familiar experiences, and interests speaking clearly enough to be understood by all audiences using appropriate |
| 5-a 5-b 5-c | Imitates 5 different fine motor movements (e.g., pokes clay with index finger, a pincer grasp) Imitates the gross motor behavior of other children 2 times when prompted (e.g., running) Spontaneously imitates the behavior of others on 2 occasions (e.g., filling containers) | With prompting and support, ask and answer questions about unknown words in a text. CC.1.2.K.G Answers questions to describe the relationship between illustrations and the text in which they appear. CC.1.2.K.J Use words and phrases acquired through conversations, reading, and being read to, and responding to texts. CC.1.4.K.O Describe experiences and events. CC.1.4.K.P Recount a single event or several loosely linked events, and tell about the events in the order in which they occurred, and provide a reaction to what happened. CC.1.4.K.W With guidance and support, recall information from experiences or gather information from provided sources to answer a question. CC.1.5.K.D Share stories, familiar experiences, and interests speaking clearly enough to be understood by all audiences using appropriate volume. |
| 5-a 5-b 5-c | Imitates 5 different fine motor movements (e.g., pokes clay with index finger, a pincer grasp) Imitates the gross motor behavior of other children 2 times when prompted (e.g., running) Spontaneously imitates the behavior of others on 2 occasions (e.g., filling containers) | With prompting and support, ask and answer questions about unknown words in a text. CC.1.2.K.G Answers questions to describe the relationship between illustrations and the text in which they appear. CC.1.2.K.J Use words and phrases acquired through conversations, reading, and being read to, and responding to texts. CC.1.4.K.O Describe experiences and events. CC.1.4.K.P Recount a single event or several loosely linked events, and tell about the events in the order in which they occurred, and provide a reaction to what happened. CC.1.4.K.W With guidance and support, recall information from experiences or gather information from provided sources to answer a question. CC.1.5.K.D Share stories, familiar experiences, and interests speaking clearly enough to be understood by all audiences using appropriate volume. CC.1.5.K.E |
| 5-a 5-b 5-c | Imitates 5 different fine motor movements (e.g., pokes clay with index finger, a pincer grasp) Imitates the gross motor behavior of other children 2 times when prompted (e.g., running) Spontaneously imitates the behavior of others on 2 occasions (e.g., filling containers) | With prompting and support, ask and answer questions about unknown words in a text. CC.1.2.K.G Answers questions to describe the relationship between illustrations and the text in which they appear. CC.1.2.K.J Use words and phrases acquired through conversations, reading, and being read to, and responding to texts. CC.1.4.K.O Describe experiences and events. CC.1.4.K.P Recount a single event or several loosely linked events, and tell about the events in the order in which they occurred, and provide a reaction to what happened. CC.1.4.K.W With guidance and support, recall information from experiences or gather information from provided sources to answer a question. CC.1.5.K.D Share stories, familiar experiences, and interests speaking clearly enough to be understood by all audiences using appropriate volume. CC.1.5.K.E Speak audibly and express thoughts, feelings, and ideas clearly. CC.2.1.K.A.2 |
| 5-a 5-b 5-c | Imitates 5 different fine motor movements (e.g., pokes clay with index finger, a pincer grasp) Imitates the gross motor behavior of other children 2 times when prompted (e.g., running) Spontaneously imitates the behavior of others on 2 occasions (e.g., filling containers) | With prompting and support, ask and answer questions about unknown words in a text. CC.1.2.K.G Answers questions to describe the relationship between illustrations and the text in which they appear. CC.1.2.K.J Use words and phrases acquired through conversations, reading, and being read to, and responding to texts. CC.1.4.K.O Describe experiences and events. CC.1.4.K.P Recount a single event or several loosely linked events, and tell about the events in the order in which they occurred, and provide a reaction to what happened. CC.1.4.K.W With guidance and support, recall information from experiences or gather information from provided sources to answer a question. CC.1.5.K.D Share stories, familiar experiences, and interests speaking clearly enough to be understood by all audiences using appropriate volume. CC.1.5.K.E Speak audibly and express thoughts, feelings, and ideas clearly. CC.2.1.K.A.2 Apply one-to-one correspondence to count the number of objects. |
| 5-a 5-b 5-c | Imitates 5 different fine motor movements (e.g., pokes clay with index finger, a pincer grasp) Imitates the gross motor behavior of other children 2 times when prompted (e.g., running) Spontaneously imitates the behavior of others on 2 occasions (e.g., filling containers) | With prompting and support, ask and answer questions about unknown words in a text. CC.1.2.K.G Answers questions to describe the relationship between illustrations and the text in which they appear. CC.1.2.K.J Use words and phrases acquired through conversations, reading, and being read to, and responding to texts. CC.1.4.K.O Describe experiences and events. CC.1.4.K.P Recount a single event or several loosely linked events, and tell about the events in the order in which they occurred, and provide a reaction to what happened. CC.1.4.K.W With guidance and support, recall information from experiences or gather information from provided sources to answer a question. CC.1.5.K.D Share stories, familiar experiences, and interests speaking clearly enough to be understood by all audiences using appropriate volume. CC.1.5.K.E Speak audibly and express thoughts, feelings, and ideas clearly. CC.2.1.K.A.2 Apply one-to-one correspondence to count the number of objects. CC.2.1.K.A.3 |
| 5-a 5-b 5-c | Imitates 5 different fine motor movements (e.g., pokes clay with index finger, a pincer grasp) Imitates the gross motor behavior of other children 2 times when prompted (e.g., running) Spontaneously imitates the behavior of others on 2 occasions (e.g., filling containers) | With prompting and support, ask and answer questions about unknown words in a text. CC.1.2.K.G Answers questions to describe the relationship between illustrations and the text in which they appear. CC.1.2.K.J Use words and phrases acquired through conversations, reading, and being read to, and responding to texts. CC.1.4.K.O Describe experiences and events. CC.1.4.K.P Recount a single event or several loosely linked events, and tell about the events in the order in which they occurred, and provide a reaction to what happened. CC.1.4.K.W With guidance and support, recall information from experiences or gather information from provided sources to answer a question. CC.1.5.K.D Share stories, familiar experiences, and interests speaking clearly enough to be understood by all audiences using appropriate volume. CC.1.5.K.E Speak audibly and express thoughts, feelings, and ideas clearly. CC.2.1.K.A.2 Apply one-to-one correspondence to count the number of objects. CC.2.1.K.A.3 Apply the concept of magnitude to compare numbers and quantities. CC.2.3.K.A.2 |
| 5-a 5-b 5-c | Imitates 5 different fine motor movements (e.g., pokes clay with index finger, a pincer grasp) Imitates the gross motor behavior of other children 2 times when prompted (e.g., running) Spontaneously imitates the behavior of others on 2 occasions (e.g., filling containers) | With prompting and support, ask and answer questions about unknown words in a text. CC.1.2.K.G Answers questions to describe the relationship between illustrations and the text in which they appear. CC.1.2.K.J Use words and phrases acquired through conversations, reading, and being read to, and responding to texts. CC.1.4.K.O Describe experiences and events. CC.1.4.K.P Recount a single event or several loosely linked events, and tell about the events in the order in which they occurred, and provide a reaction to what happened. CC.1.4.K.W With guidance and support, recall information from experiences or gather information from provided sources to answer a question. CC.1.5.K.D Share stories, familiar experiences, and interests speaking clearly enough to be understood by all audiences using appropriate volume. CC.1.5.K.E Speak audibly and express thoughts, feelings, and ideas clearly. CC.2.1.K.A.2 Apply one-to-one correspondence to count the number of objects. CC.2.1.K.A.3 Apply the concept of magnitude to compare numbers and quantities. |

| | 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.1.4.PK.P Record a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a | |
| 6-a | Imitates blowing 2 times (e.g., bubbles, candles, balloons) | reaction to what happened. CC.1.5.PK.C | |
| 6-b | Imitates 5 common gestures (e.g., shrugging shoulders, thumbs up, finger to closed lips) | Ask and answer questions in order to seek help, get information, or clarify something that is not understood. | |
| 6-c | Imitates turning a page in a book | | |
| 6-d | Imitates 5 actions with a specific object selected from an array of 2 (e.g., imitates hugging puppy from an array of a doll and a puppy) | | |
| 6-е | Imitates pulling 5 different items apart (e.g., Duplos, Kid K'Nex, lids on containers) | | |
| 7-M | Imitates 20 different fine motor actions when prompted, Do this (e.g., wiggling fingers, pinching, making a fist, making a butterfly) | CC.1.1.K.D Know and apply grade level phonics and word analysis skills in decoding words. | |
| 7-a | Imitates 3 play behaviors in the natural environment (e.g., pushing a car down a ramp) | Demonstrate basic knowledge of one-to-one letter-sound correspondence. A principle of the first of the | |
| 7-b | Imitates 5 two-step behaviors (e.g., touch head and touch shoulders) | Associate the long and short sounds with common spellings for the five major vowels. Read grade level high-frequency sight words with automaticity. | |
| 7-c | Spontaneously imitates a behavior observed on a TV or video (e.g., dancing, hopping) | Distinguish between similarly spelled words by identifying the sounds of the letters that differ. | |
| 7-d | Imitates 5 facial expressions (e.g., kissing, opening mouth, shutting eyes, scrunching nose) | CC.1.4.K.P | |
| 7-е | Maintains a newly acquired imitative behavior after 24 hours without training | Recount a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. | |
| 7-f | Imitates a new behavior correctly on the first trial | CC.1.5.K.C | |
| 7-g | Imitates 5 examples of finger play (e.g., pretend walking on two fingers, finger dancing) | Ask and answer questions in order to seek help, get information, or clarify something that is not understood. | |
| 8-M | Imitates 10 different three-component sequences of actions when prompted, Do this (e.g., clapping, jumping, touching toes; pick up a doll, place her in a crib and rock the crib) | CC.1.2.K.A With prompting and support, identify the main idea and retell key details of text. CC.1.4.K.W | |
| 8-a | Imitates 5 actions in a 10-second fluency test | With guidance and support, recall information from experiences or gather information from provided sources to answer a | |
| 8-b | Imitates drawing a circle on 2 occasions | question. | |
| 8-c | Imitates 5 pretend play activities (e.g., a monster, pouring tea, shooting spider webs) | CC.1.5.K.C Ask and answer questions in order to seek help, get information, or clarify something that is not understood. | |
| 8-d | Spontaneously imitates 5 fine motor arts and crafts activities (e.g., cutting, pasting, drawing) | | |
| 8-e | Acquires 5 new listener skills through transfer of control from imitation to listener (e.g., the child learns to cast a toy fishing pole by first being shown how, then told how) | | |
| 8-f | Imitates other children during daily activities on 2 occasions (e.g., lining up, pulling a wagon) | | |
| 8-g | Repeats a fun behavior previously observed (delayed imitation) (e.g., squirting water) | | |
| 9-M | Spontaneously imitates 5 functional skills in the natural environment (e.g., eating with a spoon, putting on a coat, removing shoes) | CC.1.4.K.P Recount a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. | |
| 9-a | Imitates a socio-dramatic play activity modeled by peers on 2 occasions | CC.1.4.K.W | |
| 9-b | Spontaneously imitates 5 behaviors in a group activity (e.g., sits when other children sit) | With guidance and support, recall information from experiences or gather information from provided sources to answer a | |
| 9-c | Imitates 10 two-component actions (e.g., pretend pouring and drinking) | question. CC.1.5.K.C | |
| 9-d | Imitates the same behavior going fast and slow for 5 behaviors (e.g., arms up fast then slow) | Ask and answer questions in order to seek help, get information, or clarify something that is not understood. | |
| 10-M | Imitates (or attempts to with approximations) any novel motor action modeled by an adult with and without objects (i.e., a "generalized imitative repertoire") | CC.1.4.K.O Describe experiences and events. CC.1.4.K.P | |
| 10-a | Imitates building items or the construction of a toy set (e.g., Legos, a train set, Lincoln Logs) | Recount a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a | |

| 10-b | Imitates 5 sequences of multi-step functional self-care skills (e.g., brushing teeth, washing face, putting on shoes) | reaction to what happened. |
|------|---|--|
| 10-c | Imitates 5 functional activities of daily living skills (e.g., setting the table, sweeping the floor) | CC.1.5.K.D Share stories, familiar experiences, and interests speaking clearly enough to be understood by all audiences using appropriate |
| 10-d | Demonstrates delayed imitation of adult behavior in pretend play (e.g., driving a car, typing) | volume. |
| 10-e | Imitates 50 different motor behaviors on command | CC.1.5.K.E Speak audibly and express thoughts, feelings, and ideas clearly. |

| | ECHOIC LEVEL 1 | |
|--------|--|--|
| CI 'II | | |
| Skill | VB-MAPP Milestones & Supporting Skills | PA Core Standards |
| | Intentionally left blank | CC.1.5.K.D Shore staries familiar experiences and interests appelling alegaly arrayable has an devete ad by all audiences using appropriate |
| | | Share stories, familiar experiences, and interests, speaking clearly enough to be understood by all audiences using appropriate volume. |
| | | CC.1.5.K.E |
| | | Speak audibly and express thoughts, feelings, and ideas clearly. |
| | | CC.1.5.K.G Demonstrate command of the conventions of standard English when speaking based on kindergarten level and content. |

| | ECHOIC LEVEL: | |
|-------|--|--|
| Skill | VB-MAPP Milestones & Supporting Skills | PA Core Standards |
| | Intentionally left blank | CC.1.5.K.D Share stories, familiar experiences, and interests, speaking clearly enough to be understood by all audiences using appropriate volume. CC.1.5.K.E Speak audibly and express thoughts, feelings, and ideas clearly. CC.1.5.K.G Demonstrate command of the conventions of standard English when speaking based on kindergarten level and content. |

| SPONTANEOUS VOCAL BEHAVIOR | | |
|----------------------------|--|---|
| LEVEL 1 | | |
| Skill | VB-MAPP Milestones & Supporting Skills | PA Core Standards |
| 5-M | Spontaneously vocalizes 15 whole word phrases with appropriate intonation and rhythm | CC.1.4.K.O Describe experiences and events. CC.1.4.K.P Recount a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. CC.1.4.K.W With guidance and support, recall information from experiences or gather information from provided sources to answer a |

| question. |
|--|
| ČC.1.5.K.D |
| Share stories, familiar experiences, and interests speaking clearly enough to be understood by all audiences using appropriate |
| volume. |
| CC.1.5.K.E |
| Speak audibly and express thoughts, feelings, and ideas clearly. |

| | 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.1.5.K.C Ask and answer questions in order to seek help, get information, or clarify something that is not understood. | |
| 6-a | Selects an animal from an array of 3 for 5 different sounds made by animals (e.g., Meow says a) | | |
| 6-b | Selects an object from an array of 3 for 5 different sounds made by objects (e.g., Toot, toot goes the) | | |
| 6-c | Selects an item from an array of 3 for 5 different song fill-ins corresponding with the items (e.g., The wheels on the) | | |
| 7-M | Selects the correct item from an array of 8 for 25 different LRFFC fill-in statements of any type (e.g., You sit on a) | CC.1.4.K.V Participate in individual or shared research projects on a topic of interest. CC.1.5.K.C | |
| 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) | Ask and answer questions in order to seek help, get information, or clarify something that is not understood. | |
| 7-b | Selects an item from an array of 5 for 5 different spoken associated sets of words (e.g., Shoes and) | | |
| 7-c | Reverses 5 previously acquired associations in an LRFFC format (e.g., Shoes and, Socks and) | | |
| 7-d | Generalizes 10 known LRFFC responses to different tones of voice, volumes, prosody, etc. | | |
| 7-е | Generalizes 10 known LRFFC responses to new carrier phrases without training (e.g., Let's sit on aTime to sit on a) | | |
| 7-f | Generalizes 10 known LRFFC responses to 2 different pictures or objects (e.g., two different shoes) | | |
| 8-M | Selects the correct item from an array of 10 (or from a book) for 25 different verb-noun what, which, or who questions (e.g., What do you ride? Which one barks? Who can hop?) | CC.1.2.K.B With prompting and support, answer questions about key details in a text. CC.1.2.K.I | |
| 8-a | Selects an item from an array of 8 for 10 fill-in function statements (e.g., You draw with a) | With prompting and support, identify basic similarities and differences between two texts (read or read aloud) on the same topic. | |
| 8-b | Selects an item from an array of 8 for 10 fill-in feature statements (e.g., You find wheels on a) | CC.1.2.K.L | |
| 8-c | Selects an item from an array of 8 for 10 fill-in class statements (e.g., A kind of animal is a) | Actively engage in group reading activities with purpose and understanding. CC.1.3.K.E | |
| 8-d | Selects an item from an array of 8 for 10 different what questions (e.g., What do you eat?) | Recognize common types of text. | |
| 8-e | Selects an item from an array of 8 for 10 different what questions (e.g., which one flies?) | CC.1.3.K.H Compare and contrast the adventures and experiences of characters in familiar stories. | |
| 8-f | Selects an item from an array of 8 for 10 different which questions (e.g., Who builds a nest?) | CC.1.3.PK.K | |
| | | With prompting and support, actively engage in group reading activities with purpose and understanding. | |
| | | CC.1.4.K.D Make logical connections between drawing and dictation/writing. | |
| | | CC.1.4.K.N | |
| | | Establish "who" and "what" the narrative will be about. | |
| | | CC.1.4.K.T With guidance and support from adults and peers, respond to questions and suggestions from peers, and add details to strengthen | |
| | | writing as needed. | |
| | | CC.1.4.K.V | |
| | | Participate in individual or shared research projects on a topic of interest. CC.1.5.K.C | |
| | | Ask and answer questions in order to seek help, get information, or clarify something that is not understood. | |
| 9-M | Selects an item given 3 different verbal statements about each item when independently presented (e.g., Find an | CC.1.2.PK.I | |

| | animal. What barks? What has paws?) for 25 items | With prompting and support, identify basic similarities and differences between two texts read aloud on the same topic. |
|------|---|---|
| 9-a | Demonstrates LRFFC class generalization with 5 examples (e.g., 5 different animals) for 10 classes | CC.1.3.K.H Compare and contrast the adventures and experiences of characters in familiar stories. |
| 9-b | Emits 10 known LRFFC responses in an array of 10 in less than 1 minute (fluency) | CC.1.4.K.D |
| 9-c | Selects an item given 2 different verbal statements about each item when independently presented (e.g., Find a food. | Make logical connections between drawing and dictation/writing. |
| | What do you eat?) for 10 different items | CC.1.5.K.C Ask and answer questions in order to seek help, get information, or clarify something that is not understood. |
| 9-d | Selects an item from an array of 10 for 10 different LRFFC where questions (e.g., Where do you find the milk?) | |
| 9-е | Demonstrates 10 LRFFC responses in the natural environment | |
| | | |
| 10-M | Spontaneously tacts the item on 50% of the LRFFC trials (e.g., says Dog given the verbal statement Find an | CC.1.2.K.L |
| | animal and a visual array containing a picture of a dog) | Actively engage in group reading activities with purpose and understanding — CC.1.3.K.E |
| 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 | Recognize common types of text. |
| | items | CC.1.4.K.D |
| 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 | Make logical connections between drawing and dictation/writing. CC.1.5.K.C |
| 10-с | Demonstrates 5 untrained LRFFC responses in the natural environment | Ask and answer questions in order to seek help, get information, or clarify something that is not understood. |
| 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.) | |
| | | |

| | 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.1.1.K.D Know and apply grade level phonics and word analysis skills in decoding words. | |
| 11-a | Selects 2 members of a class (e.g., Find two body parts.) from an array of 10, for 25 classes | Demonstrate basic knowledge of one-to-one letter-sound correspondence. Associate the long and short sounds with common spellings for the five major vowels. | |
| 11-b | Selects 50 items from a book given any type of LRFFC task | Read grade level high-frequency sight words with automaticity. | |
| 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 | Distinguish between similarly spelled words by identifying the sounds of the letters that differ. CC.1.5.K.C Ask and answer questions in order to seek help, get information, or clarify something that is not understood. | |
| 11-d | Demonstrates 200 different LRFFC response, tested or obtained from an accumulated list of known responses | Ask and answer questions in order to seek help, get information, or clarify something that is not understood. | |
| 11-е | 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.K.B With prompting and support, answer questions about key details in a text. CC.1.2.K.I | |
| 12-a | Selects an item from an array of 10 given a color and class (e.g., a yellow animal) for 25 items | With prompting and support, identify basic similarities and differences between two texts (read or read aloud) on the same topic. | |
| 12-b | Selects an item from an array of 10 given a shape and class (e.g., a round food) for 25 items | CC.1.3.K.H | |
| 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.) | Compare and contrast the adventures and experiences of characters in familiar stories. CC.1.4.K.D Make logical connections between drawing and dictation/writing. | |
| 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?) | CC.1.5.K.B Ask and answer questions about key details in a text read aloud or information presented orally or through other media. CC.1.5.K.C | |
| 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 | Ask and answer questions in order to seek help, get information, or clarify something that is not understood. | |

| | it spaghetti) for 25 LRFFC tasks | |
|--------------|--|---|
| 12-f | Selects an item from an array of 10 given any adjective (but not color or shape) and a feature (e.g., It's soft and has ears rabbit) for 25 LRFFC tasks | |
| 12 M | Calcata itana from a magain a bash an in the natural anning man and based an 2 marked common and (a a mark | CC.1.2.K.B |
| 13-M | Selects items from a page in a book or in the natural environment based on 3 verbal components (e.g. verb, adjective, preposition, pronoun), for 25 WH-question LRFFC tasks (e.g. Which fruit grows on trees?) | With prompting and support, answer questions about key details in a text. |
| 13-a | Selects an item from a book after being read a short passage (10+ words) and given an LRFFC question (e.g., Who blew the house down?) | CC.1.2.K.I With prompting and support, identify basic similarities and differences between two texts (read or read aloud) on the same topic. CC.1.2.K.L |
| 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 | Actively engage in group reading activities with purpose and understanding. CC.1.3.K.H |
| 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 | Compare and contrast the adventures and experiences of characters in familiar stories. |
| 13-d | Selects an item from an array of 10 given an adverb and any LRFFC question (e.g., Which animal runs fast?) for 25 items | CC.1.3.K.K Actively engage in group reading activities with purpose and understanding. |
| 13-е | Selects 10 community helpers from a book when asked what they do (e.g., Who helps you when you are sick?) | CC.1.4.K.D |
| 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?) | Make logical connections between drawing and dictation/writing. |
| | for 25 sets | CC.1.4.K.T With guidance and support from adults and peers, respond to questions and suggestions from peers, and add details to strengthen |
| 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 | writing as needed. |
| 10.1 | locations | CC.1.5.K.B Ask and answer questions about key details in a text read aloud or information presented orally or through other media. |
| 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.) | |
| 14-M | Colores the connect items from a healt on the natural environment sixon 4 different notating I DEEC questions | CC.1.2.K.B |
| 14-1/1 | Selects the correct items from a book or the natural environment given 4 different rotating LRFFC questions about a single topic (Where does the cow live? What does the cow eat? Who milks the cow?) for 25 different topics | With prompting and support, answer questions about key details in a text. |
| 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 | CC.1.2.K.C With prompting and support, make a connection between two individual, events, ideas, or pieces of 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.K.I |
| 14-c | Selects an item from a book given a how question (e.g., How do you get to school?) for 10 items | With prompting and support, identify basic similarities and differences between two texts (read or read aloud) on the same topic. CC.1.2.K.L |
| 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- | Actively engage in group reading activities with purpose and understanding. |
| | preposition combinations | CC.1.3.K.B |
| 14-е | 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 | Answer questions about key details in a text. CC.1.3.K.C |
| 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 | With prompting and support, identify characters, settings, and major events in a story. |
| | without wings) for 25 items | CC.1.3.K.H Compare and contrast the adventures and experiences of characters in familiar stories. |
| | | CC.1.3.K.K |
| | | Actively engage in group reading activities with purpose and understanding. CC.1.4.K.D |
| | | Make logical connections between drawing and dictation/writing. |
| | | CC.1.4.K.M Use a combination of drawing, dictating, and writing to compose narratives that describe real or imagined experiences or events. |
| | | CC.1.4.K.T |
| | | With guidance and support from adults and peers, respond to questions and suggestions from peers, and add details to strengthen writing as needed. |
| | | CC.1.5.K.B |
| 15.35 | | Ask and answer questions about key details in a text read aloud or information presented orally or through other media. |
| 15-M | Demonstrates 1000 different LRFFC responses, tested or obtained from an accumulated list of known responses Selects an item from an array of 10 relating to past events (e.g., Where did you go yesterday?) for 5 events | CC.1.1.K.D Know and apply grade level phonics and word analysis skills in decoding words. |
| 15-a 15-b | Selects an item from an array of 10 relating to past events (e.g., where did you go yesterday?) for 5 events Selects an item relating to future events (e.g., What's happening tomorrow?) for 5 events | Demonstrate basic knowledge of one-to-one letter-sound correspondence. |
| 15-b | 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 | Associate the long and short sounds with common spellings for the five major vowels. Pand grade lovel high frequency gight words with outcomedicity. |
| 13-0 | can't fly?) | Read grade level high-frequency sight words with automaticity. Distinguish between similarly spelled words by identifying the sounds of the letters that differ. |
| 15-d | Selects an item from an array of 10 when asked Which one is not? in an LRFFC format (e.g., Which one is not a musical | CC.1.2.K.I |
| 15 0 | instrument?) for 25 functions, features, or classes | With prompting and support, identify basic similarities and differences between two texts (read or read aloud) on the same topic. CC.1.2.K.L |
| 15-е | Selects items from a page in a book or in the natural environment based on 4 verbal components (e.g., verb, adjective, | Actively engage in group reading activities with purpose and understanding. |
| | To the first and | |

| preposition, pronoun) for 25 LRFFC tasks (e.g., Whose bed did Goldilocks sleep in?) | CC.1.3.K.H |
|---|---|
| | Compare and contrast the adventures and experiences of characters in familiar stories. |
| | CC.1.3.K.K |
| | Actively engage in group reading activities with purpose and understanding CC.1.4.PK.D |
| | With prompting and support, make logical connections between drawing and dictation. |
| | CC.1.4.K.T |
| | With guidance and support from adults and peers, respond to questions and suggestions from peers, and add details to strengthen |
| | writing as needed. |
| | CC.1.5.K.B |
| | Ask and answer questions about key details in a text read aloud or information presented orally or through other media. |

| | INTRAVERBAL LEVEL 2 | | |
|---------------------|---|---|--|
| Skill | VB-MAPP Milestones & Supporting Skills | PA Core Standards | |
| 6-M 6-a 6-b 6-c 6-d | 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) Provides the sound made by 2 animals or objects (e.g., A dog says A horn goes) Gives 2 animal names when given the sounds they make (e.g., Meow says a) Completes 5 different song fill-ins (e.g., The wheels on the Twinkle, twinkle little) Completes 2 different verbal fill-ins involving fun activities (e.g., Peek-a Ready, set) | CC.1.1.K.B Demonstrate understanding of the organization and basic features of print. Follow words left to right, top to bottom, and page by page. Recognize that spoken words are represented in written language by specific sequences of letters. Understand that words are separated by spaces in print. Recognize and name all upper and lower case letters of the alphabet. CC.1.1.K.C Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Recognize and produce rhyming words. Recognize and produce rhyming words. Recognize and pronunce, blend, and segment syllables in spoken words. Blend and segment onsets and rimes of single-syllable spoken words. Isolate and pronounce the initial, medial vowel, and final sound (phonemes) in the three-phoneme (CVC) words. CC.1.1.K.D Know and apply grade level phonics and word analysis skills in decoding words. Pemonstrate basic knowledge of one-to-one letter-sound correspondence. Associate the long and short sounds with common spellings for the five major vowels. Read grade level high-frequency sight words with automaticity. Distinguish between similarly spelled words by identifying the sounds of the letters that differ. CC.1.2.K.C With prompting and support, answer questions about key details in a text. CC.1.2.K.C With prompting and support, make a connection between two individual, events, ideas, or pieces of information in a text. CC.1.4.K.M Use a combination of drawing, dictating, and writing to compose narratives that describe real or imagined experiences or events. CC.1.4.K.A Participate in individual or shared research projects on a topic of interest. CC.1.5.K.A Participate in individual or shared research projects on a topic of interest. CC.2.1.K.A.1 Know number names and write and recite the count sequence. | |
| 7-M | Provides first name when asked, What is your name? (T) 8-a Completes 2 eat and 2 drink classification fill-ins (e.g., You eat You drink) | CC.1.2.K.C With prompting and support, make a connection between two individual, events, ideas, or pieces of information in a text. | |
| 7-a | Completes 5 different in-context fill-ins (e.g., You sleep in your while at his bed) | CC.1.2.K.I With prompting and support, identify basic similarities and differences between two texts (read or read aloud) on the same topic. | |
| 7-b | Correctly responds to 5 in-context fill-ins when they are reversed (e.g., In your bed you go to) | CC.1.2.K.L Actively engage in group reading activities with purpose and understanding. | |
| 7-с | Completes 5 different out of context fill-in-the-blank phrases (e.g., You wash your) | CC.1.3.K.H | |
| 7-d | Generalizes 10 known intraverbal responses to a different adult and setting | Compare and contrast the adventures and experiences of characters in familiar stories. CC.1.3.K.K Actively engage in group reading activities with purpose and understanding. | |

| | | CC.1.4.K.C |
|-----|---|---|
| | | With prompting and support, generate ideas and details to convey information that relates to the chosen topic. CC.1.4.K.D |
| | | Make logical connections between drawing and dictation/writing. |
| | | CC.1.4.K.M |
| | | Use a combination of drawing, dictating, and writing to compose narratives that describe real or imagined experiences or events. |
| | | CC.1.4.K.T |
| | | With guidance and support from adults and peers, respond to questions and suggestions from peers, and add details to strengthen |
| | | writing as needed. |
| 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.K.B |
| 8-a | Completes 2 eat and 2 drink classification fill-ins (e.g., You eat You drink) | Demonstrate understanding of the organization and basic features of print. |
| 8-b | Completes 5 different noun-noun association fill-in-the-blank phrases (e.g., mommy and) | Follow words left to right, top to bottom, and page by page. |
| | | Recognize that spoken words are represented in written language by specific sequences of letters. |
| 8-c | Completes 5 song fill-ins with 2 or more words (e.g., Old McDonald had a farm) | Understand that words are separated by spaces in print. Provided the separated by spaces in print. |
| 8-d | Generalizes 10 intraverbal responses to new carrier phrases (e.g., We bounce a Let's bounce a) | Recognize and name all upper and lower case letters of the alphabet. CC.1.1.K.C |
| | | Demonstrate understanding of spoken words, syllables, and sounds (phonemes). |
| | | Recognize and produce rhyming words. |
| | | Count, pronounce, blend, and segment syllables in spoken words. |
| | | Blend and segment onsets and rimes of single-syllable spoken words. |
| | | Isolate and pronounce the initial, medial vowel, and final sound (phonemes) in the three-phoneme (CVC) words. |
| | | CC.1.1.K.D |
| | | Know and apply grade level phonics and word analysis skills in decoding words. |
| | | Demonstrate basic knowledge of one-to-one letter-sound correspondence. |
| | | Associate the long and short sounds with common spellings for the five major vowels. |
| | | Read grade level high-frequency sight words with automaticity. |
| | | Distinguish between similarly spelled words by identifying the sounds of the letters that differ. |
| | | CC.1.2.K.A |
| | | With prompting and support, identify the main idea and retell key details of text. |
| | | CC.1.2.K.B |
| | | With prompting and support, answer questions about key details in a text. |
| | | CC.1.2.K.I |
| | | With prompting and support, identify basic similarities and differences between two texts (read or read aloud) on the same topic. |
| | | CC.1.3.K.A |
| | | With prompting and support, retell familiar stories including key details. CC.1.3.K.B |
| | | Answer questions about key details in a text. |
| | | CC.1.3.K.C |
| | | With prompting and support, identify characters, settings, and major events in a story. |
| | | CC.1.3.K.D |
| | | Name the author and illustrator of a story and define the role of each in telling the story. |
| | | CC.1.3.K.E |
| | | Recognize common types of text. |
| | | CC.1.3.K.G Make comparisons between the illustrations and the text in a sterry (read or read cloud) |
| | | Make connections between the illustrations and the text in a story (read or read aloud). CC.1.3.K.H |
| | | Compare and contrast the adventures and experiences of characters in familiar stories. |
| | | CC.1.4.K.D |
| | | Make logical connections between drawing and dictation/writing. |
| | | CC.1.4.K.V |
| | | Participate in individual or shared research projects on a topic of interest. |
| | | CC.1.4.K.W |
| | | With guidance and support, recall information from experiences or gather information from provided sources to answer a |
| | | question. CC.1.5.K.A |
| | | Participate in collaborative conversations with peers and adults in small and larger groups. |
| | | CC.1.5.K.B |
| | | Ask and answer questions about key details in a text read aloud or information presented orally or through other media. |
| | | CC.1.5.K.G |
| | | Demonstrate command of the conventions of standard English when speaking based on kindergarten level and content. |
| | | |

| | Answers 25 different what questions (e.g., What do you brush?) | CC.1.2.K.A |
|------|--|---|
| 9-a | Completes 10 different verb-noun fill-in-the-blank phrases (e.g., You ride the You play in) | With prompting and support, identify the main idea and retell key details of text. CC.1.2.K.B |
| 9-b | Spontaneously emits (no additional verbal prompts) 2 intraverbal responses | With prompting and support, answer questions about key details in a text. |
| 9-c | Answers 10 different what questions with a verb as the primary SD (e.g., What do you brush?) | CC.1.2.K.F |
| 9-d | Answers 10 different what questions with a noun as the primary SD (e.g., What's in the barn?) | With prompting and support, ask and answer questions about unknown words in a text. CC.1.2.K.G |
| 9-е | When asked What do you eat (or drink)? provides 2 or more members of each category | Answers questions to describe the relationship between illustrations and the text in which they appear. |
| 9-f | Provides 5 novel responses to previously acquired questions (response generalization) (e.g., when asked to name an | CC.1.2.K.I With promoting and support identify basis similarities and differences between two tayts (read or read slevel) on the same tagis |
| | animal the child answers bear for the first time without receiving training on bear) | With prompting and support, identify basic similarities and differences between two texts (read or read aloud) on the same topic. CC.1.2.K.K |
| | | Determine or clarify the meaning of unknown or multiple meaning words and phrases based upon grade level reading and |
| | | content. CC.1.2.K.L |
| | | Actively engage in group reading activities with purpose and understanding. |
| | | CC.1.3.K.A |
| | | With prompting and support, retell familiar stories including key details. CC.1.3.K.B |
| | | Answer questions about key details in a text. |
| | | CC.1.3.K.C |
| | | With prompting and support, identify characters, settings, and major events in a story. CC.1.3.K.D |
| | | Name the author and illustrator of a story and define the role of each in telling the story. |
| | | CC.1.3.K.E |
| | | Recognize common types of text. CC.1.3.K.F |
| | | Ask and answer questions about unknown words in a text. |
| | | CC.1.3.K.G Make connections between the illustrations and the text in a story (read or read aloud). |
| | | CC.1.3.K.H |
| | | Compare and contrast the adventures and experiences of characters in familiar stories. |
| | | CC.1.3.K.K Actively engage in group reading activities with purpose and understanding. |
| | | CC.1.4.K.D |
| | | Make logical connections between drawing and dictation/writing. |
| | | CC.1.4.K.O Describe experiences and events. |
| | | CC.1.4.K.P |
| | | Recount a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a |
| | | reaction to what happened. CC.1.4.K.T |
| | | With guidance and support from adults and peers, respond to questions and suggestions from peers, and add details to strengthen |
| | | writing as needed. CC.1.4.K.V |
| | | Participate in individual or shared research projects on a topic of interest. |
| | | CC.1.4.K.W |
| | | With guidance and support, recall information from experiences or gather information from provided sources to answer a question. |
| | | ČC.1.5.K.A |
| | | Participate in collaborative conversations with peers and adults in small and larger groups. CC.1.5.K.B |
| | | Ask and answer questions about key details in a text read aloud or information presented orally or through other media. |
| | | CC.1.5.K.D |
| | | Share stories, familiar experiences, and interests speaking clearly enough to be understood by all audiences using appropriate volume. |
| | | CC.1.5.K.E |
| | | Speak audibly and express thoughts, feelings, and ideas clearly. |
| 10-M | Answers 25 different who or where questions (e.g., Whose your friend? Where is your pillow?) | CC.1.2.K.A With prompting and support, identify the main idea and retell key details of text. |
| 10-a | Answers 5 different where questions (e.g., Where are your videos?). | CC.1.2.K.B |
| 10-b | Answers 5 different who questions (e.g., Who is your teacher?) | With prompting and support, answer questions about key details in a text. |

| 10-с | Demonstrates 2 untrained intraverbal responses (e.g., responds flower when someone says daisy) | CC.1.2.K.F |
|------|--|---|
| 10-d | Answers 10 different class questions (e.g., What animals do you like? What toys do you like?) | With prompting and support, ask and answer questions about unknown words in a 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.K.G |
| | | Answers questions to describe the relationship between illustrations and the text in which they appear. CC.1.2.K.I |
| 10-f | Answers 10 different function questions (e.g., What do you do with a toothbrush?) | With prompting and support, identify basic similarities and differences between two texts (read or read aloud) on the same topic. |
| 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.K.K |
| | | Determine or clarify the meaning of unknown or multiple meaning words and phrases based upon grade level reading and |
| | | content. CC.1.2.K.L |
| | | Actively engage in group reading activities with purpose and understanding. |
| | | CC.1.3.K.A |
| | | With prompting and support, retell familiar stories including key details. |
| | | CC.1.3.K.B |
| | | Answer questions about key details in a text. |
| | | CC.1.3.K.C With prompting and support, identify characters, settings, and major events in a story. |
| | | CC.1.3.K.D |
| | | Name the author and illustrator of a story and define the role of each in telling the story. |
| | | CC.1.3.K.E |
| | | Recognize common types of text. |
| | | CC.1.3.K.F Ask and answer questions about unknown words in a text. |
| | | CC.1.3.K.G |
| | | Make connections between the illustrations and the text in a story (read or read aloud). |
| | | CC.1.3.K.H |
| | | Compare and contrast the adventures and experiences of characters in familiar stories. CC.1.3.K.I |
| | | Determine or clarify the meaning of unknown or multiple meaning words and phrases based upon grade level reading and |
| | | content. |
| | | CC.1.3.K.K |
| | | Actively engage in group reading activities with purpose and understanding. |
| | | CC.1.4.K.D Make logical connections between drawing and dictation/writing. |
| | | CC.1.4.K.O |
| | | Describe experiences and events. |
| | | CC.1.4.K.P |
| | | Recount a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a |
| | | reaction to what happened. CC.1.4.K.T |
| | | With guidance and support from adults and peers, respond to questions and suggestions from peers, and add details to strengthen |
| | | writing as needed. |
| | | CC.1.4.K.V |
| | | Participate in individual or shared research projects on a topic of interest. CC.1.4.K.W |
| | | With guidance and support, recall information from experiences or gather information from provided sources to answer a |
| | | question. |
| | | CC.1.5.K.A |
| | | Participate in collaborative conversations with peers and adults in small and larger groups. |
| | | CC.1.5.K.B Ask and answer questions shout key details in a text read sloud or information presented erally or through other media |
| | | Ask and answer questions about key details in a text read aloud or information presented orally or through other media. CC.1.5.K.D |
| | | Share stories, familiar experiences, and interests speaking clearly enough to be understood by all audiences using appropriate |
| | | volume. |
| | | CC.1.5.K.E |
| | | Speak audibly and express thoughts, feelings, and ideas clearly. |

INTRAVERBAL

| | LEVEL 3 | |
|--|--|---|
| Skill | VB-MAPP Milestones & Supporting Skills | PA Core Standards |
| 11-M 11-a 11-b 11-c 11-d 11-e 11-f 11-g 11-h | 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!) Completes 10 two-component (noun-verb) fill-ins (e.g., For breakfast you eat For lunch you eat) Answers 25 two-component where questions (e.g., Where do you find the milk? Where's your wagon?) Answers 25 two-component who questions (e.g., Who takes you to school? Who do you play with?) Answers 25 what questions involving function (e.g., What do you do with crayons?) Answers 25 what questions when given the function (e.g., What gets you clean?) Demonstrates 10 untrained intraverbals (e.g., retells what happened in a video without any specific training) Demonstrates 5 new intraverbals with just tact training (e.g., tact of computerDaddy has a computer.) Answers I don't know to questions that the child cannot answer | CC.1.2.K.C With prompting and support, make a connection between two individual, events, ideas, or pieces of information in a text. CC.1.2.K.I With prompting and support, identify basic similarities and differences between two texts (read or read aloud) on the same topic. CC.1.2.K.L Actively engage in group reading activities with purpose and understanding. CC.1.3.K.H Compare and contrast the adventures and experiences of characters in familiar stories. CC.1.3.K.K Actively engage in group reading activities with purpose and understanding. CC.1.4.K.D Make logical connections between drawing and dictation/writing. CC.1.4.K.M Use a combination of drawing, dictating, and writing to compose narratives that describe real or imagined experiences or events. CC.1.4.K.N Establish "who" and "what" the narrative will be about. CC.1.4.K.T With guidance and support from adults and peers, respond to questions and suggestions from peers, and add details to strengthen writing as needed. CC.1.4.K.V |
| 12-M | Demonstrates 300 different intraverbal responses, tested or obtained from an accumulated list of known intraverbals | Participate in individual or shared research projects on a topic of interest. CC.1.2.K.A With prompting and support, identify the main idea and retell key details of text. |
| 12-a 12-b 12-c 12-d 12-e 12-f 12-g | Provides at least 3 members of 10 classes (e.g., What do you see on a playground?) Answers 25 multiple choice questions (e.g., Does a fish live in the water or in trees?) Provides 10 categories when given several members (e.g., a horse, cow, and pig are all) Provides the name of 25 items when given a specific feature (e.g., What has wheels?) Provides 2 features of 10 items when given their names (e.g., What's on a fire truck?) Provides an answer to 3 emotion questions (e.g., What makes you sad? What makes you happy?) Provides at least 25 3+ word responses to questions (e.g., when asked What do you like to play? the child responds I like to play with cars) | CC.1.2.K.B With prompting and support, answer questions about key details in a text. CC.1.2.K.C With prompting and support, make a connection between two individual, events, ideas, or pieces of information in a text. CC.1.2.K.I With prompting and support, identify basic similarities and differences between two texts (read or read aloud) on the same CC.1.2.K.L Actively engage in group reading activities with purpose and understanding. CC.1.3.K.A |

| | | writing as needed. |
|---------|--|---|
| | | |
| | | CC.1.4.K.W With guidance and support, recall information from experiences or gather information from provided sources to answer a |
| | | question. |
| | | CC.1.5.K.A |
| | | Participate in collaborative conversations with peers and adults in small and larger groups. |
| | | CC.1.5.K.D Share stories, familiar experiences, and interests speaking clearly enough to be understood by all audiences using appropriate |
| | | volume. |
| | | CC.1.5.K.E |
| | | Speak audibly and express thoughts, feelings, and ideas clearly. |
| 13-M A | Answers 2 questions after being read short passages (15+ words) from books, for 25 passages (e.g., Who blew the | CC.1.2.K.A |
| he | nouse down?) | With prompting and support, identify the main idea and retell key details of text. |
| | Answers 25 questions with yes or no (e.g., Is a shoe good to eat?) | CC.1.2.K.B With prompting and support, answer questions about key details in a text. |
| | Describes 5 locations not in view (e.g., Tell me about your bedroom?) | CC.1.2.K.C |
| | Answers 25 intraverbal questions involving adjectives (e.g., Can you tell me a big animal?) | With prompting and support, make a connection between two individual, events, ideas, or pieces of information in a text. |
| | | CC.1.2.K.I |
| | Answers a question about a single sentence just read, for 10 sentences | With prompting and support, identify basic similarities and differences between two texts (read or read aloud) on the same topic. CC.1.2.K.J |
| | Correctly answers the question How old are you? | Use words and phrases acquired through conversations, reading, and being read to, and responding to texts. |
| | Answers 2 time questions with general responses (e.g., What time do you go to bed?at nighttime) | CC.1.2.K.L |
| 13-g Co | Completes a story sequence for 5 stories (e.g., Then what happened to the three little pigs?) | Actively engage in group reading activities with purpose and understanding. |
| 13-h Er | Engages in 5 different conversations that contain at least 3 intraverbal exchanges on a single topic | CC.1.3.K.A With prompting and support, retell familiar stories including key details. |
| 13-i De | Describes 2 attributes about himself (e.g., I have brown hair. I have blue eyes.) | CC.1.3.K.B |
| | | Answer questions about key details in a text. |
| | | CC.1.3.K.C |
| | | With prompting and support, identify characters, settings, and major events in a story. CC.1.3.K.G |
| | | Make connections between the illustrations and the text in a story (read or read aloud). |
| | | CC.1.3.K.H |
| | | Compare and contrast the adventures and experiences of characters in familiar stories. |
| | | CC.1.3.K.I |
| | | Determine or clarify the meaning of unknown or multiple meaning words and phrases based upon grade level reading and content. |
| | | CC.1.3.K.K |
| | | Actively engage in group reading activities with purpose and understanding. |
| | | CC.1.4.K.D |
| | | Make logical connections between drawing and dictation/writing CC.1.4.K.O |
| | | Describe experiences and events. |
| | | CC.1.4.K.P |
| | | Recount a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a |
| | | reaction to what happened. CC.1.4.K.T |
| | | With guidance and support from adults and peers, respond to questions and suggestions from peers, and add details to strengthen |
| | | writing as needed. |
| | | CC.1.4.K.W |
| | | With guidance and support, recall information from experiences or gather information from provided sources to answer a |
| | | question. CC.1.5.K.D |
| | | Share stories, familiar experiences, and interests speaking clearly enough to be understood by all audiences using appropriate |
| | | volume. |
| | | CC.1.5.K.E |
| 4435 | | Speak audibly and express thoughts, feelings, and ideas clearly. |
| | Describes 25 different events, videos, stories, etc. with 8+ words (e.g., Tell me what happened The big monster | CC.1.2.K.A With prompting and support, identify the main idea and retell key details of text. |
| | cared everybody and they all ran into the house.) | CC.1.2.K.B |
| 14-a A1 | Answers 25 different who, what, or where questions that contain 3 or more elements (e.g., What color is a fire truck?) | With prompting and support, answer questions about key details in a text. |

| 14-b | Provides at least 3 members of 25 categories (e.g., What do you find on a playground?) | CC.1.2.K.C |
|------|---|---|
| 14-c | Answers 5 questions about daily or current events (e.g., Where are you going with dad?) | With prompting and support, make a connection between two individual, events, ideas, or pieces of information in a text. |
| 14-d | Intraverbally responds at least 25 times in a day to the verbal questions or statements from peers | CC.1.2.K.F With prompting and support, ask and answer questions about unknown words in a text. |
| 14-e | Shows generalization by giving the same answer to 10 questions presented in 3 different ways (e.g., answers my house to | CC.1.2.K.G |
| 1.0 | Where do you live? Where is your dog? and Where do play?) | Answers questions to describe the relationship between illustrations and the text in which they appear. CC.1.2.K.I |
| 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.) | With prompting and support, identify basic similarities and differences between two texts (read or read aloud) on the same topic. |
| 14-g | Provides 3 pieces of personal information (e.g., Where do you live? What's your brother's name?) | CC.1.2.K.J |
| 14-h | Answers 25 intraverbal questions involving prepositions (e.g., What's under your bed?) | Use words and phrases acquired through conversations, reading, and being read to, and responding to texts. CC.1.2.K.K |
| 14-i | Answers 25 intraverbal questions involving pronouns (e.g., Who has a brown dog?) | Determine or clarify the meaning of unknown or multiple meaning words and phrases based upon grade level reading and |
| 14-j | Provides 25 answers to sequence questions (e.g., What do you do after you get to school?) | content. CC.1.2.K.L |
| 14-k | Answers 10 when questions (e.g., When do you take a bath?) | Actively engage in group reading activities with purpose and understanding. |
| | | CC.1.3.K.A |
| | | With prompting and support, retell familiar stories including key details. CC.1.3.K.B |
| | | Answer questions about key details in a text. |
| | | CC.1.3.K.C With prompting and support, identify characters, settings, and major events in a story. |
| | | CC.1.3.K.F |
| | | Ask and answer questions about unknown words in a text. |
| | | CC.1.3.K.G Make connections between the illustrations and the text in a story (read or read aloud). |
| | | CC.1.3.K.H |
| | | Compare and contrast the adventures and experiences of characters in familiar stories. CC.1.3.K.K |
| | | Actively engage in group reading activities with purpose and understanding. CC.1.4.K.A |
| | | Use a combination of drawing, dictating, and writing to compose informative/ explanatory texts. CC.1.4.K.B |
| | | Use a combination of drawing, dictating, and writing to focus on one specific topic. CC.1.4.K.C |
| | | With prompting and support, generate ideas and details to convey information that relates to the chosen topic. CC.1.4.K.D |
| | | Make logical connections between drawing and dictation/writing. CC.1.4.K.M |
| | | Use a combination of drawing, dictating, and writing to compose narratives that describe real or imagined experiences or events. CC.1.4.K.N |
| 1 | | Establish "who" and "what" the narrative will be about. CC.1.4.K.O |
| | | Describe experiences and events. |
| | | CC.1.4.K.P Recount a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a |
| | | reaction to what happened. |
| | | CC.1.4.K.T With guidance and support from adults and peers, respond to questions and suggestions from peers, and add details to strengthen |
| | | writing as needed. |
| | | CC.1.4.K.V |
| | | Participate in individual or shared research projects on a topic of interest. CC.1.4.K.W |
| | | With guidance and support, recall information from experiences or gather information from provided sources to answer a |
| | | question. CC.1.5.K.A |
| | | Participate in collaborative conversations with peers and adults in small and larger groups. |
| | | CC.1.5.K.D |
| | | Share stories, familiar experiences, and interests speaking clearly enough to be understood by all audiences using appropriate volume. |
| | | CC.1.5.K.E |
| | | Speak audibly and express thoughts, feelings, and ideas clearly. CC.1.5.K.G |
| | | CCIDARU |

| | | Demonstrate command of the conventions of standard English when speaking based on kindergarten level and content. |
|------|---|--|
| 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.K.A |
| | do you go to school? What do you take to school?) | With prompting and support, identify the main idea and retell key details of text. CC.1.2.K.B |
| 15-a | Answers 10 questions about community helpers (e.g., What does a doctor do?) | With prompting and support, answer questions about key details in a text. |
| 15-b | Answers 25 different questions that contain 4 or more parts of speech (e.g., What tool do you need to pound nails?) | CC.1.2.K.C |
| 15-с | Takes turns adding to a story started by others (e.g., And then he saw a boat) | With prompting and support, make a connection between two individual, events, ideas, or pieces of information in a text. CC.1.2.K.F |
| 15-d | Answers 5 different how questions (e.g., How do you fix the hole?) | With prompting and support, ask and answer questions about unknown words in a text. |
| 15-е | Provides last name when asked (e.g., Harrison) | CC.1.2.K.G |
| 15-f | Answers 25 intraverbal questions involving adverbs (e.g., What animal moves slow?) | Answers questions to describe the relationship between illustrations and the text in which they appear. CC.1.2.K.I |
| 15-g | Shows response generalization by describing the same 10 objects, events, pets, people, etc. in 3 different ways (e.g., in | With prompting and support, identify basic similarities and differences between two texts (read or read aloud) on the same topic. |
| | reference to a pet dog Toby, the child says at different times a dog, an animal, Toby) | CC.1.2.K.K Determine or clarify the meaning of unknown or multiple meaning words and phrases based upon grade level reading and |
| 15-h | Describes 5 events that happened in the past | content. |
| 15-i | Describes 5 events that will happen in the future | CC.1.2.K.L |
| 15-j | Summarizes 5 different stories with at least 10 words | Actively engage in group reading activities with purpose and understanding. CC.1.3.K.A |
| 15-k | Suggests a possible solution when presented with a problem | With prompting and support, retell familiar stories including key details. |
| | | CC.1.3.K.B |
| | | Answer questions about key details in a text. CC.1.3.K.C |
| | | With prompting and support, identify characters, settings, and major events in a story. |
| | | CC.1.3.K.F |
| | | Ask and answer questions about unknown words in a text. CC.1.3.K.G |
| | | Make connections between the illustrations and the text in a story (read or read aloud). |
| | | CC.1.3.K.H |
| | | Compare and contrast the adventures and experiences of characters in familiar stories. |
| | | CC.1.3.K.K Actively engage in group reading activities with purpose and understanding. |
| | | CC.1.4.K.D |
| | | Make logical connections between drawing and dictation/writing. |
| | | CC.1.4.K.O Describe experiences and events. |
| | | CC.1.4.K.P |
| | | Recount a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a |
| | | reaction to what happened. CC.1.4.K.T |
| | | With guidance and support from adults and peers, respond to questions and suggestions from peers, and add details to strengthen |
| | | writing as needed. |
| | | CC.1.4.K.W |
| | | With guidance and support, recall information from experiences or gather information from provided sources to answer a question. |
| | | CC.1.5.K.D |
| | | Share stories, familiar experiences, and interests speaking clearly enough to be understood by all audiences using appropriate |
| | | volume. |
| | | CC.1.5.K.E Speak audibly and express thoughts, feelings, and ideas clearly. |
| | | CC.1.5.K.G |
| | | Demonstrate command of the conventions of standard English when speaking based on kindergarten level and content. |

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.1.2.K.I |
| 6-a | Adjusts to separation from parents (e.g., does not cry when parents leave) | With prompting and support, identify basic similarities and differences between two texts (read or read aloud) on the same topic. CC.1.2.K.L |
| 6-b | Sits at a snack or lunch table when physically prompted for 1 minute | Actively engage in group reading activities with purpose and understanding. |
| 6-c | Lines up with other children when physically prompted | CC.1.3.K.K |
| 6-d | Demonstrates general compliance for all classroom aides | Actively engage in group reading activities with purpose and understanding. CC.1.4.K.D |
| | | Make logical connections between drawing and dictation/writing. |
| | | CC.1.4.K.T With guidance and support from adults and peers, respond to questions and suggestions from peers, and add details to strengthen |
| | | writing as needed. |
| | | CC.1.5.K.A Participate in collaborative conversations with peers and adults in small and larger groups. |
| 7-M | Puts away personal items, lines up, and comes to a table with only 1 verbal prompt | CC.1.2.K.A |
| 7-a | Does not attempt to move away from a peer when seated next to him | With prompting and support, identify the main idea and retell key details of text. CC.1.4.K.P |
| 7-b | Puts away personal items (e.g., coat, backpack, lunch box) with gestural and verbal prompts | Recount a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a |
| 7-c | Goes to and sits at a table with other children with only verbal prompts | reaction to what happened. |
| 7-d | Cooperates with hand washing with physical assistance | CC.1.4.K.W With guidance and support, recall information from experiences or gather information from provided sources to answer a |
| 7-е | Does not engage in negative behavior toward a peer when seated next to him | question. |
| | | CC.1.5.K.C Ask and answer questions in order to seek help, get information, or clarify something that is not understood. |
| | | risk and answer questions in order to seek help, get information, or claimy something that is not understood. |
| 8-M | Transitions between classroom activities with no more than 1 gestural or verbal prompt | CC.1.4.K.P |
| 8-a | Goes to a circle group and sits with only verbal prompts | Recount a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. |
| 8-b | Goes to and sits at a table or work station with only verbal prompts | CC.1.4.K.W |
| 8-c | Waits while seated at a table, without touching materials, until allowed to do so | With guidance and support, recall information from experiences or gather information from provided sources to answer a question. |
| 8-d | Sits in a circle group for 2 minutes without disruptive behavior or prompts to remain seated | ĈC.1.5.K.C |
| | | Ask and answer questions in order to seek help, get information, or clarify something that is not understood. |
| 9-M | Sits in a small group for 5 minutes without disruptive behavior or attempting to leave the group | CC.1.2.K.L Actively engage in group reading activities with purpose and understanding. |
| 9-a | Comes inside after recess with only verbal prompts | CC.1.3.K.K |
| 9-b | Participates in group movement and song activities with only verbal prompts (e.g., Ring Around the Rosy, Duck-Duck | Actively engage in group reading activities with purpose and understanding. CC.1.4.K.T |
| 0 | Goose, Hokey Pokey) | With guidance and support from adults and peers, respond to questions and suggestions from peers, and add details to strengthen |
| 9-c | Imitates group activities with objects (e.g., tapping sticks together, shaking a maraca) | writing as needed. |
| 9-d | Sings songs with the group with only verbal prompts (e.g., Head, shoulders, knees and toes) | CC.1.5.K.A Participate in collaborative conversations with peers and adults in small and larger groups. |
| | | CC.1.5.K.C |
| 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 | Ask and answer questions in order to seek help, get information, or clarify something that is not understood. CC.1.2.K.L |
| 10-111 | a teacher's SDs | Actively engage in group reading activities with purpose and understanding. |
| 10-a | Gets lunch with only verbal prompts | CC.1.3.K.K Actively engage in group reading activities with purpose and understanding. |
| 10-a | Puts away backpack, lunch box, or coat upon entering the classroom with group prompts | CC.1.4.K.T |
| 10-c | Imitates group activities with objects (e.g., tapping sticks together, shaking a maraca) | With guidance and support from adults and peers, respond to questions and suggestions from peers, and add details to strengthen |
| 10-d | Gets out and opens most snack/lunch items independently | writing as needed. CC.1.5.K.A |
| 10-e | Verbally responds in a group setting 2 times during a 5 minute session | Participate in collaborative conversations with peers and adults in small and larger groups. |
| 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 | VB-MAPP Milestones & Supporting Skills | PA Core Standards | |
| 11-M | Uses the toilet and washes hands with only verbal prompts | CC.1.4.K.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 adults and peers, respond to questions and suggestions from peers, and add details to strengthen writing as needed. | |
| 11-b | Responds to 1 group instruction without additional prompts (e.g., Everybody stand up | CC.1.5.K.C | |
| 11-c | Works independently on a task or activity for 1 minute without prompts or reinforcement | Ask and answer questions in order to seek help, get information, or clarify something that is not understood. | |
| 11-d | Comes to the front of the group with 1 verbal prompt | | |
| 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.1.2.K.I With prompting and support, identify basic similarities and differences between two texts (read or read aloud) on the same topic. | |
| 12-a | Raises hand to take a turn in a group setting (e.g., Who wants to pick a song?) | CC.1.2.K.L Actively engage in group reading activities with purpose and understanding. | |
| 12-b | Uses classroom materials as designed (e.g., glue, scissors, crayons, paper) | CC.1.3.K.K | |
| 12-c | Puts away toys and material when prompted to do so | Actively engage in group reading activities with purpose and understanding. CC.1.4.K.D | |
| 12-d | Stays on task for 1 minute during an arts and crafts activity when an adult leaves the table | Make logical connections between drawing and dictation/writing. | |
| | | CC.1.4.K.T With guidance and support from adults and peers, respond to questions and suggestions from peers, and add details to strengthen writing as needed. | |
| 13-M | Works independently for 5 minutes in a group, and stays on task for 50% of the period | CC.1.2.K.I | |
| 13-a | Gets necessary materials to complete an activity when verbally prompted (e.g., Get some glue.) | With prompting and support, identify basic similarities and differences between two texts (read or read aloud) on the same topic. CC.1.2.K.L | |
| 13-b | Independently transitions between classroom activities with only group verbal prompts | Actively engage in group reading activities with purpose and understanding. | |
| 13-с | Responds to group questions without a direct prompt (e.g., What happened to Simba?) | CC.1.3.K.K | |
| 13-d | Mands to use the toilet and has minimal accidents | Actively engage in group reading activities with purpose and understanding. CC.1.4.K.D | |
| | | Make logical connections between drawing and dictation/writing. | |
| | | CC.1.4.K.T With guidance and support from adults and peers, respond to questions and suggestions from peers, and add details to strengthen writing as needed. | |
| 14-M | Acquires 2 new behaviors in a 15-minute group-teaching format involving 5 or more children | CC.1.2.K.I | |
| 14-a | Takes turns and shares items with peers | With prompting and support, identify basic similarities and differences between two texts (read or read aloud) on the same topic. CC.1.2.K.L | |
| 14-b | Discriminates and follows two-component group instructions (e.g., All the boys line up) | Actively engage in group reading activities with purpose and understanding. | |
| 14-c | Follows safety rules in a classroom (e.g., No running. No pushing.) | CC.1.3.K.K | |
| 14-d | Leads 2 different group activities involving 3 other children (e.g., red-light, green-light game) | Actively engage in group reading activities with purpose and understanding. CC.1.4.K.D | |
| 14-e | Mands for a specific activity in a group setting (e.g., Let's play tag!) | Make logical connections between drawing and dictation/writing. | |
| 14-f | Assists in picking up after an activity with only 1 verbal prompt | CC.1.4.K.T | |
| | | — With guidance and support from adults and peers, respond to questions and suggestions from peers, and add details to strengthen writing as needed. | |
| 15-M | Sits in a 20-minute group session involving 5 children without disruptive behaviors, and answers 5 intraverbal | CC.1.2.K.I With prompting and support, identify basic similarities and differences between two texts (read or read aloud) on the same topic. | |
| 1.5 | questions | CC.1.2.K.L | |
| 15-a | Focuses on a task despite disruptions in the room | Actively engage in group reading activities with purpose and understanding. CC.1.3.K.K | |
| 15-b | Meets some of his own self-care needs without prompts (e.g., wipes nose, puts on coat) | Actively engage in group reading activities with purpose and understanding. | |
| 15-c | Verbally interacts with peers 3 times in a table-top group activity | CC.1.4.K.D | |
| 15-d | Sits back down when his turn is over without prompts Veges hands to self in a group setting | Make logical connections between drawing and dictation/writing. CC.1.4.K.T | |
| 15-e | Keeps hands to self in a group setting | With guidance and support from adults and peers, respond to questions and suggestions from peers, and add details to strengthen | |
| 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 | writing as needed. |
|------|---|--------------------|
| 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.K.A With prompting and support, identify the main idea and retell key details of text. | |
| | | CC.1.2.K.B | |
| | | With prompting and support, answer questions about key details in a text. CC.1.2.K.I | |
| | | With prompting and support, identify basic similarities and differences between two texts (read or read aloud) on the same topic. | |
| | | CC.1.2.K.L Actively engage in group reading activities with purpose and understanding. | |
| | | CC.1.3.K.A | |
| | | With prompting and support, retell familiar stories including key details. CC.1.3.K.B | |
| | | Answer questions about key details in a text. | |
| | | CC.1.3.K.C With prompting and support, identify characters, settings, and major events in a story. | |
| | | CC.1.3.K.G | |
| | | Make connections between the illustrations and the text in a story (read or read aloud). CC.1.3.K.H | |
| | | Compare and contrast the adventures and experiences of characters in familiar stories. | |
| | | CC.1.4.K.A Use a combination of drawing, dictating, and writing to compose informative/ explanatory texts. | |
| | | CC.1.4.K.B | |
| | | Use a combination of drawing, dictating, and writing to focus on one specific topic. CC.1.4.K.C | |
| | | With prompting and support, generate ideas and details to convey information that relates to the chosen topic. | |
| | | CC.1.4.K.D Make logical connections between drawing and dictation/writing. | |
| | | CC.1.4.K.N | |
| | | Establish "who" and "what" the narrative will be about. CC.1.4.K.W | |
| | | With guidance and support, recall information from experiences or gather information from provided sources to answer a | |
| | | question. CC.1.5.K.A | |
| | | Participate in collaborative conversations with peers and adults in small and larger groups. CC.1.5.K.B | |
| | | Ask and answer questions about key details in a text read aloud or information presented orally or through other media. | |
| | | CC.1.5.K.G Demonstrate command of the conventions of standard English when speaking based on kindergarten level and content. | |
| | | CC.2.1.K.A.2 | |
| | | Apply one-to-one correspondence to count the number of objects. CC.2.3.K.A.1 | |
| | | Identify and describe two- and three-dimensional shapes. | |
| | | CC.2.3.K.A.2 Analyze, compare, create, and compose two- and three-dimensional shapes. | |
| | | CC.2.4.K.A.1 | |
| 7 M | Has a total listener vocabulary of 100 words (e.g., Touch nose. Jump. Find keys.) | Describe and compare attributes of length, area, weight, and capacity of everyday objects. CC.1.2.K.A | |
| 7-M 7-a | Uses recognizable words more frequently than jargon | With prompting and support, identify the main idea and retell key details of text. | |
| /-a | Oses recognizable words more frequently than Jargon | | |

| 7-b | Emits 2-3 word carrier phrases without "understanding" each word (e.g., It's a cat. Go for a ride?) | CC.1.2.K.B |
|-----|---|---|
| 7-с | Has a total speaker vocabulary size of 50 words (all verbal operants except echoic) | With prompting and support, answer questions about key details in a text. CC.1.2.K.C |
| | | With prompting and support, make a connection between two individual, events, ideas, or pieces of information in a text. CC.1.2.K.I |
| | | With prompting and support, identify basic similarities and differences between two texts (read or read aloud) on the same topic. CC.1.2.K.L |
| | | Actively engage in group reading activities with purpose and understanding. CC.1.3.K.A |
| | | With prompting and support, retell familiar stories including key details. CC.1.3.K.B |
| | | Answer questions about key details in a text. CC.1.3.K.C |
| | | With prompting and support, identify characters, settings, and major events in a story. CC.1.3.K.G |
| | | Make connections between the illustrations and the text in a story (read or read aloud). CC.1.3.K.H |
| | | Compare and contrast the adventures and experiences of characters in familiar stories. CC.1.4.K.A |
| | | Use a combination of drawing, dictating, and writing to compose informative/ explanatory texts. CC.1.4.K.B |
| | | Use a combination of drawing, dictating, and writing to focus on one specific topic. CC.1.4.K.C |
| | | With prompting and support, generate ideas and details to convey information that relates to the chosen topic. CC.1.4.K.D |
| | | Make logical connections between drawing and dictation/writing. C.C.1.4.K.M |
| | | Use a combination of drawing, dictating, and writing to compose narratives that describe real or imagined experiences or events. CC.1.4.K.N |
| | | Establish "who" and "what" the narrative will be about. CC.1.4.K.W |
| | | With guidance and support, recall information from experiences or gather information from provided sources to answer a question. |
| | | CC.1.5.K.A Participate in collaborative conversations with peers and adults in small and larger groups. |
| | | CC.1.5.K.B Ask and answer questions about key details in a text read aloud or information presented orally or through other media. |
| | | CC.1.5.K.G Demonstrate command of the conventions of standard English when speaking based on kindergarten level and content. |
| 8-M | Emits 10 different 2-word utterances per day of any type except echoic (e.g., mand, tact) | CC.1.2.K.A |
| 8-a | Emits 2-word mands for recurrence (e.g., more tickle) | With prompting and support, identify the main idea and retell key details of text. |
| 8-b | Emits 2-word noun-verb or verb-noun mands or tacts (e.g., Pour juice. Baby crying.) | CC.1.2.K.B With prompting and support, answer questions about key details in a text. |
| 8-c | Adjusts volume of voice on command (e.g., whispers and uses loud voice) | CC.1.2.K.C |
| 8-d | Echoes 10 different rhythms, intonations, or pitches | With prompting and support, make a connection between two individual, events, ideas, or pieces of information in a text. CC.1.2.K.I |
| | | With prompting and support, identify basic similarities and differences between two texts (read or read aloud) on the same topic. CC.1.2.K.L |
| | | Actively engage in group reading activities with purpose and understanding. CC.1.3.K.A |
| | | With prompting and support, retell familiar stories including key details. CC.1.3.K.B |
| | | Answer questions about key details in a text. CC.1.3.K.C |
| | | With prompting and support, identify characters, settings, and major events in a story. CC.1.3.K.G |
| | | Make connections between the illustrations and the text in a story (read or read aloud). CC.1.3.K.H |
| | | Compare and contrast the adventures and experiences of characters in familiar stories. CC.1.4.K.A |
| | | Use a combination of drawing, dictating, and writing to compose informative/ explanatory texts. CC.1.4.K.B |

| | | Use a combination of drawing, dictating, and writing to focus on one specific topic. CC.1.4.K.C With prompting and support, generate ideas and details to convey information that relates to the chosen topic. CC.1.4.K.D Make logical connections between drawing and dictation/writing. C.C.1.4.K.M Use a combination of drawing, dictating, and writing to compose narratives that describe real or imagined experiences or events. CC.1.4.K.N Establish "who" and "what" the narrative will be about. CC.1.4.K.W With guidance and support, recall information from experiences or gather information from provided sources to answer a question. CC.1.5.K.B Ask and answer questions about key details in a text read aloud or information presented orally or through other media. CC.1.5.K.G Demonstrate command of the conventions of standard English when speaking based on kindergarten level and content. |
|------------|--|---|
| 9-M | Emits functional prosody (i.e., rhythm, stress, intonation) on 5 occasions in one day (e.g., puts emphasis or stress | CC.1.3.K.G Make connections between the illustrations and the text in a story (read or read aloud). |
| 9-a | on certain words at appropriate times such as, It's MINE!) Consistently emits the initial consonants of words | CC.1.4.K.A Use a combination of drawing, dictating, and writing to compose informative/ explanatory texts. |
| 9-a 9-b | Emits 2-word mands for possession (e.g., My cookie. That's mine.) | C.C.1.4.K.M |
| 9-c | Emits 2-word mands for possession (e.g., My cookle. That's finite.) Emits 2-word mands or tacts for location (e.g., Come here. There's Thomas.) | Use a combination of drawing, dictating, and writing to compose narratives that describe real or imagined experiences or events. |
| 9-d | Emits 2-word mands for negation or refusal (e.g., No Barney. No shoes. No more.) | CC.1.5.K.G Demonstrate command of the conventions of standard English when speaking based on kindergarten level and content. |
| 9-e | Combines 2 words to make a novel word or phrase (e.g., Miss Betty) | |
| | | |
| 10-M | Has a total speaker vocabulary of 300 words (all verbal operants except echoic) | CC.1.1.K.C Demonstrate understanding of spoken words, syllables, and sounds (phonemes). |
| 10-a | Echoes most words or approximations to words on command (generalized echoic repertoire) but still has articulation | Recognize and produce rhyming words. |
| | errors | Count, pronounce, blend, and segment syllables in spoken words. |
| 10-b | Strangers can understand at least 50% of the words emitted by the child | Blend and segment onsets and rimes of single-syllable spoken words. |
| 10-c | Emits a total listener vocabulary size of 400 words | • Isolate and pronounce the initial, medial vowel, and final sound (phonemes) in the three-phoneme (CVC) words. CC.1.2.K.A |
| 10-d | Emits a mean length of utterance (MLU) of 2 1/2 morphemes (e.g., Push car. Where mommy go?) | With prompting and support, identify the main idea and retell key details of text. |
| | | CC.1.2.K.B With prompting and support, answer questions about key details in a text. |
| | | CC.1.2.K.C |
| | | With prompting and support, make a connection between two individual, events, ideas, or pieces of information in a text. CC.1.2.K.F |
| | | With prompting and support, ask and answer questions about unknown words in a text. CC.1.2.K.G |
| | | Answers questions to describe the relationship between illustrations and the text in which they appear. CC.1.2.K.I |
| | | With prompting and support, identify basic similarities and differences between two texts (read or read aloud) on the same topic. CC.1.2.K.J |
| | | Use words and phrases acquired through conversations, reading, and being read to, and responding to texts. CC.1.2.K.K |
| | | Determine or clarify the meaning of unknown or multiple meaning words and phrases based upon grade level reading and content. CC.1.2.K.L |
| | | Actively engage in group reading activities with purpose and understanding. CC.1.3.K.A |
| | | With prompting and support, retell familiar stories including key details. CC.1.3.K.B |
| | | Answer questions about key details in a text. CC.1.3.K.C |
| | | With prompting and support, identify characters, settings, and major events in a story. CC.1.3.K.F |
| | | Ask and answer questions about unknown words in a text. |

| CC.1.3.K.G |
|---|
| Make connections between the illustrations and the text in a story (read or read aloud). |
| CC.1.3.K.H |
| Compare and contrast the adventures and experiences of characters in familiar stories. |
| CC.1.3.K.I |
| Determine or clarify the meaning of unknown or multiple meaning words and phrases based upon grade level reading and |
| content. |
| CC.1.4.K.A |
| Use a combination of drawing, dictating, and writing to compose informative/ explanatory texts. |
| CC.1.4.K.B |
| Use a combination of drawing, dictating, and writing to focus on one specific topic. |
| CC.1.4.K.C |
| With prompting and support, generate ideas and details to convey information that relates to the chosen topic. |
| CC.1.4.K.D |
| Make logical connections between drawing and dictation/writing. |
| CC.1.4.P.M |
| Use a combination of drawing, dictating, and writing to compose narratives that describe real or imagined experiences or events. |
| CC.1.4.K.O |
| Describe experiences and events. |
| CC.1.4.K.P |
| Recount a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a |
| reaction to what happened. |
| CC.1.4.K.V |
| Participate in individual or shared research projects on a topic of interest. |
| CC.1.4.K.W |
| With guidance and support, recall information from experiences or gather information from provided sources to answer a |
| question. |
| CC.1.5.K.A |
| Participate in collaborative conversations with peers and adults in small and larger groups. |
| CC.1.5.K.B |
| Ask and answer questions about key details in a text read aloud or information presented orally or through other media. |
| CC.1.5.K.E |
| Speak audibly and express thoughts, feelings, and ideas clearly. |
| |

| | 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.1.3.K.G Make connections between the illustrations and the text in a story (read or read aloud). CC.1.4.K.A | |
| 11-a | Emits auxiliary (helping) verbs in a tact or mand carrier phrase (e.g., do, have, will, can, was) | Use a combination of drawing, dictating, and writing to compose informative/ explanatory texts. | |
| 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) | CC.1.4.K.M Use a combination of drawing, dictating, and writing to compose narratives that describe real or imagined experiences or events. CC.1.5.K.G | |
| 11-c | Uses "s" vs. "es" plural markers (e.g., books or glasses) | Demonstrate command of the conventions of standard English when speaking based on kindergarten level and content. | |
| 11-d | Uses irregular plurals correctly (e.g., foot-feet, mouse-mice, tooth-teeth) | | |
| 12-M | Emits verb inflections by combining 10 root verbs with affixes for regular past tense (e.g., played) and 10 root verbs with affixes for future tense (e.g., will play) | CC.1.4.K.A Use a combination of drawing, dictating, and writing to compose informative/ explanatory texts. CC.1.4.K.B | |
| 12-a | Uses is and am appropriately with verbs (e.g., I am eating. The dog is barking.) | Use a combination of drawing, dictating, and writing to focus on one specific topic. | |

| 12-b | Emits conjunctions to combine words and phrases (e.g., and, or, but) | CC.1.4.K.C |
|--------------|--|---|
| 12-c | Emits some irregular past tense verbs appropriately (e.g., dug, ran, built) | With prompting and support, generate ideas and details to convey information that relates to the chosen topic. |
| 12-d | Emits 2-word noun-verb or verb-noun mands or tacts (e.g., Pour juice. Baby crying.) | CC.1.4.K.D Make logical connections between drawing and dictation/writing. |
| 12-a 12-e | Emits present participle inflection with "verb-ing" (e.g., running, playing, swimming) | CC.1.4.P.M |
| 12-0 | Limits present participle inflection with vero-ing (e.g., running, playing, swimming) | Use a combination of drawing, dictating, and writing to compose narratives that describe real or imagined experiences or events. |
| | | CC.1.4.K.O Describe experiences and events |
| | | Describe experiences and events. |
| | READING | |
| | LEVEL 3 | |
| Skill | VB-MAPP Milestones & Supporting Skills | PA Core Standards |
| 11-M | Attends to a book when a story is being read to him for 75% of the time | CC.1.2.K.A |
| 13-a | Emins pages and tooks at the abunfore 30. strong train, chocolate cookie) | With prompting and support, identify the main idea and retell key details of text. CC.1.2.K.B |
| 13=b | Mandsctonbeaenachstorienfant, two kor intraverbal context (e.g., can't, don't, won't) | With prompting and support, answer questions about key details in a text. |
| 13=6 | Enuches prictures and bourks that more spoud to the stopy (e.g.,)Where's the big bad wolf?) | CC.1.2.K.C |
| | | With prompting and support, make a connection between two individual, events, ideas, or pieces of information in a text. CC.1.3.K.A |
| | | With prompting and support, retell familiar stories including key details. |
| 14-M | Emits 10 different verb phrases containing at least 3 words, with 2 modifiers (e.g., adverbs, prepositions, | CC.1.3.K.B Answer questions about key details in a text. |
| 1.11 | pronouns) (e.g., Push me hard. Go up the steps.) | CC.1.3.K.C |
| 14-a | Adjectives usually precede nouns when appropriate (e.g., a big boat vs. a boat big) | With prompting and support, identify characters, settings, and major events in a story. CC.1.3.K.G |
| 14-b | Verbs agree with the subjects in person (e.g., he was laughing vs. he were laughing) | Make connections between the illustrations and the text in a story (read or read aloud). |
| 14-c | Verbs agree with the subjects in number (e.g., Joey is home vs. Joey are home) | CC.1.3.K.I |
| 14-d | Emits adjective inflections with the comparative suffixes "er" and "est" (e.g., good, better, best) | Determine or clarify the meaning of unknown or multiple meaning words and phrases based upon grade level reading and content. |
| 14-e | Emits adverbs to modify verbs (e.g., Go fast. It's slow.) | CC.1.4.K.M |
| | | Use a combination of drawing, dictating, and writing to compose narratives that describe real or imagined experiences or events. CC.1.4.K.O |
| | | Describe experiences and events. |
| | | CC.1.4.K.P |
| | | Recount a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. |
| | | CC.1.4.K.W |
| 15-M | Combines noun and verb phrases to produce 10 different syntactically correct clauses or sentences containing at | With guidance and support, recall information from experiences or gather information from provided sources to answer a |
| | least 5 words (e.g., The dog licked my face.) | question. — CC.1.5.K.B |
| 15-a | Emits different noun and verb phrases connected by conjunctions (e.g., and, or, but, yet) | Ask and answer questions about key details in a text read aloud or information presented orally or through other media. |
| 15-b | Demonstrates a MLU of 5 morphemes (5 utterances in one "sentence" that each have an individual meaning, e.g., She | CC.1.5.K.D Share stories, familiar experiences, and interests speaking clearly enough to be understood by all audiences using appropriate |
| | pushed him down — the "ed" ending is a morpheme) | volume. |
| 15-c | Pronouns agree with gender (e.g., the boy splashed himself vs. the boy splashed herself) | CC.1.5.K.E Speak audibly and express thoughts, feelings, and ideas clearly. |
| 15-d 12-M | Pronouns agree with number (e.g., the boy splashed himself vs. the boys splashed himself) Selects (LDs) the correct uppercase letter from an array of 5 letters, for 10 different letters | Speak audibly and express thoughts, reenings, and ideas clearly. CC.1.1.PK.B |
| 12-1VI | General Architect appearage letter from all array of 3 letters, for 10 uniterent letters General Architect appearage letter from all array of 3 letters, for 10 uniterent letters General Architect appearage letter from all array of 3 letters, for 10 uniterent letters | Demonstrate understanding of the organization and basic features of print. |
| 13:4 13:b | Recites 5 letters from the ainhabet with astarting prompt (e.g., A.R.) | Follow words left to right, top to bottom, and page by page. Recognize that spoken words are represented in written language by specific sequences of letters. |
| 12-c | Has a favorite book, and can provide the name of it by seeing the pictures on the cover | Recognize that spoken words are represented in written language by specific sequences of letters. Understand that words are separated by spaces in print. |
| 12-c 12-d | Tacts pictures in books while an adult reads the story | Recognize and name all upper and lower case letters of the alphabet. |
| 12-u 12-e | Matches to sample all uppercase letters | CC.1.1.PK.D |
| 12-6 | intalcités to sample an uppercase retters | Know and apply grade level phonics and word analysis skills in decoding words. Demonstrate basic knowledge of one-to one letter-sound correspondence. |
| | | Demonstrate basic knowledge of one-to one letter-sound correspondence. Associate the long and short sounds with common spellings for the five major vowels. |
| | | Read grade level high-frequency sight words with automaticity. |
| 1 | | Distinguish between similarly spelled words by identifying the sounds of the letters that differ. |

| 13-M | Tacts 10 uppercase letters on command | CC.1.1.PK.B |
|-------|--|---|
| 13-a | Recites (or sings) the whole alphabet with only a verbal prompt to do so | Demonstrate understanding of the organization and basic features of print. • Follow words left to right, top to bottom, and page by page. |
| 13-b | Mands for what written words say (e.g., What word is that?) | Recognize that spoken words are represented in written language by specific sequences of letters. |
| 13-с | Pretends to read a book | Understand that words are separated by spaces in print. |
| 13-d | Discriminates as a listener (LDs) his own name from an array of 3 written names | Recognize and name all upper and lower case letters of the alphabet. CC 11 DV D. |
| 13-е | Looks at the written words, rather than just the pictures when stories are being read to him | CC.1.1.PK.D Know and apply grade level phonics and word analysis skills in decoding words. |
| | | Demonstrate basic knowledge of one-to one letter-sound correspondence. |
| | | Associate the long and short sounds with common spellings for the five major vowels. |
| | | Read grade level high-frequency sight words with automaticity. |
| 14 N/ | Deadahia ammana | Distinguish between similarly spelled words by identifying the sounds of the letters that differ. CC.1.3.K.E |
| 14-M | Reads his own name | Recognize common types of text. |
| 14-a | Discriminates among most uppercase letters (but may confuse some; e.g., M and N; P and R) | CC.1.4.K.V |
| 14-b | Matches 5 word cards to the same word written on paper | Participate in individual or shared research projects on a topic of interest. |
| 14-c | Provides the letter name given 5 sounds, and 5 sounds given a letter name | |
| 14-d | Intraverbally recalls 3 stories that have been read to him | |
| 14-e | Demonstrates LD and tact generalization for 3 different variations of the uppercase letters | |
| | | 0011 PV 0 |
| 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.PK.C Demonstrate understanding of spoken words, syllables, and sounds (phonemes). |
| 1.7 | word bird to a picture of a bird) | Recognize and produce rhyming words. |
| 15-a | Indicates if 2 words rhyme or not for 10 different rhymes (e.g., cat and hat vs. cat and book) | Count, pronounce, blend, and segment syllables in spoken words. |
| 15-b | Tacts most uppercase letters (may confuse those that look similar; e.g., M and N; P and R) | Blend and segment onsets and rimes of single-syllable spoken words. |
| 15-c | Matches 10 lower case letters to uppercase letters | Isolate and pronounce the initial, medial vowel, and final sound (phonemes) in the three-phoneme (CVC) words. CC.1.1.PK.D |
| 15-d | Discriminates as a listener between numbers and letters (e.g., Which one is a letter?) | Know and apply grade level phonics and word analysis skills in decoding words. |
| 15-e | Spells his own name without prompts | Demonstrate basic knowledge of one-to one letter-sound correspondence. |
| 15-f | Selects (LDs) the correct written word from an array of 3 words, for 5 different words | Associate the long and short sounds with common spellings for the five major vowels. |
| | | Read grade level high-frequency sight words with automaticity. Distinguish between similarly spelled words by identifying the sounds of the letters that differ. |
| | | CC.1.3.K.E |
| | | Recognize common types of text. |
| | | CC.1.3.K.G Make connections between the illustrations and the text in a story (read or read aloud) |
| | | CC.1.4.K.V |
| | | Participate in individual or shared research projects on a topic of interest. |

| | 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.K.A Use a combination of drawing, dictating, and writing to compose informative/ explanatory texts. CC.1.4.K.B Use a combination of drawing, dictating, and writing to focus on one specific topic. CC.1.4.K.C With prompting and support, generate ideas and details to convey information that relates to the chosen topic. CC.1.4.K.D Make logical connections between drawing and dictation/writing. CC.2.3.K.A.2 Analyze, compare, create, and compose two- and three-dimensional shapes. | |
| 12-M | Independently traces within ¼ inch of the lines of 5 different geometrical shapes (e.g. circle, square, triangle, | CC.1.4.K.A | |

| | rectangle, star) | Use a combination of drawing, dictating, and writing to compose informative/ explanatory texts. |
|------|---|--|
| 12-a | Demonstrates a proper grip on a writing instrument | CC.1.4.K.B Use a combination of drawing, dictating, and writing to focus on one specific topic. |
| 12-b | Imitates drawing a square and triangle | CC.1.4.K.C |
| 12-c | Traces 3 different shapes and stays within 1 inch of the lines | With prompting and support, generate ideas and details to convey information that relates to the chosen topic. CC.1.4.K.D |
| 12-d | Copies 3 different shapes when given a sample | Make logical connections between drawing and dictation/writing. |
| 12-е | Draws a line on paper from point A to point B within 1 inch of the center of a 6 inch curved path | CC.2.3.K.A.2 |
| 12-f | Copies 5 different lines and shapes together | Analyze, compare, create, and compose two- and three-dimensional shapes. |
| 13-M | Copies 10 letters or numbers legibly | CC.1.4.K.A |
| 13-a | Copies 4 numbers or letters | Use a combination of drawing, dictating, and writing to compose informative/ explanatory texts. CC.1.4.K.B |
| 13-b | Independently combines shapes to make a picture (adult verbal prompts are okay) | Use a combination of drawing, dictating, and writing to focus on one specific topic. |
| 13-с | Independently draws a person with 4 recognizable body parts (adult verbal prompts are okay) | CC.1.4.K.C With prompting and support, generate ideas and details to convey information that relates to the chosen topic. |
| 13-d | Traces his own name on paper and stays within 1/2 inch of the letters | CC.1.4.K.D |
| | | Make logical connections between drawing and dictation/writing. |
| | | CC.1.4.K.M Use a combination of drawing, dictating, and writing to compose narratives that describe real or imagined experiences or |
| | | events. |
| 14-M | Legibly spells and writes his own name without copying | CC.1.4.K.A |
| 14-a | Legibly copies his own name on lined paper | Use a combination of drawing, dictating, and writing to compose informative/ explanatory texts. CC.1.4.K.B |
| 14-b | Colors in pictures in coloring books and mostly stays within the lines | Use a combination of drawing, dictating, and writing to focus on one specific topic. |
| 14-c | Copies numbers 1-10 legibly on lined paper | CC.1.4.K.C |
| 14-d | Copies 10 upper case and 10 lower case letters legibly on lined paper | With prompting and support, generate ideas and details to convey information that relates to the chosen topic. CC.1.4.K.D |
| | | Make logical connections between drawing and dictation/writing. |
| 15-M | Copies all 26 upper and lower case letters legibly | CC.1.4.K.M |
| 15-a | Draws recognizable pictures of 3 different items | Use a combination of drawing, dictating, and writing to compose narratives that describe real or imagined experiences or events. |
| 15-b | Legibly writes 10 letters or numbers when dictated | |
| 15-c | Copies 5 simple words legibly | |

| | 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.K.B | | |
| 11-a | Rote counts to 5 with a verbal starter prompt (e.g., count 1, 2,) | Demonstrate understanding of the organization and basic features of print. • Follow words left to right, top to bottom, and page by page. | | |
| 11-b | Arranges objects by size (e.g., small, medium, and large blocks) | Recognize that spoken words are represented in written language by specific sequences of letters. | | |
| 11-c | Distinguishes between 1 and 2 items as a listener (e.g., Where are 2 boats?) | Understand that words are separated by spaces in print. | | |
| 11-d | Distinguishes between 1 and 2 items as a mand (e.g., I want 2 cookies.) | Recognize and name all upper and lower case letters of the alphabet. CC.2.1.K.A.1 | | |
| 11-e | Matches to sample the numbers 1-10 (e.g., puts the number 4 with the number 4) | Know number names and write and recite the count sequence. | | |
| 12-M | Tacts the numbers 1-5 | CC.1.1.K.B | | |
| 12-a | Distinguishes between 1 and 2 items as a tact (e.g., How many shoes do you have?) | Demonstrate understanding of the organization and basic features of print. • Follow words left to right, top to bottom, and page by page. | | |
| 12-b | Holds up corresponding fingers for numbers 1-5 (e.g., Show me 2 fingers.) | Recognize that spoken words are represented in written language by specific sequences of letters. | | |
| 12-c | Distinguishes between 1, 2, and 3 items as a listener (e.g., Can you find 3 flowers?) | Understand that words are separated by spaces in print. | | |

| 12-d | Counts 2 items with 1:1 correspondence | Recognize and name all upper and lower case letters of the alphabet. CC2.1 K |
|----------------------|---|--|
| | | CC.2.1.K.A.1 Know number names and write and recite the count sequence. |
| 13-M | Counts out 1-5 items from a larger set of items with 1 to 1 correspondence (e.g., Give me 4 cars. Now give me 2 cars.) | CC.2.1.K.A.1 Know number names and write and recite the count sequence. CC.2.1.K.A.2 |
| 13-a | Provides age when asked | Apply one-to-one correspondence to count the number of objects. |
| 13-b | Counts out up to 3 items given the verbal prompt How many? and the related set of items | CC.2.1.K.A.3 Apply the concept of magnitude to compare numbers and quantities. |
| 13-с | Identifies as a listener (LDs) the number of items (e.g., Which picture has 2 cars?) | CC.2.2.K.A.1 |
| 13-d | Demonstrates enumeration in counting (final emphasis on correct number) for numbers 1-3 | Extend concepts of putting together and taking apart to add and subtract within 10. |
| | | CC.2.4.K.A.4 Classify objects and count the number of objects in each category. |
| 14-a 14-b 14-c | Identifies as a listener 8 different comparisons involving measurement (e.g., show me more or less, big or little, long or short, full or empty, loud or quiet) 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 Identifies (LDs) a container as full or empty | CC.2.1.K.A.3 Apply the concept of magnitude to compare numbers and quantities. CC.2.2.K.A.1 Extend concepts of putting together and taking apart to add and subtract within 10. CC.2.4.K.A.1 Describe and compare attributes of length, area, weight, and capacity of everyday objects. CC.2.4.K.A.4 |
| 14-d | Identifies (LDs) an item as bigger or smaller than a comparison item | Classify objects and count the number of objects in each category. |
| 14-e | Identifies (LDs) an item as longer or shorter than a comparison item | |
| 15-M | Correctly matches a written number to a quantity and a quantity to a written number for the numbers 1-5 (e.g., matches the number 3 to a picture of 3 trucks) Performs an action a specified number of times up to 5 (e.g., Clap 3 times) | CC.2.1.K.A.1 Know number names and write and recite the count sequence. CC.2.1.K.A.2 Apply one-to-one correspondence to count the number of objects. |
| 15-b | Completes a sequence or pattern containing 2 elements (e.g., red-green; red-green) | CC.2.1.K.A.3 |
| 15-c | Correctly Identifies (LDs) the ordinal terms "first" and "last" | Apply the concept of magnitude to compare numbers and quantities. CC.2.4.K.A.4 |
| 15-d | Correctly Identifies (LDs) and tacts morning time and night time | Classify objects and count the number of objects in each category. |
| 15-е | Intraverbally responds to what number is next for numbers 1-9 | |
| 15-f | Correctly Identifies (LDs) 3 different coins, and intraverbally states what to do with money | |

1st Grade

VB-MAPP Milestones Alignment to the PA Core Standards

MAND LEVEL 1

| Skill | VB-MAPP Milestones & Supporting Skills List | PA Core Standards | | | |
|-------|---|--|--|--|--|
| 1-M | Emits 2 words, sign, or icons but may require echoic, imitative, or other prompts, but no physical prompts (e.g. cracker, book) | CC.1.2.1.J Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words | | | |
| 1-a | Makes eye contact (gaze shift) as a mand for attention or other reinforcers 2 times | that signal connections and relationships between the words and phrases. CC.1.3.1.I | | | |
| 1-a | Moves close to a reinforcing item to indicate the presence of an MO 2 times | Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade level reading and | | | |
| 1-c | Pulls an adult to get access to a reinforcing item 2 times | content. | | | |
| 1-d | Points or gestures towards a reinforce in order to obtain it 2 times | CC.1.3.1.J Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words | | | |
| 1 4 | Tomas of gestures to wards a fermioree in order to obtain it 2 times | that signal connections and relationships between the words and phrases. | | | |
| 2-M | Emits 4 different mands without prompts (except What do you want?) – the desired item can be present (e.g. music, slinky, ball) | CC.1.4.1.T With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. | | | |
| 2-a | Points to 2 different reinforcers in order to obtain them 2 times | CC.1.5.1.A Participate in collaborative conversations with peers and adults in small and larger groups. | | | |
| 2-b | Nods or says yes or no when offered a reinforce 2 times (not an early target) | CC.1.5.1.B | | | |
| 2-c | Emits 2 different mands without echoic prompts- can be with verbal or object prompts | Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering | | | |
| 2-d | Spontaneously emits 1 mand without echoic or imitative prompts- can be with object prompts | questions about key details and requesting clarification if something is not understood. CC.1.5.1.C | | | |
| 2-е | Generalizes 2 known mands across 2 different people and 2 settings | Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not | | | |
| | | understood. | | | |
| 3-M | Generalizes 6 mands across 2 people, 2 settings, and 2 different examples of a reinforcers (e.g., mands bubbles | | | | |
| 3-a | Emits 2 spontaneous mands (no verbal prompt); — the object can be present | | | | |
| 3-b | Emits 5 mands without echoic or imitative prompts — can be with verbal or object prompts | | | | |
| 3-с | Generalizes 3 mands across 2 examples of a desired item (e.g., mands slide for 2 different slides) | | | | |
| 3-d | Emits 6 different mands without echoic or imitative prompts — can be with verbal or object prompts | | | | |
| 4-M | Spontaneously emits (no verbal prompts) 5 mands — the desired item can be present | | | | |
| 4-a | Mands for attention 2 times with some identifiable type of response (e.g., a tap on the arm) | | | | |
| 4-b | Emits 2 mands without an object present — can be with What do you want? | | | | |
| 4-c | Emits 2 mands without verbal prompts — can be with object prompts | | | | |
| 4-d | Mands for others to attend to the same stimulus that he is attending to 5 times per day | | | | |
| 4-e | Emits 1 mand to remove an undesirable item or activity (e.g.no) | | | | |
| | | | | | |
| 5-M | Emits 10 different mands without prompts (except, What do you want?) — the desired item can be present (e.g., | | | | |
| | apple, swing, car, juice) | | | | |
| 5-a | Emits 3 different mands without an object present — can be with a verbal prompt (e.g., mommy) | | | | |
| 5-b | Emits 3 different mands without verbal prompts — can be with an object prompt | | | | |
| 5-c | Mands contain intonations that vary and are appropriate to the current MO 2 times | | | | |
| 5-d | Acquires a new mand in less than 20 training trials | | | | |

| | | CC.1.5.1.C Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. |
|-------------------|--|--|
| 9-M 9-a 9-b | Spontaneously emits 15 different mands (e.g., Let's play. Open. I want book.) Spontaneously emits 50 mands per day (can be with objects present, but without verbal prompts) Acquires 2 mands from tact or echoic only training (e.g., sees and tacts a live giraffe, and later mands to go back to see the giraffe) Mands for information 25 times using any type of question word | CC.1.2.1.J Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases. CC.1.3.1.J Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases. CC.1.5.1.B |
| 9-d 9-e 9-f | Mands with an adjective 5 times (e.g., big chip, red car) Emits 5 mands in 30 seconds (e.g., during a game or fun activity such as water play) Mands contain 3-word phrases 10 times (e.g., That's my horse.) | Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. CC.1.5.1.C Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. CC.2.8.1.F Describe and answer questions about data from classroom graphs and charts. |
| 10-M | Emits 10 new mands without specific mand training (e.g., spontaneously says Where kitty go? without formal mand training) | Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases. CC.1.3.1.I Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade level reading and content. CC.1.3.1.J Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases. CC.1.5.1.B Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. CC.1.5.1.C Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. |
| 10-a | Emits 2 new mands without training (e.g., says I want hot cocoa without training) | |
| 10-b | Demonstrates response generalization for 2 different mands (e.g., Get me. Chase me. Run.) | |
| 10-c | Mands with an adjective 5 times — can use verbal and nonverbal prompts | |
| 10-d | Mands for information 3 times using who questions | |
| 10-e | Spontaneously mands for others to emit 20 different actions (e.g., Run. Go. Push me.) | |
| 10-f | Spontaneously mands to novel and unfamiliar people 2 times | |

| | MAND LEVEL 3 | | | | |
|-------|--|--|--|--|--|
| Skill | VB-MAPP Milestones & Supporting Skills List | PA Core Standards | | | |
| 11-M | Spontaneously mands for different verbal information using a WH question or question word 5 times (e.g., What's your name? Where do I go?) | CC.1.3.1.B Ask and answer questions about key details in a text. CC.1.3.1.I | | | |
| 11-a | Mands to peers 5 times | Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade level reading and | | | |
| 11-b | Spontaneously mands for attention 5 times (e.g., Teacher! Hey! Excuse me.) | content. CC.1.3.1.J | | | |
| 11-c | The child emits 100 or more different mands in a one week period | Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words | | | |
| 11-d | Mands contain 3-word phrases 10 times (e.g, Can I see?) | that signal connections and relationships between the words and phrases. | | | |
| 11-e | Mands for a specific quantity of reinforcers 2 times (e.g., two gummy bears) | CC.1.4.1.T | | | |

| | | With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. CC.1.5.1.A Participate in collaborative conversations with peers and adults in small and larger groups. CC.1.5.1.B Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. CC.1.5.1.C Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. CC.2.7.1.B Predict and explain the outcomes of events. CC.2.7.1.E Answer questions about predictions and actual outcomes based on data. CC.2.8.1.A Use the concept of equality and concrete objects to demonstrate understanding of the commutative and associative properties. CC.2.8.1.B Use concrete objects and trial and error to solve number sentences. CC.2.8.1.D Use a rule to find a missing addend or symbol to make a number sentence true, with adult assistance. CC.2.8.1.F Describe and answer questions about data from classroom graphs and charts. |
|--------|--|--|
| 12-M | Politely mands to stop an undesirable activity or remove any aversive MO under 5 different circumstances (e.g., | CC.1.5.1.B |
| | Please stop pushing me. No thank you. Excuse me, can you move?) | Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. |
| 12-a | Mands to remove an aversive item or activity 2 times (e.g., Let go. Give it back.) | CC.2.7.1.B |
| 12-b | Mands for others to perform a two-step action 2 times (e.g., Come here and watch me.) | Predict and explain the outcomes of events. |
| 12-c | Says please and thank you with indirect adult verbal prompts (e.g., What do you say?) | |
| 12-d | Demonstrates MO generalization by asking for 2 different reinforcers with the same words (e.g., when wanting attention | |
| | saying let's draw, and when wanting to get out of work saying let's draw) | |
| 12-e | Mands for others to participate in an activity 2 times (e.g., Come play. Help dig.) | |
| 13-M | Mands with 10 different adjectives, prepositions, or adverbs (e.g., My crayon is broken. Don't take it out. Go fast.) | CC.1.2.1.J |
| 13-a | Spontaneously mands to use the bathroom 2 times | Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases. |
| 13-b | Mands for others to attend to his own nonverbal behavior 2 times (e.g., watch me) | CC.2.7.1.B |
| 13-с | Mands for others to attend to some aspect of the environment 2 times (e.g., Look, it's a truck.) | Predict and explain the outcomes of events. |
| 13-d | Mands with 2 different adjectives (e.g., I want the red gummy bear.) | |
| 13-е | Mands with 2 different prepositions (e.g., Put it in the house.) | |
| 13-f | Mands with 2 different adverbs (e.g., Slow down.) | |
| 14-M | Gives directions, instructions, or explanations as to how to do something or how to participate in an activity 5 times | CC.1.2.1.C |
| 14-1/1 | (e.g., You put the glue on first, then stick it. You sit here while I get a book.) | Describe the connection between two individual, events, ideas, or pieces of information in a text. |
| 14-a | Mands for sympathy or other emotional support 2 times (e.g., He's mean.) | CC.1.3.1.A Retell stories, including key details, and demonstrate understanding of their central message or lesson. |
| 14-a | Mands for others to deliver a specific object to another person 2 times (e.g., Give it to Sarah.) | CC.1.3.1.I |
| 14-c | Mands for instructions for completing a task 2 times (e.g., Where does it go? How do I do it?) | Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade level reading and |
| 14-d | Spontaneously mands with 3 different major parts of speech (e.g., noun-verb-adjective) in one sentence 2 times (e.g., Push | content. CC.1.5.1.B |
| | the big bike fast.) | Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering |
| | | questions about key details and requesting clarification if something is not understood. CC.1.5.1.D |
| | | Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. |
| | | CC.2.7.1.A Determine the probability of an event occurring. |
| | | Determine the probability of an event occurring. |

| | | CC.2.7.1.B Predict and explain the outcomes of events. CC.2.7.1.D List or graph the possible results of an experiment. CC.2.7.1.E Answer questions about predictions and actual outcomes based on data. CC.2.8.1.D Use a rule to find a missing addend or symbol to make a number sentence true, with adult assistance. CC.2.8.1.F |
|------|--|--|
| 15-M | Mands for others to attend to his own intraverbal behavior 5 times (e.g., Listen to me I'll tell you Here's what happened I'm telling the story) | Describe and answer questions about data from classroom graphs and charts. CC.1.2.1.J Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases. |
| 15-a | Mands contain 5 word phrases or sentences 10 times | CC.1.3.1.A |
| 15-b | Mands for information about future events 2 times (e.g., When are we going to the party?) | Retell stories, including key details, and demonstrate understanding of their central message or lesson. |
| 15-c | Mands for attention to a private event 2 times (e.g., My stomach hurts.) | CC.1.4.1.T With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers, and add |
| 15-d | Mands for information 5 times using why questions | details to strengthen writing as needed. |
| 15-e | Mands for information 5 times using how questions | CC.1.5.1.B Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. CC.1.5.1.C Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. CC.2.7.1.A Determine the probability of an event occurring. CC.2.7.1.B Predict and explain the outcomes of events. CC.2.8.1.F Describe and answer questions about data from classroom graphs and charts. |

| | TACT LEVEL 1 | | |
|-------------------|---|---|--|
| Skill | VB-MAPP Milestones & Supporting Skills List | PA Core Standards | |
| 1-M 1-a | Tacts 2 items with echoic and imitative prompts (e.g., people, pets, characters, or favorite objects) Tacts 1 familiar person, pet, or object with verbal prompts and motivation present (e.g. mama) | CC.1.3.1.E Explain major differences between books that tell stories and books that give information, drawing on a wide reading or range of text types. CC.1.4.1.N | |
| 2-M | Tacts any 4 items without echoic or imitative prompts (e.g., people, pets, characters, or other objects) | Establish "who" and "what" the narrative will be about. CC.1.5.1.D Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. CC.1.5.1.E Produce complete sentences when appropriate to task and situation. CC.1.5.1.G Demonstrate command of the conventions of standard English when speaking based on grade 1 level and content. CC.2.1.1.B.1 Extend the counting sequence to read and write numerals to represent objects. CC.2.1.1.B.2 Use place-value concepts to represent amounts of tens and ones and to compare two digit numbers. | |
| 3-M | Tacts 6 non-reinforcing items (e.g., shoe, hat, spoon, car, cup, bed) | CC.1.3.1.H | |
| 3-a | Generalizes known responses across 2 different people and 2 settings (e.g., tacts kitty for both mom and dad: tacts dada while in bed and in the kitchen) | Compare and contrast the adventures and experiences of characters in stories. CC.1.4.1.N Establish "who" and "what" the narrative will be about. | |
| 3-b | Generalizes tacts across 2 examples of an item for 2 items (e.g., tacts 2 different phones) | CC.1.5.1.D Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. CC.1.5.1.E | |

| | | Produce complete sentences when appropriate to task and situation. CC.1.5.1.G Demonstrate command of the conventions of standard English when speaking based on grade 1 level and content. CC.2.1.1.B.1 Extend the counting sequence to read and write numerals to represent objects. CC.2.1.1.B.2 Use place-value concepts to represent amounts of tens and ones and to compare two digit numbers. |
|-----|---|---|
| 4-M | Spontaneously tacts (no verbal prompts) 2 different items | CC.1.1.1.E |
| 4-a | Looks at family photos and, with verbal prompts, tacts 2 family members | Read with accuracy and fluency to support comprehension: |
| 4-b | Tacts 2 pictures from a book or picture card (2D) (e.g., duck, ball) | Read on-level text with purpose and understanding. Product level text with purpose and understanding. |
| 4-0 | Tacts 2 pictures from a book of picture card (2D) (c.g., duck, barr) | 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.1.3.1.E Explain major differences between books that tell stories and books that give information, drawing on a wide reading or range of text types. CC.1.3.1.G Use illustrations and details in a story to describe characters, setting, or events. CC.1.4.1.B Identify and write about one specific topic. CC.1.4.1.M |
| | | Write narratives to develop real or imagined experiences or events. CC.1.4.1.N Establish "who" and "what" the narrative will be about. CC.2.1.1.B.1 |
| | | Extend the counting sequence to read and write numerals to represent objects. CC.2.1.1.B.2 Use place-value concepts to represent amounts of tens and ones and to compare two digit numbers. |
| 5-M | Tacts 10 items (e.g., common objects, people, body parts, or pictures) | CC.1.1.1.B |
| | | Demonstrate understanding of the organization and basic features of print. |
| 5-a | Tacts 5 pictures (2D) | Recognize the distinguishing features of a sentence. |
| 5-b | Maintains a newly acquired tact after 24 hours without training | CC.1.1.1.C |
| 5-c | Generalizes tacts across 3 examples of an item for 5 items (e.g., tacts 3 different spoons) | Demonstrate understanding of spoken words, syllables, and sounds (phonemes). |
| | | Distinguish long from short vowel sounds in spoken single-syllable words. Count, pronounce, blend, and segment syllables in spoken and written words. |
| | | Count, pronounce, blend, and segment synables in spoken and written words. Orally produce single-syllable words, including consonant blends and digraphs. |
| | | Grany produce single-synable words, including consonant brends and digraphs. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. |
| | | Add or substitute individual sounds (phonemes) in one-syllable words to make new words. |
| | | CC.1.1.1.D |
| | | Know and apply grade level phonics and word analysis skills in decoding words. |
| | | Identify common consonant diagraphs, final-e, and common vowel teams. |
| | | Decode one and two-syllable words with common patterns. |
| | | Read grade level words with inflectional endings. |
| | | Read grade-appropriate irregularly spelled words. |
| | | CC.1.1.1.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. |
| | | Kead 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. |
| | | CC.1.2.1.A Identify the main idea and retell key details of text. CC.1.2.1.B |
| | | Ask and answer questions about key details in a text. CC.1.2.1.F |
| | | Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. CC.1.2.1.G |
| | | Use the illustrations and details in a text to describe its key ideas. CC.1.2.1.I |
| | | Identify basic similarities in and differences between two texts on the same topic. CC.1.2.1.J |

Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases.

Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade level reading and content.

CC.1.3.1.A

Retell stories, including key details, and demonstrate understanding of their central message or lesson.

CC.1.3.1.C

Describe characters, settings, and major events in a story, using key details.

CC.1.3.1.E

Explain major differences between books that tell stories and books that give information, drawing on a wide reading or range of text types.

CC.1.3.1.H

Compare and contrast the adventures and experiences of characters in stories.

Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade level reading and content.

CC.1.3.1.J

Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases.

Read and comprehend literature on grade level, reading independently and proficiently.

CC.1.4.1.B

Identify and write about one specific topic.

CC.1.4.1.M

Write narratives to develop real or imagined experiences or events.

CC.1.4.1.T

With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

CC.1.5.1.B

Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

CC.1.5.1.D

Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

CC.2.7.1.B

Predict and explain the outcomes of events.

CC.2.7.1.D

List or graph the possible results of an experiment.

CC.2.7.1.E

Answer questions about predictions and actual outcomes based on data.

Describe and answer questions about data from classroom graphs and charts. CC.2.9.1.A

Name, describe and draw/build 2-dimensional shapes. CC.2.9.1.B

Identify and draw lines of symmetry. CC.2.1.1.B.1

Extend the counting sequence to read and write numerals to represent objects.

CC.2.1.1.B.2

Use place-value concepts to represent amounts of tens and ones and to compare two digit numbers. CC.2.4.1.A.1

Order lengths and measure them both indirectly and by repeating length units. CC.2.4.1.A.2

Tell and write time to the nearest half hour using both analog and digital clocks.

CC.2.7.1.B

Predict and explain the outcomes of events.

| | TAC' LEVEI | |
|---------------------------------|--|---|
| Skill | VB-MAPP Milestones & Supporting Skills List | PA Core Standards |
| 6-M 6-a 6-b 6-c 6-d | Tacts 25 items when asked, What's that? (e.g., book, shoe, car, dog, hat) Tacts 4 different people, pets, or characters by their specific name (can include mama and dada) Tacts 2 actions when asked, for example, What am I doing? (e.g., jumping, clapping) Acquires a new tact in less than 20 training trials Tacts 5 items in a 15 second period (fluency) | CC.1.1.1.B Demonstrate understanding of the organization and basic features of print. Recognize the distinguishing features of a sentence. C.1.1.1.D Know and apply grade level phonics and word analysis skills in decoding words. Identify common consonant diagraphs, final-e, and common vowel teams. Peocode one and two-syllable words with inflectional endings. Read grade level words with inflectional endings. Read grade-appropriate irregularly applied words. CC.1.1.1.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.1.2.1.A Identify the main idea and retell key details of text. CC.1.2.1.B Ask and answer questions about key details in a text. CC.1.2.1.B Ask and answer questions about key details in a text. CC.1.2.1.B Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. CC.1.2.1.B Ask and answer questions and details in a text to describe its key ideas. CC.1.2.1.1 Identify basic similarities in and differences between two texts on the same topic. CC.1.2.1.1 Identify basic similarities in and differences between two texts on the same topic. CC.1.3.1.E Explain major differences between books that tell stories and books that give information, drawing on a wide reading or range of text types. CC.1.3.1.G Use illustrations and details in a story to describe characters, setting, or events. CC.1.3.1.B Compare and contrast the adventures and experiences of characters in stories. CC.1.3.1.B Compare and contrast the adventures and experiences of characters in stories. CC.1.3.1.B Identify and write about one specific topic. CC.1.4.1.B Identify who "and "what" the narrative will be about. CC.1.4.1.B Identify who "and "what" the narrative will be about. CC.1.4.1.T With guidance and support from adults and |

| | | Represent and solve problems involving addition and subtraction within 20. |
|-------------------|---|--|
| | | CC.2.4.1.A.1 |
| | | Order lengths and measure them both indirectly and by repeating length units. CC.2.4.1.A.2 |
| l | | Tell and write time to the nearest half hour using both analog and digital clocks. |
| | | CC.2.7.1.A |
| | | Determine the probability of an event occurring. CC.2.7.1.B |
| | | Predict and explain the outcomes of events. |
| | | CC.2.7.1.D |
| | | List or graph the possible results of an experiment. |
| | | CC.2.7.1.E Answer questions about predictions and actual outcomes based on data. |
| | | CC.2.8.1.A |
| I | | Use the concept of equality and concrete objects to demonstrate understanding of the commutative and associative properties. CC.2.8.1.B |
| | | Use concrete objects and trial and error to solve number sentences. |
| | | CC.2.8.1.C |
| | | Recognize, describe, extend, replicate and transfer number and geometric patterns. CC.2.8.1.D |
| | | Use a rule to find a missing addend or symbol to make a number sentence true, with adult assistance. |
| | | CC.2.8.1.E |
| | | Use concrete objects, symbols and number to represent mathematical situations. CC.2.8.1.F |
| | | Describe and answer questions about data from classroom graphs and charts. |
| | | CC.2.9.1.A |
| | | Name, describe and draw/build 2-dimensional shapes. CC.2.9.1.B |
| l | | Identify and draw lines of symmetry. |
| | | CC.2.11.1.A |
| 7 1/ | | Order whole numbers, 0 to 100, with least to greatest value. CC.1.1.1.B |
| 7-M | Generalizes tacts across 3 examples of 50 items, or from a list of known generalizations | Demonstrate understanding of the organization and basic features of print. |
| 7-a | Tacts 3 body parts (e.g., nose, eyes, mouth) | Recognize the distinguishing features of a sentence. |
| | | Recognize the distinguishing readures of a sentence. |
| 7-b | Tacts 2 auditory stimuli (e.g., phone ringing, siren, dog barking) | CC.1.1.1.D |
| | 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) | CC.1.1.1.D Know and apply grade level phonics and word analysis skills in decoding words. |
| 7-b | | CC.1.1.D Know and apply grade level phonics and word analysis skills in decoding words. • Identify common consonant diagraphs, final-e, and common vowel teams. |
| 7-b 7-c 7-d | 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) | CC.1.1.D Know and apply grade level phonics and word analysis skills in decoding words. Identify common consonant diagraphs, final-e, and common vowel teams. Decode one and two-syllable words with common patterns. |
| 7-b 7-c | Spontaneously emits a tact containing two words for 5 different tacts (e.g., baby's crying) | CC.1.1.D Know and apply grade level phonics and word analysis skills in decoding words. Identify common consonant diagraphs, final-e, and common vowel teams. Decode one and two-syllable words with common patterns. Read grade level words with inflectional endings. |
| 7-b 7-c 7-d | 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) | CC.1.1.D Know and apply grade level phonics and word analysis skills in decoding words. Identify common consonant diagraphs, final-e, and common vowel teams. Decode one and two-syllable words with common patterns. Read grade level words with inflectional endings. Read grade-appropriate irregularly spelled words. |
| 7-b 7-c 7-d | 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) | CC.1.1.D Know and apply grade level phonics and word analysis skills in decoding words. Identify common consonant diagraphs, final-e, and common vowel teams. Decode one and two-syllable words with common patterns. Read grade level words with inflectional endings. |
| 7-b 7-c 7-d | 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. Identify common consonant diagraphs, final-e, and common vowel teams. Decode one and two-syllable words with common patterns. Read grade level words with inflectional endings. Read grade-appropriate irregularly spelled words. CC.1.1.1.E Read with accuracy and fluency to support comprehension: Read on-level text with purpose and understanding. |
| 7-b 7-c 7-d | 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) | CC.1.1.D Know and apply grade level phonics and word analysis skills in decoding words. Identify common consonant diagraphs, final-e, and common vowel teams. Decode one and two-syllable words with common patterns. Read grade level words with inflectional endings. Read grade-appropriate irregularly spelled words. CC.1.1.1.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. |
| 7-b 7-c 7-d | 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) | CC.1.1.D Know and apply grade level phonics and word analysis skills in decoding words. Identify common consonant diagraphs, final-e, and common vowel teams. Decode one and two-syllable words with common patterns. Read grade level words with inflectional endings. Read grade-appropriate irregularly spelled words. CC.1.1.1.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. |
| 7-b 7-c 7-d | 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) | CC.1.1.1.D Know and apply grade level phonics and word analysis skills in decoding words. Identify common consonant diagraphs, final-e, and common vowel teams. Decode one and two-syllable words with common patterns. Read grade level words with inflectional endings. Read grade-appropriate irregularly spelled words. CC.1.1.1.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.1.2.1.A |
| 7-b 7-c 7-d | 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) | CC.1.1.D Know and apply grade level phonics and word analysis skills in decoding words. Identify common consonant diagraphs, final-e, and common vowel teams. Decode one and two-syllable words with common patterns. Read grade level words with inflectional endings. Read grade-appropriate irregularly spelled words. CC.1.1.1.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. |
| 7-b 7-c 7-d | 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. Identify common consonant diagraphs, final-e, and common vowel teams. Decode one and two-syllable words with common patterns. Read grade level words with inflectional endings. Read grade-appropriate irregularly spelled words. CC.1.1.1.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.1.2.1.A Identify the main idea and retell key details of text. CC.1.2.1.I Identify basic similarities in and differences between two texts on the same topic. |
| 7-b 7-c 7-d | 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) | CC.1.1.1.D Know and apply grade level phonics and word analysis skills in decoding words. Identify common consonant diagraphs, final-e, and common vowel teams. Decode one and two-syllable words with common patterns. Read grade level words with inflectional endings. Read grade-appropriate irregularly spelled words. CC.1.1.1.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.1.2.1.A Identify the main idea and retell key details of text. CC.1.2.1.I Identify basic similarities in and differences between two texts on the same topic. CC.1.2.1.J |
| 7-b 7-c 7-d | 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. Identify common consonant diagraphs, final-e, and common vowel teams. Decode one and two-syllable words with common patterns. Read grade level words with inflectional endings. Read grade-appropriate irregularly spelled words. CC.1.1.1.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.1.2.1.A Identify the main idea and retell key details of text. CC.1.2.1.I Identify basic similarities in and differences between two texts on the same topic. CC.1.2.1.J Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases. |
| 7-b 7-c 7-d | 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) | CC.1.1.1.D Know and apply grade level phonics and word analysis skills in decoding words. Identify common consonant diagraphs, final-e, and common vowel teams. Decode one and two-syllable words with common patterns. Read grade level words with inflectional endings. Read grade-appropriate irregularly spelled words. CC.1.1.1.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.1.2.1.A Identify the main idea and retell key details of text. CC.1.2.1.I Identify basic similarities in and differences between two texts on the same topic. CC.1.2.1.J Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases. CC.1.2.1.K |
| 7-b 7-c 7-d | 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) | CC.1.1.1.D Know and apply grade level phonics and word analysis skills in decoding words. Identify common consonant diagraphs, final-e, and common vowel teams. Decode one and two-syllable words with common patterns. Read grade level words with inflectional endings. Read grade-appropriate irregularly spelled words. CC.1.1.1.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.1.2.1.A Identify the main idea and retell key details of text. CC.1.2.1.J Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases. CC.1.2.1.K Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade level reading and |
| 7-b 7-c 7-d | 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) | CC.1.1.1.D Know and apply grade level phonics and word analysis skills in decoding words. Identify common consonant diagraphs, final-e, and common vowel teams. Decode one and two-syllable words with common patterns. Read grade level words with inflectional endings. Read grade-appropriate irregularly spelled words. CC.1.1.1.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.1.2.1.A Identify the main idea and retell key details of text. CC.1.2.1.I Identify basic similarities in and differences between two texts on the same topic. CC.1.2.1.J Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases. CC.1.2.1.K Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade level reading and content. |
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| | | Write narratives to develop real or imagined experiences or events. |
|-------------------|---|---|
| | | CC.2.7.1.A |
| | | Determine the probability of an event occurring. CC.2.7.1.B |
| | | Predict and explain the outcomes of events. |
| | | CC.2.7.1.D |
| | | List or graph the possible results of an experiment. |
| | | CC.2.7.1.E |
| | | Answer questions about predictions and actual outcomes based on data. |
| | | CC.2.8.1.A |
| | | Use the concept of equality and concrete objects to demonstrate understanding of the commutative and associative properties. |
| | | CC. 2.8.1.C |
| | | Recognize, describe, extend, replicate and transfer number and geometric patterns. |
| | | CC.2.8.1.D |
| | | Use a rule to find a missing addend or symbol to make a number sentence true, with adult assistance. |
| | | CC.2.8.1.E |
| | | Use concrete objects, symbols and number to represent mathematical situations. |
| | | CC.2.8.1.F |
| | | Describe and answer questions about data from classroom graphs and charts. |
| | | CC.2.9.1.A |
| | | Name, describe and draw/build 2-dimensional shapes. |
| | | CC.2.9.1.B |
| | | Identify and draw lines of symmetry. |
| | | CC.2.2.1.A.2 Understand and apply properties of operations and the relationship between addition and subtraction. |
| | | CC.2.4.1.A.1 |
| | | Order lengths and measure them both indirectly and by repeating length units. |
| | | CC.2.4.1.A.2 |
| | | Tell and write time to the nearest half hour using both analog and digital clocks. |
| | | CC.2.4.1.A.4 |
| | | Represent and interpret data using tables/charts. |
| | | |
| Q_M | Tacts 10 actions when asked for example What am I doing? (a.g. jumping sleeping eating) | |
| 8-M | Tacts 10 actions when asked, for example, What am I doing? (e.g., jumping, sleeping, eating) | CC.1.1.1.E |
| 8-a | Tacts 2 tactile stimuli (e.g., says ball when feeling a ball in a bag) | CC.1.1.1.E Read with accuracy and fluency to support comprehension: |
| | | CC.1.1.1.E Read with accuracy and fluency to support comprehension: • Read on-level text with purpose and understanding. |
| 8-a 8-b | 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) | CC.1.1.1.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. |
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| 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.1.1.1.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.1.2.1.C Describe the connection between two individual, events, ideas, or pieces of information in a text. CC.1.2.1.1 Identify basic similarities in and differences between two texts on the same topic. CC.1.3.1.E Explain major differences between books that tell stories and books that give information, drawing on a wide reading or range of text types. CC.1.3.1.H Compare and contrast the adventures and experiences of characters in stories. CC.1.3.1.K Read and comprehend literature on grade level, reading independently and proficiently. CC.1.4.1.M Write narratives to develop real or imagined experiences or events. CC.1.4.1.T With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. CC.2.7.1.E Answer questions about predictions and actual outcomes based on data. CC.2.7.1.B List or graph the possible results of an experiment. |
| 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.1.1.1.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.1.2.1.C Describe the connection between two individual, events, ideas, or pieces of information in a text. CC.1.2.1.1 Identify basic similarities in and differences between two texts on the same topic. CC.1.3.1.E Explain major differences between books that tell stories and books that give information, drawing on a wide reading or range of text types. CC.1.3.1.H Compare and contrast the adventures and experiences of characters in stories. CC.1.3.1.K Read and comprehend literature on grade level, reading independently and proficiently. CC.1.4.1.M Write narratives to develop real or imagined experiences or events. CC.1.4.1.T With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. CC.2.7.1.E Answer questions about predictions and actual outcomes based on data. CC.2.7.1.B List or graph the possible results of an experiment. CC.2.7.1.B Predict and explain the outcomes of events. |
| 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.1.1.1.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.1.2.1.C Describe the connection between two individual, events, ideas, or pieces of information in a text. CC.1.3.1.E Explain major differences between two texts on the same topic. CC.1.3.1.H Compare and contrast the adventures and experiences of characters in stories. CC.1.3.1.K Read and comprehend literature on grade level, reading independently and proficiently. CC.1.4.1.M Write narratives to develop real or imagined experiences or events. CC.1.4.1.T With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. CC.2.7.1.E Answer questions about predictions and actual outcomes based on data. CC.2.7.1.B Predict and explain the outcomes of events. CC.2.7.1.A Predict and explain the outcomes of events. |
| 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.1.1.1.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.1.2.1.C Describe the connection between two individual, events, ideas, or pieces of information in a text. CC.1.2.1.1 Identify basic similarities in and differences between two texts on the same topic. CC.1.3.1.E Explain major differences between books that tell stories and books that give information, drawing on a wide reading or range of text types. CC.1.3.1.H Compare and contrast the adventures and experiences of characters in stories. CC.1.3.1.K Read and comprehend literature on grade level, reading independently and proficiently. CC.1.4.1.M Write narratives to develop real or imagined experiences or events. CC.1.4.1.T With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. CC.2.7.1.E Answer questions about predictions and actual outcomes based on data. CC.2.7.1.B Predict and explain the outcomes of events. CC.2.7.1.A Determine the probability of an event occurring. |
| 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.1.1.1.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.1.2.1.C Describe the connection between two individual, events, ideas, or pieces of information in a text. CC.1.3.1.E Explain major differences between two texts on the same topic. CC.1.3.1.H Compare and contrast the adventures and experiences of characters in stories. CC.1.3.1.K Read and comprehend literature on grade level, reading independently and proficiently. CC.1.4.1.M Write narratives to develop real or imagined experiences or events. CC.1.4.1.T With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. CC.2.7.1.E Answer questions about predictions and actual outcomes based on data. CC.2.7.1.B Predict and explain the outcomes of events. CC.2.7.1.A Predict and explain the outcomes of events. |

| | | Use the concept of equality and concrete objects to demonstrate understanding of the commutative and associative properties. CC.2.8.1.B |
|----------|--|---|
| | | Use concrete objects and trial and error to solve number sentences. CC. 2.8.1.C |
| | | Recognize, describe, extend, replicate and transfer number and geometric patterns. CC.2.8.1.E |
| | | Use concrete objects, symbols and number to represent mathematical situations. CC.2.8.1.F |
| | | Describe and answer questions about data from classroom graphs and charts. CC.2.9.1.A |
| | | Name, describe and draw/build 2-dimensional shapes. CC.2.9.1.B |
| | | Identify and draw lines of symmetry. |
| | | CC.2.11.1.A Order whole numbers, 0 to 100, with least to greatest value. |
| 9-M | Tacts 50 two-component verb-noun, or noun-verb combinations, tested or from a list of known two-component tacts | CC.1.1.1.E |
| 7 1.2 | (e.g., washing face, Joe swinging, baby sleeping) | Read with accuracy and fluency to support comprehension: |
| 9-a | Tacts 25 two-component noun-noun relations (e.g., paper and pencil; car and truck) | Read on-level text with purpose and understanding. Product level text with purpose and understanding. |
| 9-b | Acquires a new tact in less than 15 training trials | 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. |
| 9-c | Spontaneously tacts items in a book, on TV, or in a video 5 times (e.g., Cinderella) | CC.1.2.1.A |
| 9-d | Learns 2 new tacts without direct training (e.g., untrained echoic to tact transfer) | Identify the main idea and retell key details of text. |
| 9-e | Shows response generalization for 5 items (i.e., tacts the same stimulus with two different words teacher and Katie; cat and | CC.1.2.1.C |
| 9-6 | Garfield; dog and Maggie) | Describe the connection between two individual, events, ideas, or pieces of information in a text. CC.1.2.1.F |
| | 7 6 66 7 | Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. CC.1.2.1.G |
| | | Use the illustrations and details in a text to describe its key ideas. |
| | | CC.1.2.1.I |
| | | Identify basic similarities in and differences between two texts on the same topic. CC.1.2.1.J |
| | | Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words |
| | | that signal connections and relationships between the words and phrases. CC.1.2.1.K |
| | | Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade level reading and |
| | | content. CC.1.3.1.H |
| | | Compare and contrast the adventures and experiences of characters in stories. |
| | | CC.1.3.1.I |
| | | Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade level reading and content. |
| | | CC.1.3.1.J |
| | | Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words |
| | | that signal connections and relationships between the words and phrases. CC.1.3.1.K |
| | | Read and comprehend literature on grade level, reading independently and proficiently. |
| | | CC.1.4.1.M |
| | | Write narratives to develop real or imagined experiences or events. CC.1.4.1.T |
| | | With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers, and add |
| | | details to strengthen writing as needed. |
| | | CC.2.7.1.A Determine the probability of an event occurring. |
| | | CC.2.7.1.B |
| | | Predict and explain the outcomes of events. |
| | | CC.2.7.1.D List or graph the possible results of an experiment. |
| | | CC.2.7.1.E |
| | | Answer questions about predictions and actual outcomes based on data. |
| | | CC.2.8.1.A Use the concept of equality and concrete objects to demonstrate understanding of the commutative and associative properties. |
| <u> </u> | | ese the concept of equality and concrete objects to demonstrate understanding of the commutative and associative properties. |

| | | CC.2.8.1.C |
|------|--|--|
| | | Recognize, describe, extend, replicate and transfer number and geometric patterns. CC.2.8.1.E |
| | | |
| | | Use concrete objects, symbols and number to represent mathematical situations. CC.2.8.1.F |
| | | Describe and answer questions about data from classroom graphs and charts. |
| | | CC.2.9.1.A |
| | | Name, describe and draw/build 2-dimensional shapes. |
| | | CC.2.9.1.B |
| | | Identify and draw lines of symmetry. |
| | | CC.2.4.1.A.4 |
| | | Represent and interpret data using tables/charts. |
| 10-M | Tacts 200 nouns and/or verbs (or other parts of speech), tested or from an accumulated list of known tacts | CC.1.1.1.B |
| 10-a | Tacts 10 actions (e.g., climbing, playing, coloring, swimming, washing) | Demonstrate understanding of the organization and basic features of print. |
| 10-b | Tacts 2 gustatory stimuli (e.g., tacts orange by tasting it) | • Recognize the distinguishing features of a sentence. |
| | U U U U | CC.1.1.1.C |
| 10-c | Tacts 20 items in a 1 minute fluency test | Demonstrate understanding of spoken words, syllables, and sounds (phonemes). |
| 10-d | Tacts 2 different colors (e.g., red, blue) | Distinguish long from short vowel sounds in spoken single-syllable words. |
| 10-е | Tacts 2 different shapes (e.g., circle, star) | Count, pronounce, blend, and segment syllables in spoken and written words. |
| • | | Orally produce single-syllable words, including consonant blends and digraphs. |
| | | • Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. |
| | | • Add or substitute individual sounds (phonemes) in one-syllable words to make new words. |
| | | CC.1.1.1.D |
| | | Know and apply grade level phonics and word analysis skills in decoding words. |
| | | • Identify common consonant diagraphs, final-e, and common vowel teams. |
| | | Decode one and two-syllable words with common patterns. |
| | | Read grade level words with inflectional endings. |
| | | Read grade-appropriate irregularly spelled words. |
| | | CC.1.1.1.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.1.2.1.A |
| | | Identify the main idea and retell key details of text. |
| | | CC.1.2.1.F |
| | | Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. |
| | | CC.1.2.1.G |
| | | Use the illustrations and details in a text to describe its key ideas. |
| | | CC.1.2.1.I Identify basic similarities in and differences between two texts on the same topic. |
| | | CC.1.2.1.J |
| | | Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words |
| | | that signal connections and relationships between the words and phrases. |
| | | CC.1.3.1.D |
| | | Identify who is telling the story at various points in a text. |
| | | CC.1.3.1.E |
| | | Explain major differences between books that tell stories and books that give information, drawing on a wide reading or range |
| | | of text types. |
| | | CC.1.3.1.H |
| | | Compare and contrast the adventures and experiences of characters in stories. |
| | | CC.1.3.1.I Determine or clarify the magning of unknown and multiple magning word and phrases based on grade level reading and |
| | | Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade level reading and content. |
| | | CC.1.3.1.J |
| | | Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words |
| | | that signal connections and relationships between the words and phrases. |
| | | CC.1.3.1.K |
| | | Read and comprehend literature on grade level, reading independently and proficiently. |
| | | |

| Identify and write about one specific topic. |
|---|
| CC.1.4.1.M |
| Write narratives to develop real or imagined experiences or events. |
| CC.1.4.1.T |
| With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers, and add |
| details to strengthen writing as needed. |
| CC.1.5.1.C |
| Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not |
| understood. |
| CC.1.5.1.D |
| Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. |
| CC.2.7.1.A |
| Determine the probability of an event occurring. |
| CC.2.7.1.B |
| Predict and explain the outcomes of events. |
| CC.2.7.1.D |
| List or graph the possible results of an experiment. |
| CC.2.7.1.E |
| Answer questions about predictions and actual outcomes based on data. |
| CC.2.8.1.A |
| Use the concept of equality and concrete objects to demonstrate understanding of the commutative and associative properties. |
| CC.2.8.1.B |
| Use concrete objects and trial and error to solve number sentences. |
| CC.2.8.1.C |
| Recognize, describe, extend, replicate and transfer number and geometric patterns. |
| CC.2.8.1.E |
| Use concrete objects, symbols and number to represent mathematical situations. |
| CC.2.8.1.F |
| Describe and answer questions about data from classroom graphs and charts. |
| CC.2.9.1.A |
| Name, describe and draw/build 2-dimensional shapes. |
| CC.2.9.1.B |
| Identify and draw lines of symmetry. |
| CC.2.4.1.A.4 |
| Represent and interpret data using tables/charts. |

| | TACT | | |
|-------|---|--|--|
| | LEVEL 3 | | |
| Skill | VB-MAPP Milestones & Supporting Skills List | PA Core Standards | |
| | 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.1.1.1.B Demonstrate understanding of the organization and basic features of print. • Recognize the distinguishing features of a sentence. CC.1.1.1.C | |
| 11-a | Tacts 2 olfactory stimuli (e.g., cookies, popcorn, flowers) | Demonstrate understanding of spoken words, syllables, and sounds (phonemes). | |
| 11-b | Acquires 5 new tacts in a week without direct training | Distinguish long from short vowel sounds in spoken single-syllable words. | |
| 11-c | Tacts 2 people (not family members) by their first names | Count, pronounce, blend, and segment syllables in spoken and written words. Orally produce single-syllable words, including consonant blends and digraphs. | |
| 11-d | Tacts 5 categories or classes (e.g., animals, drinks, toys) | Usally produce single-synable words, including consonant blends and digraphs. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. | |
| 11-e | Tacts 5 locations (e.g., kitchen, bedroom, playground, grandma's house) | Add or substitute individual sounds (phonemes) in one-syllable words to make new words. | |
| | adding a verbal SD to the task) | CC.1.1.1.D Know and apply grade level phonics and word analysis skills in decoding words. • Identify common consonant diagraphs, final-e, and common vowel teams. | |
| 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) | | |

| 1-h | Tacts 2 specific features or parts of 25 items or people (e.g., wheels and doors on a car) | Decode one and two-syllable words with common patterns. |
|-----|--|---|
| 1-i | Generalization occurs to new examples of an item or action on the first trial, for 5 items | Read grade level words with inflectional endings. |
| | | Read grade-appropriate irregularly spelled words. |
| | | CC.1.1.1.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.1.2.1.A |
| | | Identify the main idea and retell key details of text. |
| | | CC.1.2.1.B Ask and answer questions about key details in a text. |
| | | CC.1.2.1.H |
| | | Identify the reasons an author gives to support points in a text. |
| | | CC.1.2.1.I |
| | | Identify basic similarities in and differences between two texts on the same topic. CC.1.2.1.J |
| | | Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words |
| | | that signal connections and relationships between the words and phrases. |
| | | CC.1.2.1.K |
| | | Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade level reading and content. |
| | | CC.1.3.1.G |
| | | Use illustrations and details in a story to describe characters, setting, or events. |
| | | CC.1.3.1.J |
| | | Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases. |
| | | CC.1.4.1.M |
| | | Write narratives to develop real or imagined experiences or events. |
| | | CC.1.4.1.N |
| | | Establish "who" and "what" the narrative will be about. CC.2.7.1.A |
| | | Determine the probability of an event occurring. |
| | | CC.2.7.1.B |
| | | Predict and explain the outcomes of events. |
| | | CC.2.7.1.D List or graph the possible results of an experiment. |
| | | CC.2.7.1.E |
| | | Answer questions about predictions and actual outcomes based on data. |
| | | CC.2.8.1.A |
| | | Use the concept of equality and concrete objects to demonstrate understanding of the commutative and associative properties. CC.2.8.1.B |
| | | Use concrete objects and trial and error to solve number sentences. |
| | | CC. 2.8.1.C |
| | | Recognize, describe, extend, replicate and transfer number and geometric patterns. CC.2.8.1.D |
| | | Use a rule to find a missing addend or symbol to make a number sentence true, with adult assistance. |
| | | CC.2.8.1.E |
| | | Use concrete objects, symbols and number to represent mathematical situations. |
| | | CC.2.8.1.F Describe and answer questions about data from classroom graphs and charts. |
| | | CC.2.9.1.A |
| | | Name, describe and draw/build 2-dimensional shapes. |
| | | CC.2.9.1.B |
| | | Identify and draw lines of symmetry. CC.2.3.1.A.1 |
| | | Compose and distinguish between two and three dimensional shapes based on their attributes. |
| | | CC.2.3.1.A.2 |
| | | Use the understanding of fractions to partition shapes into halves and quarters. CC.2.3.1.A.1 |
| | | CC.2.3.1.A.1 Compose and distinguish between two and three dimensional shapes based on their attributes. |
| | | |

| Pack Addition Pack Addition Pack Addition Pack Pack Addition Pack P | | T | CC.2.4.1.A.1 |
|--|----------|--|--|
| Tests 4 different prepositions (e.g., in, out, on, under) and 4 pronouns (e.g., I, you, me, mine) 12-a Tacts the class of 25 items (e.g., an adult points to a dog and says A dog is an) (part intraverbal) 12-b Tacts what's wrong or missing from 10 pictures or objects (e.g., a face without a nose) 12-bin, A cookie is a type of) (part intraverbal) 12-c Tacts the class and function of 10 items (e.g., show the child a cookie and say, What do you do with this? And then say to him. A cookie is a type of) (part intraverbal) 12-c Tacts perple with 2 different promouse, e.g., Who has the hat or?, you do! (part intraverbal) 12-d Tacts 2 prepositional relations (e.g., where is Oscar?in the garbage cam) (part intraverbal) 12-d Spontaneously tacts the function, feature, or class of an item for 5 items (e.g., after training cow, bird, and monkey as animals, the child tacts a bear as an animal on the first trial) 12-d Spontaneously tacts the function, feature, or class of an item for 5 items (e.g., after training cow, bird, and monkey as animals, the child tacts a bear as an animal on the first trial) 12-d Spontaneously tacts the function, feature, or class of an item for 5 items (e.g., after training cow, bird, and monkey as animals, the child tacts a bear as an animal on the first trial) 12-d Spontaneously tacts the function, feature, or class of an item for 5 items (e.g., after training cow, bird, and monkey as animals, the child tacts a bear as an animal on the first trial) 12-d Spontaneously tacts the function, and class tacting to 10 new members of each set (e.g., after training cow, bird, and monkey as animals, the child tacts a bear as an animal on the first trial) 12-d Spontaneously tacts the function, and class tacting to 10 new members of each set (e.g., after training cow, bird, and monkey as animals, the child tacts a bear as an animal on the first trial) 12-d Spontaneously tacts the function, and class tacting to 10 new members of each set (e.g., after training cow, bird, and tac | | | Order lengths and measure them both indirectly and by repeating length units. |
| Tacts 4 different prepositions (e.g., in, out, on, under) and 4 pronouns (e.g., I, you, me, mine) | | | |
| Tacts 4 different prepositions (e.g., in, out, on, under) and 4 pronouns (e.g., I, you, me, mine) 12-a Tacts the class of 25 items (e.g., an adult) points to a dog and says A dog is am.,) (part intraverbal) 12-b Tacts the class and function of 10 items (e.g., show the child a cookie and say, What do you do with this? And then say to him. A cookie is a type of) (part intraverbal) 12-d Tacts people with 2 different pronouns (e.g., Who has the hat on?) out do) (part intraverbal) 12-d Tacts people with 2 different pronouns (e.g., Who has the hat on?) out do) (part intraverbal) 12-d Generalizes feature, function, and class tacting to 10 new members of each set (e.g., after training cow, bird, and monkey as animals, the child tacts a bear as an animal on the first trial) 12-d Solution of the contract of the | | | |
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| CC.2.7.1.D List or graph the possible results of an experiment. CC.2.7.1.E Answer questions about predictions and actual outcomes based on data. CC.2.8.1.A Use the concept of equality and concrete objects to demonstrate understanding of the commutative and associative properties. CC.2.8.1.B Use concrete objects and trial and error to solve number sentences. CC.2.8.1.C Recognize, describe, extend, replicate and transfer number and geometric patterns. CC.2.8.1.D Use a rule to find a missing addend or symbol to make a number sentence true, with adult assistance. CC.2.8.1.E Use concrete objects, symbols and number to represent mathematical situations. | | | |
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| CC.2.8.1.E Use concrete objects, symbols and number to represent mathematical situations. | | | |
| | | | |
| | | | |
| | | | CC.2.8.1.F |
| Describe and answer questions about data from classroom graphs and charts. CC.2.9.1.A | | | |
| Name, describe and draw/build 2-dimensional shapes. | | | |
| CC.2.4.1.A.4 | | | CC.2.4.1.A.4 |
| Represent and interpret data using tables/charts. | 10 - | | |
| 13-M Tacts 4 different adjectives, excluding colors and shapes (e.g., big, little, long, short) and 4 adverbs (e.g., fast, slow, Read with accuracy and fluency to support comprehension: | 13-M | | |
| quiety, gently) | | | |
| 13-a Tacts people by gender using 4 different terms (girl, boy, man, woman) Read on-level text with purpose and understanding. • Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. | 13-a | Tacts people by gender using 4 different terms (girl, boy, man, woman) | |
| 13-b Spontaneously tacts the behavior of others 2 times (e.g., He's crying.) Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | 13-b | Spontaneously tacts the behavior of others 2 times (e.g., He's crying.) | |
| 13-c Tacts 2 pairs of relative adjectives (e.g., big and little; long and short) (part intraverbal if questions such as What size is this? CC.1.2.1.C | | | CC.1.2.1.C |
| Describe the connection between two individual, events, ideas, or pieces of information in a text. | - | | |
| C.1.2.1.1 | 1 | , | |
| 13-d Spontaneously tacts with 2 different adjectives Identify basic similarities in and differences between two texts on the same topic. | 13-d | | definity basic similarnies in and differences between two texts on the same topic. |

| 13-е | Spontaneously tacts with 2 different adverbs | CC.1.3.1.A |
|-------|---|---|
| 13-f | Spontaneously tacts possession of items 2 times (e.g., mine, yours) | Retell stories, including key details, and demonstrate understanding of their central message or lesson. CC.1.3.1.D |
| | | Identify who is telling the story at various points in a text. |
| | | CC.1.3.1.G |
| | | Use illustrations and details in a story to describe characters, setting, or events. |
| | | CC.1.4.1.P |
| | | Recount two or more appropriately sequenced events using temporal words to signal event order and provide some sense of closure. |
| | | CC.2.7.1.A |
| | | Determine the probability of an event occurring. |
| | | CC.2.7.1.B |
| | | Predict and explain the outcomes of events. |
| | | CC.2.7.1.D List or graph the possible results of an experiment. |
| | | CC.2.7.1.E |
| | | Answer questions about predictions and actual outcomes based on data. |
| | | CC.2.8.1.A |
| | | Use the concept of equality and concrete objects to demonstrate understanding of the commutative and associative properties. CC.2.8.1.B |
| | | Use concrete objects and trial and error to solve number sentences. |
| | | CC. 2.8.1.C |
| | | Recognize, describe, extend, replicate and transfer number and geometric patterns. |
| | | CC.2.8.1.D |
| | | Use a rule to find a missing addend or symbol to make a number sentence true, with adult assistance. CC.2.8.1.E |
| | | Use concrete objects, symbols and number to represent mathematical situations. |
| | | CC.2.8.1.F |
| | | Describe and answer questions about data from classroom graphs and charts. |
| | | CC.2.9.1.A Name, describe and draw/build 2-dimensional shapes. |
| | | CC.2.4.1.A.1 |
| | | Order lengths and measure them both indirectly and by repeating length units. |
| | | CC.2.4.1.A.2 |
| | | Tell and write time to the nearest half hour using both analog and digital clocks. |
| | | CC.2.4.1.A.4 |
| 14 N/ | Toota with complete conteness containing 4 on more words 20 times | Represent and interpret data using tables/charts. CC.1.1.1.E |
| 14-M | Tacts with complete sentences containing 4 or more words, 20 times | Read with accuracy and fluency to support comprehension: |
| 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. |
| | are used) | Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. |
| 14-b | Tacts 5 adjective-noun combinations in a complete sentence (e.g., That is a big dog.) | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| | Tacts 5 verb-adverb combinations in a complete sentence (e.g., He is singing loud.) | CC.1.2.1.C Describe the connection between two individual, events, ideas, or pieces of information in a text. |
| | Tacts 5 preposition-noun combinations in a complete sentence (The dog's in the house.) | Describe the connection between two individual, events, ideas, or pieces of information in a text. CC.1.3.1.K |
| | Tacts 5 subject-verb-noun combinations in a complete sentence (e.g., The girl is pulling the wagon.) | Read and comprehend literature on grade level, reading independently and proficiently. |
| | | CC.1.4.1.B |
| | | Identify and write about one specific topic. |
| | | CC.1.4.1.T With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers, and add |
| | | details to strengthen writing as needed. |
| | | CC.1.5.1.D |
| 4 = | | Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. |
| 15-M | Has a total tact vocabulary of 1000 words (nouns, verbs, adjectives, etc.), tested or from an accumulated list of known | CC.1.1.1.D Know and apply grade level phonics and word analysis skills in decoding words. |
| | tacts | Identify common consonant diagraphs, final-e, and common vowel teams. |
| 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 | Decode one and two-syllable words with common patterns. |
| | used) | , |
| | | |

| 15-b | Tacts 5 frequently used gestures that have a verbal function (e.g., pinching their nose for a bad smell, finger over the lips for | Read grade level words with inflectional endings. |
|------|---|--|
| 13-0 | | Read grade-appropriate irregularly spelled words. |
| | quiet, thumbs up for a good job, a fake yawn for being tired) | CC.1.1.1.E |
| 15-c | Tacts 5 community helpers (e.g., policeman, fireman, nurse, doctor, garbage man) | Read with accuracy and fluency to support comprehension: |
| 15-d | Tacts with 2 different negation words 5 times (e.g., That's not a cat.) | Read on-level text with purpose and understanding. |
| 15-е | Tacts 5 social, community, or group events (e.g., parade, party, emergency) | Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. |
| 15-f | Spontaneously tacts 2 different social circumstances (e.g., They are busy. They are arguing.) | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| | Spontaneously emits untrained tacts in sentences containing at least 5 words, 5 times | CC.1.2.1.A Identify the main idea and retell key details of text. |
| 15-g | Spontaneously enints untrained facts in sentences containing at least 5 words, 5 times | CC.1.2.1.B |
| | | Ask and answer questions about key details in a text. |
| | | CC.1.2.1.C |
| | | Describe the connection between two individual, events, ideas, or pieces of information in a text. |
| | | CC.1.2.1.F Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. |
| | | CC.1.2.1.G |
| | | Use the illustrations and details in a text to describe its key ideas. |
| | | CC.1.2.1.I |
| | | Identify basic similarities in and differences between two texts on the same topic. CC.1.2.1.J |
| | | Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words |
| | | that signal connections and relationships between the words and phrases. |
| | | CC.1.3.1.A |
| | | Retell stories, including key details, and demonstrate understanding of their central message or lesson. CC.1.3.1.B |
| | | Ask and answer questions about key details in a text. |
| | | CC.1.3.1.D |
| | | Identify who is telling the story at various points in a text. |
| | | CC.1.3.1.F |
| | | Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. CC.1.3.1.G |
| | | Use illustrations and details in a story to describe characters, setting, or events. |
| | | CC.1.3.1.I |
| | | Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade level reading and content |
| | | CC.1.3.1.J Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words |
| | | that signal connections and relationships between the words and phrases. |
| | | CC.1.3.1.K |
| | | Read and comprehend literature on grade level, reading independently and proficiently. |
| | | CC.1.4.1.B Identify and write about one specific topic. |
| | | CC.1.4.1.E |
| | | Choose words and phrases for effect. |
| | | CC.1.4.1.G |
| | | Write opinion pieces on familiar topics. CC.1.4.1.I |
| | | Support the opinion with reasons related to the opinion. |
| | | CC.1.4.1.M |
| | | Write narratives to develop real or imagined experiences or events. |
| | | CC.1.4.1.N Establish "who" and "what" the narrative will be about. |
| | | CC.1.4.1.0 |
| | | Include thoughts and feelings to describe experiences and events |
| | | CC.1.4.1.T |
| | | With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers, and add |
| | | details to strengthen writing as needed. CC.1.5.1.C |
| | | Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not |
| | | understood. |
| | | CC.1.5.1.D |
| | | Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. |

| CC.2.7.1.A |
|--|
| Determine the probability of an event occurring. |
| CC.2.7.1.B |
| Predict and explain the outcomes of events. |
| CC.2.7.1.D |
| List or graph the possible results of an experiment. |
| CC.2.7.1.E |
| Answer questions about predictions and actual outcomes based on data. |
| CC.2.8.1.C |
| Recognize, describe, extend, replicate and transfer number and geometric patterns. |
| CC.2.8.1.E |
| Use concrete objects, symbols and number to represent mathematical situations. |
| CC.2.8.1.F |
| Describe and answer questions about data from classroom graphs and charts. |

| | LISTENER RESPONDING | | | | |
|-----------------------------|--|--|--|--|--|
| | LEVEL 1 | | | | |
| Skill | VB-MAPP Milestones & Supporting Skills | PA Core Standards | | | |
| 1-M 1-a | Attends to a speaker's voice by making eye contact with the speaker 5 times Turns head to locate the source of a sound (e.g., bell, squeaky toy, a cell phone ringing) | CC.1.2.1.B Ask and answer questions about key details in a text. CC.1.3.1.D Identify who is telling the story at various points in a text. CC.1.4.1.T With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. CC.1.5.1.A Participate in collaborative conversations with peers and adults in small and larger groups. CC.1.5.1.C Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. | | | |
| 2-M 2-a | Responds to hearing his own name 5 times (e.g., looks at the speaker) Smiles at the sound of the caretaker's voice 2 times | CC.1.4.1.T With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. CC.1.5.1.A Participate in collaborative conversations with peers and adults in small and larger groups. | | | |
| 3-M 3-a 3-b 3-c 3-d 3-e 3-f | Looks at, touches, or points to the correct family member, pet, or other reinforcer when presented in an array of 2, for 5 different reinforcers (e.g., Where's Elmo? Where's mommy?) Interrupts a play activity when his name is called Responds to no, hot, stop or other commands in the appropriate context Attends to an object or picture when named (without discrimination) 5 times Responds to 2 simple (1 part) verbal instructions in context (e.g., sit down, when by a chair) Discriminates between 2 family members and/or pets when named (e.g., Where's daddy?) Discriminates between 2 objects when they are presented at eye level (e.g., looks at, touches, or points to a ball when shown a ball and a shoe and asked touch ball) | CC.1.1.1.D Know and apply grade level phonics and word analysis skills in decoding words. Identify common consonant diagraphs, final-e, and common vowel teams. Decode one and two-syllable words with common patterns. Read grade level words with inflectional endings. Read grade-appropriate irregularly spelled words. CC.1.2.1.I Identify basic similarities in and differences between two texts on the same topic. CC.1.3.1.H Compare and contrast the adventures and experiences of characters in stories. CC.1.4.1.M Write narratives to develop real or imagined experiences or events. CC.1.4.1.N Establish "who" and "what" the narrative will be about. CC.2.4.1.A.2 Tell and write time to the nearest half hour using both analog and digital clocks. CC.2.4.1.A.4 | | | |
| 4-M 4-a | Performs 4 different motor actions on command without a visual prompt (e.g., Can you jump? Show me clapping.) Selects the correct item from an array of 2 for 10 different objects or pictures | Represent and interpret data using tables/charts. CC.1.1.1.C Demonstrate understanding of spoken words, syllables, and sounds (phonemes). | | | |

| 4-b | Maintains eye contact to a speaker for 2 seconds | Distinguish long from short vowel sounds in spoken single-syllable words. |
|-----|---|---|
| | Touches 2 body parts (e.g., Touch your nose. Where's your ears?) | Count, pronounce, blend, and segment syllables in spoken and written words. |
| | Performs 2 motor actions (e.g., Show me clapping. Can you spin around?) | Orally produce single-syllable words, including consonant blends and digraphs. |
| | Selects the correct item from an array of 3 when named, for 10 different items (e,g. dog, hat, book) | Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. |
| | Generalizes in a listener discrimination (LD) task across 2 examples of 5 different items (e.g., can identify 2 different dogs, 2 | Add or substitute individual sounds (phonemes) in one-syllable words to make new words. CC.1.1.1.D |
| | different cups, 2 different balls) | Know and apply grade level phonics and word analysis skills in decoding words. |
| | different cups, 2 different bans) | Identify common consonant diagraphs, final-e, and common vowel teams. |
| | | Decode one and two-syllable words with common patterns. |
| | | Read grade level words with inflectional endings. |
| | | Read grade-appropriate irregularly spelled words. |
| | | CC.1.2.1.B |
| | | Ask and answer questions about key details in a text. CC.1.2.1.I |
| | | Identify basic similarities in and differences between two texts on the same topic. |
| | | CC.1.2.1.J |
| | | Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words |
| | | that signal connections and relationships between the words and phrases. CC.1.2.1.K |
| | | Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade level reading and |
| | | content. |
| | | CC.1.3.1.H |
| | | Compare and contrast the adventures and experiences of characters in stories. CC.1.4.1.T |
| | | With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers, and add |
| | | details to strengthen writing as needed. |
| 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.1.1.1.B |
| | Identifies (LD) 5 items in a 10 second period (fluency test) | Demonstrate understanding of the organization and basic features of print. |
| | Demonstrates 6 different motor actions on command without a visual prompt | Recognize the distinguishing features of a sentence. CC.1.1.1.C |
| | Maintains an acquired listener skill after 24 hours without training | Demonstrate understanding of spoken words, syllables, and sounds (phonemes). |
| | Spontaneously emits (no direct prompts to respond) a listener response (LD) 2 times | Distinguish long from short vowel sounds in spoken single-syllable words. |
| | Generalizes known listener tasks across 3 different people, 3 settings, and 3 times of day | Count, pronounce, blend, and segment syllables in spoken and written words. |
| 3-6 | Generalizes known listener tasks across 3 different people, 3 settings, and 3 times of day | Orally produce single-syllable words, including consonant blends and digraphs. |
| | | • Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. |
| | | Add or substitute individual sounds (phonemes) in one-syllable words to make new words. |
| | | CC.1.1.1.D Know and apply grade level phonics and word analysis skills in decoding words. |
| | | Identify common consonant diagraphs, final-e, and common vowel teams. |
| | | Decode one and two-syllable words with common patterns. |
| | | Read grade level words with inflectional endings. |
| | | Read grade-appropriate irregularly spelled words. |
| | | CC.1.2.1.A |
| | | Identify the main idea and retell key details of text. |
| | | CC.1.2.1.B Ask and answer questions about key details in a text. |
| | | CC.1.2.1.F |
| | | Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. |
| | | CC.1.2.1.G |
| | | Use the illustrations and details in a text to describe its key ideas. CC.1.2.1.I |
| | | Identify basic similarities in and differences between two texts on the same topic. |
| | | CC.1.2.1.J |
| | | Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words |
| | | that signal connections and relationships between the words and phrases. CC.1.3.1.A |
| | | Retell stories, including key details, and demonstrate understanding of their central message or lesson. |
| | | CC.1.3.1.C |
| | | Describe characters, settings, and major events in a story, using key details. |

| CC.1.3.1.E |
|---|
| Explain major differences between books that tell stories and books that give information, drawing on a wide reading or range |
| of text types. |
| CC.1.3.1.H |
| Compare and contrast the adventures and experiences of characters in stories. |
| CC.1.3.1.I |
| Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade level reading and |
| content. |
| CC.1.3.1.J |
| Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words |
| that signal connections and relationships between the words and phrases. |
| CC.1.3.1.K |
| Read and comprehend literature on grade level, reading independently and proficiently. |
| CC.1.4.1.B |
| Identify and write about one specific topic. |
| CC.1.4.1.M |
| Write narratives to develop real or imagined experiences or events. |
| CC.1.4.1.T |
| |
| With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers, and add |
| details to strengthen writing as needed. CC.1.5.1.B |
| |
| Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering |
| questions about key details and requesting clarification if something is not understood. |
| CC.1.5.1.C |
| Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not |
| understood. |
| CC.2.7.1.B |
| Predict and explain the outcomes of events. |
| CC.2.7.1.D |
| List or graph the possible results of an experiment. |
| CC.2.8.1.B |
| Use concrete objects and trial and error to solve number sentences. |
| CC.2.8.1.F |
| Describe and answer questions about data from classroom graphs and charts. |
| CC.2.9.1.A |
| Name, describe and draw/build 2-dimensional shapes. |
| CC.2.4.1.A.1 |
| Order lengths and measure them both indirectly and by repeating length units. |
| CC.2.4.1.A.2 |
| Tell and write time to the nearest half hour using both analog and digital clocks. |
| CC.2.4.1.A.4 |
| |
| Represent and interpret data using tables/charts. |

| | 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.1.1.1.B | |
| 6-a | Selects the correct item from a messy array of 5, for 25 different items (e.g., book, car, dog, shoe) | Demonstrate understanding of the organization and basic features of print. • Recognize the distinguishing features of a sentence. | |
| 6-b | Acquires a new listener skill in less than 25 training trials | CC.1.1.1.D | |
| 6-c | Discriminates among 6 people, pets, or characters by name (e.g., Find Oscar.) | Know and apply grade level phonics and word analysis skills in decoding words. | |
| 6-d | Generalizes in a listener task across 3 examples of 25 different items | Identify common consonant diagraphs, final-e, and common vowel teams. | |

| | | Decode one and two-syllable words with common patterns. |
|------------|--|---|
| | | Read grade level words with inflectional endings. |
| | | Read grade-appropriate irregularly spelled words. |
| | | CC.1.2.1.A |
| | | Identify the main idea and retell key details of text. |
| | | CC.1.2.1.I |
| | | Identify basic similarities in and differences between two texts on the same topic. CC.1.2.1.J |
| | | Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words |
| | | that signal connections and relationships between the words and phrases. |
| | | CC.1.3.1.E |
| | | Explain major differences between books that tell stories and books that give information, drawing on a wide reading or range |
| | | of text types. CC.1.3.1.G |
| | | Use illustrations and details in a story to describe characters, setting, or events. |
| | | CC.1.3.1.H |
| | | Compare and contrast the adventures and experiences of characters in stories. |
| | | CC.1.4.1.M |
| | | Write narratives to develop real or imagined experiences or events. CC.1.4.1.N |
| | | Establish "who" and "what" the narrative will be about. |
| | | CC.2.7.1.B |
| | | Predict and explain the outcomes of events. |
| | | CC.2.7.1.D |
| | | List or graph the possible results of an experiment. |
| | | CC.2.7.1.E Answer questions about predictions and actual outcomes based on data. |
| | | CC.2.8.1.A |
| | | Use the concept of equality and concrete objects to demonstrate understanding of the commutative and associative properties. |
| | | CC.2.8.1.B |
| | | Use concrete objects and trial and error to solve number sentences. |
| | | CC.2.8.1.C Recognize, describe, extend, replicate and transfer number and geometric patterns. |
| | | CC.2.8.1.E |
| | | Use concrete objects, symbols and number to represent mathematical situations. |
| | | CC.2.8.1.F |
| | | Describe and answer questions about data from classroom graphs and charts. CC.2.9.1.A |
| | | Name, describe and draw/build 2-dimensional shapes. |
| | | CC.2.9.1.B |
| | | Identify and draw lines of symmetry. |
| | | CC.2.4.1.A.1 |
| | | Order lengths and measure them both indirectly and by repeating length units. CC.2.4.1.A.2 |
| | | Tell and write time to the nearest half hour using both analog and digital clocks. |
| I | Generalizes listener discriminations (LDs) in a messy array of 8, for 3 different examples of 50 items (e.g., the child | CC.1.1.1.B |
| , <u>T</u> | can find 3 examples of a train) | Demonstrate understanding of the organization and basic features of print. |
| | | Recognize the distinguishing features of a sentence. |
| ì) | Goes to 3 specified people on command (e.g., Go to Debbie) | CC.1.1.1.D Vecay and apply grade level phonics and word analysis skills in deceding words |
| | Points to a named item in a book for 5 items (e.g., Where's the fire truck?) | Know and apply grade level phonics and word analysis skills in decoding words. • Identify common consonant diagraphs, final-e, and common vowel teams. |
| | Selects 5 items in the natural environment on command (e.g., get the spoon, while at the table) | Decode one and two-syllable words with common patterns. |
| 1 | Spontaneously demonstrates (no prompts to respond) 5 listener skills in the natural environment (e.g., when someone in the | Read grade level words with inflectional endings. |
| | room mentions the rocking horse, the child spontaneously goes to the horse) | Read grade-appropriate irregularly spelled words. |
| | | CC.1.2.1.I |
| | | Identify basic similarities in and differences between two texts on the same topic. |
| | | CC.1.3.1.E |
| | | Explain major differences between books that tell stories and books that give information, drawing on a wide reading or range of text types. |
| | | |
| | | CC.1.3.1.H |

| CC.1.3.1.1 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade level reading and content. CC.1.3.1.1 Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including word that signal connections and relationships between the words and phrases. CC.1.3.1.K Read and comprehend literature on grade level, reading independently and proficiently. CC.1.4.1.M Write narratives to develop real or imagined experiences or events. CC.1.4.1.T Stablish "who" and "what" the narrative will be about. CC.1.4.1.T With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers, and addetails to strengthen writing as needed. CC.2.7.1.B Predict and explain the outcomes of events. CC.2.7.1.D List or graph the possible results of an experiment. CC.2.7.1.E Answer questions about predictions and actual outcomes based on data. CC.2.8.1.A | | | Compare and contrast the adventures and experiences of characters in stories. |
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| CC.29.1.A Name, describe and draw/build 2-dimensional shapes. CC.29.1.B Identify and draw lines of symmetry. CC.2.A.1.A.1 Compose and distinguish between two and three dimensional shapes based on their attributes. CC.2.4.1.A.1 Order lengths and measure them both indirectly and by repeating length units. CC.2.4.1.A.2 Tell and write time to the nearest half hour using both analog and digital clocks. CC.1.1.1.B Denomstrate understanding of the organization and basic features of print. See Selects an item when given the sound that the item makes for 5 items (e.g., same color), for 20 items See Selects an item when given the sound that the item makes for 5 items (e.g., barking: dog, siren: fire truck) See Selects 2 items from an array of 8 for 5 sets of items (noun-noun) (e.g., Where's the baby and the bottle?) CC.1.1.1.I Identify basic similarities in and differences between two oxed towns. CC.1.1.I.I Compare and contrast the adventures and experiences of characters in stories. CC.1.3.I.I Compare and contrast the adventures and experiences of characters in stories. CC.1.3.I.I Compare and contrast the adventures and experiences of characters in stories. CC.1.3.I.I Compare and contrast the adventures and experiences of characters in stories. CC.1.3.I.I Compare and contrast the adventures and experiences of characters in stories. CC.1.3.I.I Compare and contrast the adventures and experiences of characters in stories. CC.1.3.I.I Compare and contrast the adventures and experiences of characters in stories. CC.1.3.I.I Compare and contrast the adventures and experiences of characters in stories. CC.1.3.I.I Compare and contrast the adventures and experiences of characters in stories. CC.1.3.I.I Compare and contrast the adventures and experiences of characters in stories. CC.1.3.I.I Compare and contrast the adventures and experiences of characters in stories. CC.1.3.I.I Compare and contrast the adventures and experiences of characters in stories. CC.1.3.I.I Compare and contrast the adventures and experiences of characters | | | |
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| CC.2.1.1.6 Performs 10 specific motor actions on command (e.g., Show me clapping. Can you hop?) Goes to 3 specified locations on command (e.g., Go to the kitchen. Show me your bedroom.) Selects the correct item from an array of 8 containing 2 similar stimuli (e.g., sarking; dog, siren: fire truck) Selects 2 items from an array of 8 for 5 sets of items (noun-noun) (e.g., Where's the baby and the bottle?) CC.1.1.1.1.1.1.1.1.1.1.1.1.1.1.1.1.1.1 | | | |
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| Read grade-appropriate irregularly spelled words. CC.1.2.1.I Identify basic similarities in and differences between two texts on the same topic. CC.1.3.1.H Compare and contrast the adventures and experiences of characters in stories. CC.1.3.1.K Read and comprehend literature on grade level, reading independently and proficiently. CC.1.4.1.M Write narratives to develop real or imagined experiences or events. | | | |
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| Write narratives to develop real or imagined experiences or events. | | | |
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| | | With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. |
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| | | CC.2.7.1.B |
| | | Predict and explain the outcomes of events. CC.2.7.1.D |
| ı | | List or graph the possible results of an experiment. CC.2.7.1.E |
| ı | | Answer questions about predictions and actual outcomes based on data. CC.2.8.1.A |
| İ | | Use the concept of equality and concrete objects to demonstrate understanding of the commutative and associative properties. CC.2.8.1.B |
| İ | | Use concrete objects and trial and error to solve number sentences. CC.2.8.1.C |
| İ | | Recognize, describe, extend, replicate and transfer number and geometric patterns. |
| 1 | | CC.2.8.1.E Use concrete objects, symbols and number to represent mathematical situations. |
| | | CC.2.8.1.F Describe and answer questions about data from classroom graphs and charts. |
| | | CC.2.9.1.A |
| İ | | Name, describe and draw/build 2-dimensional shapes. CC.2.9.1.B |
| ı | | Identify and draw lines of symmetry. |
| | | CC.2.11.1.A Order whole numbers, 0 to 100, with least to greatest value. |
| | | CC.2.4.1.A.1 |
| | | Order lengths and measure them both indirectly and by repeating length units. |
| | | CC.2.4.1.A.2 Tell and write time to the nearest half hour using both analog and digital clocks. |
| 9-M | Follows 25 two-component noun-verb and/or verb-noun instructions (e.g., Show me the baby sleeping. Push the | CC.1.1.1.D |
| 7 112 | swing.) | Know and apply grade level phonics and word analysis skills in decoding words. |
| 9-a | Acquires 2 new listener responses without formal training (e.g., someone asks another person to turn on a light, and the child | Identify common consonant diagraphs, final-e, and common vowel teams. Decode one and two-syllable words with common patterns. |
| | goes over to the light, and no one knew that she knew the word light) | Decode one and two-syllable words with common patterns. Read grade level words with inflectional endings. |
| 9-b | Appropriately responds to 5 different gestures (e.g., finger to the lips for quiet, palm out for stop) | Read grade-appropriate irregularly spelled words. |
| 9-c | Demonstrates 3 specified actions to 3 different people (e.g., Hug Grandma. Give Laura a high-five.) | CC.1.2.1.A |
| 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 | Identify the main idea and retell key details of text. CC.1.2.1.C |
| | elephant and giraffe?) | Describe the connection between two individual events, ideas, or pieces of information in a text. |
| | | CC.1.2.1.J |
| | | Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases. CC.1.3.1.E |
| | | Explain major differences between books that tell stories and books that give information, drawing on a wide reading or range |
| | | of text types. CC.1.3.1.I |
| | | Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade level reading and content CC.1.3.1.J |
| | | Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words |
| | | that signal connections and relationships between the words and phrases. CC.1.4.1.M |
| | | Write narratives to develop real or imagined experiences or events. |
| | | CC.1.5.1.A |
| | | Participate in collaborative conversations with peers and adults in small and larger groups. CC.2.7.1.B |
| | | Predict and explain the outcomes of events. |
| | | CC.2.7.1.D |
| | | List or graph the possible results of an experiment. |
| | | CC.2.7.1.E Answer questions about predictions and actual outcomes based on data. |
| | | CC.2.8.I.A |
| | | Use the concept of equality and concrete objects to demonstrate understanding of the commutative and associative properties. |

| | | CC. 2.8.1.C |
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| | | Recognize, describe, extend, replicate and transfer number and geometric patterns. |
| | | CC.2.8.1.E |
| | | Use concrete objects, symbols and number to represent mathematical situations. |
| | | CC.2.8.1.F |
| | | Describe and answer questions about data from classroom graphs and charts. CC.2.9.1.A |
| | | Name, describe and draw/build 2-dimensional shapes. |
| | | CC.2.9.1.B |
| | | Identify and draw lines of symmetry. |
| 10-M | Selects the correct item in a book, picture scene, or natural environment when named for 250 items, tested or from an | CC.1.1.1.B |
| 10-111 | | Demonstrate understanding of the organization and basic features of print. |
| | accumulated list of known words | Recognize the distinguishing features of a sentence. |
| 10-a | Performs two consecutive actions for 10 different sets of actions (verb-verb) (e.g., Show me jumping and clapping. | CC.1.1.1.D |
| 10-b | Discriminates between 2 colors from an array of 4 different colored objects | Know and apply grade level phonics and word analysis skills in decoding words. |
| 10-c | Discriminates between 2 shapes from an array of 4 different shapes | Identify common consonant diagraphs, final-e, and common vowel teams. |
| | | Decode one and two-syllable words with common patterns. |
| 10-d | Generalizes in a noun-verb listener task with a new object for 5 different actions (e.g., after receiving training on spinning | Read grade level words with inflectional endings. |
| | and rolling a pencil, the child correctly spins and rolls a straw on the first trial) | Read grade-appropriate irregularly spelled words. |
| 10-е | Generalizes in a noun-verb listener task with a new action for 5 objects (e.g., can spin any item) | CC.1.2.1.A |
| 100 | Constant of the first with a first word for the constant of th | Identify the main idea and retell key details of text. |
| | | CC.1.2.1.B |
| | | Ask and answer questions about key details in a text. |
| | | CC.1.2.1.F |
| | | Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. |
| | | CC.1.2.1.G |
| | | Use the illustrations and details in a text to describe its key ideas. CC.1.2.1.I |
| | | Identify basic similarities in and differences between two texts on the same topic. |
| | | CC.1.2.1.J |
| | | Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words |
| | | that signal connections and relationships between the words and phrases. |
| | | CC.1.2.1.K |
| | | Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade level reading and |
| | | content. |
| | | CC.1.3.1.E |
| | | Explain major differences between books that tell stories and books that give information, drawing on a wide reading or range |
| | | of text types. |
| | | CC.1.3.1.H |
| | | Compare and contrast the adventures and experiences of characters in stories. |
| | | CC.1.3.1.J |
| | | Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words |
| | | that signal connections and relationships between the words and phrases. CC.1.4.1.B |
| | | Identify and write about one specific topic. |
| | | CC.1.5.1.C |
| | | Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not |
| | | understood. |
| | | CC.1.5.1.D |
| | | Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. |
| | | CC.2.7.1.B |
| | | Predict and explain the outcomes of events. |
| | | CC.2.7.1.D |
| | | List or graph the possible results of an experiment. |
| | | CC.2.7.1.E |
| | | Answer questions about predictions and actual outcomes based on data. |
| | | CC.2.8.1.A |
| | | Use the concept of equality and concrete objects to demonstrate understanding of the commutative and associative properties. |
| | | CC.2.8.1.B |
| | | Use concrete objects and trial and error to solve number sentences. |
| | | CC. 2.8.1.C |
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| | Recognize, describe, extend, replicate and transfer number and geometric patterns. |
|---|---|
| | CC.2.8.1.E |
| | Use concrete objects, symbols and number to represent mathematical situations. |
| | CC.2.8.1.F |
| | Describe and answer questions about data from classroom graphs and charts. |
| 1 | CC.2.9.1.A |
| | Name, describe and draw/build 2-dimensional shapes. |
| | CC2.3.1.A.1 |
| | Compose and distinguish between two and three dimensional shapes based on their attributes. |
| | CC.2.4.1.A.1 |
| | Order lengths and measure them both indirectly and by repeating length units. |
| | CC.2.4.1.A.2 |
| | Tell and write time to the nearest half hour using both analog and digital clocks. |
| | CC.2.4.1.A.4 |
| | Represent and interpret data using tables/charts. |

| LISTENER RESPONDING | | | |
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| | LEVEL 3 | | |
| Skill | VB-MAPP Milestones & Supporting Skills | PA Core Standards | |
| Skill 11-M 11-a 11-b 11-c 11-d 11-e 11-f | VB-MAPP Milestones & Supporting Skills 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.) Puts 5 specified items where they belong (e.g., Put the hairbrush away.) Discriminates among 4 colors in an array of 4 different colored objects Discriminates among 4 shapes in an array of 4 different shapes Discriminates between 2 different prepositions (e.g., in, on, under) Discriminates between self and others given a pronoun (e.g., your, my) Selects two different colors or shapes from an array of 8 for 10 pairs (e.g., Give me red and blue.) | CC.1.1.1.C Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Distinguish long from short vowel sounds in spoken single-syllable words. Count, pronounce, blend, and segment syllables in spoken and written words. Orally produce single-syllable words, including consonant blends and digraphs. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. Add or substitute individual sounds (phonemes) in one-syllable words to make new words. CC.1.1.1.D Know and apply grade level phonics and word analysis skills in decoding words. Identify common consonant diagraphs, final-e, and common vowel teams. Decode one and two-syllable words with common patterns. Read grade level words with inflectional endings. Read grade-appropriate irregularly spelled words. CC.1.2.1.G Use the illustrations and details in a text to describe its key ideas. CC.1.2.1.I Identify basic similarities in and differences between two texts on the same topic. CC.2.7.1.A Determine the probability of an event occurring. CC.2.7.1.B Predict and explain the outcomes of events. CC.2.7.1.D List or graph the possible results of an experiment. CC.2.7.1.E | |
| | | Answer questions about predictions and actual outcomes based on data. CC.2.8.1.A Use the concept of equality and concrete objects to demonstrate understanding of the commutative and associative properties. CC.2.8.1.B | |
| | | Use concrete objects and trial and error to solve number sentences. CC.2.8.1.E Use concrete objects, symbols and number to represent mathematical situations. CC.2.8.1.F Describe and answer questions about data from classroom graphs and charts. | |

| | | CC.2.9.1.A |
|--------------|--|---|
| | | Name, describe and draw/build 2-dimensional shapes. |
| | | CC.2.9.1.B |
| | | Identify and draw lines of symmetry. |
| | | CC.2.8.1.C |
| | | Recognize, describe, extend, replicate and transfer number and geometric patterns. |
| | | CC.2.3.1.A.1 |
| | | Compose and distinguish between two and three dimensional shapes based on their attributes. CC.2.11.1.A |
| | | Order whole numbers, 0 to 100, with least to greatest value. |
| 12-M | Follows 2 instructions involving 6 different prepositions (e.g., Stand behind the chair.) and 4 different pronouns (e.g., | CC.1.2.1.I |
| 14-111 | | Identify basic similarities in and differences between two texts on the same topic. |
| | Touch my ear.) | CC.1.3.1.D |
| 12-a | Follows instructions to take an item to 5 different locations (e.g., Take the tray to the sink.) | Identify who is telling the story at various points in a text. |
| 12-b | Goes to 5 different locations and retrieves specific objects (e.g., Go to the kitchen and get a cup.) | CC.2.7.1.A |
| 12-c | Selects items from an array of similar stimuli based on an adjective (e.g., Touch the little bird?) | Determine the probability of an event occurring. |
| 12-d | Discriminates between the genders for girl and boy and man and woman (e.g., Where's the girl?) | CC.2.7.1.B Predict and explain the outcomes of events. |
| 12-e | Discriminates between males and females given a pronoun (e.g., he and she) | CC.2.7.1.D |
| | | List or graph the possible results of an experiment. |
| 12-f | Demonstrates actions modified by 2 different adverbs (e.g., Walk slow. Walk fast.) | CC.2.7.1.E |
| | | Answer questions about predictions and actual outcomes based on data. |
| | | CC.2.8.1.A |
| | | Use the concept of equality and concrete objects to demonstrate understanding of the commutative and associative properties. CC.2.8.1.B |
| | | Use concrete objects and trial and error to solve number sentences. |
| | | CC.2.8.1.C |
| | | Recognize, describe, extend, replicate and transfer number and geometric patterns. |
| | | CC.2.8.1.E |
| | | Use concrete objects, symbols and number to represent mathematical situations. CC.2.8.1.F |
| | | Describe and answer questions about data from classroom graphs and charts. |
| | | CC.2.9.1.A |
| | | Name, describe and draw/build 2-dimensional shapes. |
| 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.1.2.1.J |
| | demonstrates actions based on 4 pairs of relative adverbs (e.g., quiet-loud, fast-slow) | Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases. |
| 13-a | Demonstrates 3 pretend emotions on command (e.g., Show me a sad face. Make a happy face.) | I that signal connections and relationships between the words and phrases. |
| 15 u | | |
| 13 h | | CC.1.2.1.I |
| 13-b | Identifies (LDs) 10 items based on a subject, adjective, and noun (e.g., Show me the girl's red hair.) | CC.1.2.1.I Identify basic similarities in and differences between two texts on the same topic. CC.1.3.1.G |
| 13-с | Identifies (LDs) 10 items based on a subject, adjective, and noun (e.g., Show me the girl's red hair.) Performs 10 actions based on a subject, preposition, and noun (e.g., Put the horse in the barn.) | CC.1.2.1.I Identify basic similarities in and differences between two texts on the same topic. CC.1.3.1.G Use illustrations and details in a story to describe characters, setting, or events. |
| 13-c 13-d | Identifies (LDs) 10 items based on a subject, adjective, and noun (e.g., Show me the girl's red hair.) Performs 10 actions based on a subject, preposition, and noun (e.g., Put the horse in the barn.) Identifies (LDs) 10 items based on a verb, pronoun, and noun (e.g., Brush his hair.) | CC.1.2.1.I Identify basic similarities in and differences between two texts on the same topic. CC.1.3.1.G Use illustrations and details in a story to describe characters, setting, or events. CC.1.4.1.M |
| 13-с | Identifies (LDs) 10 items based on a subject, adjective, and noun (e.g., Show me the girl's red hair.) Performs 10 actions based on a subject, preposition, and noun (e.g., Put the horse in the barn.) | CC.1.2.1.I Identify basic similarities in and differences between two texts on the same topic. CC.1.3.1.G Use illustrations and details in a story to describe characters, setting, or events. CC.1.4.1.M Write narratives to develop real or imagined experiences or events. |
| 13-c 13-d | Identifies (LDs) 10 items based on a subject, adjective, and noun (e.g., Show me the girl's red hair.) Performs 10 actions based on a subject, preposition, and noun (e.g., Put the horse in the barn.) Identifies (LDs) 10 items based on a verb, pronoun, and noun (e.g., Brush his hair.) | CC.1.2.1.I Identify basic similarities in and differences between two texts on the same topic. CC.1.3.1.G Use illustrations and details in a story to describe characters, setting, or events. CC.1.4.1.M Write narratives to develop real or imagined experiences or events. CC.1.4.1.N |
| 13-c 13-d | Identifies (LDs) 10 items based on a subject, adjective, and noun (e.g., Show me the girl's red hair.) Performs 10 actions based on a subject, preposition, and noun (e.g., Put the horse in the barn.) Identifies (LDs) 10 items based on a verb, pronoun, and noun (e.g., Brush his hair.) | CC.1.2.1.I Identify basic similarities in and differences between two texts on the same topic. CC.1.3.1.G Use illustrations and details in a story to describe characters, setting, or events. CC.1.4.1.M Write narratives to develop real or imagined experiences or events. |
| 13-c 13-d | Identifies (LDs) 10 items based on a subject, adjective, and noun (e.g., Show me the girl's red hair.) Performs 10 actions based on a subject, preposition, and noun (e.g., Put the horse in the barn.) Identifies (LDs) 10 items based on a verb, pronoun, and noun (e.g., Brush his hair.) | CC.1.2.1.I Identify basic similarities in and differences between two texts on the same topic. CC.1.3.1.G Use illustrations and details in a story to describe characters, setting, or events. CC.1.4.1.M Write narratives to develop real or imagined experiences or events. CC.1.4.1.N Establish "who" and "what" the narrative will be about. |
| 13-c 13-d | Identifies (LDs) 10 items based on a subject, adjective, and noun (e.g., Show me the girl's red hair.) Performs 10 actions based on a subject, preposition, and noun (e.g., Put the horse in the barn.) Identifies (LDs) 10 items based on a verb, pronoun, and noun (e.g., Brush his hair.) | CC.1.2.1.I Identify basic similarities in and differences between two texts on the same topic. CC.1.3.1.G Use illustrations and details in a story to describe characters, setting, or events. CC.1.4.1.M Write narratives to develop real or imagined experiences or events. CC.1.4.1.N Establish "who" and "what" the narrative will be about. CC.2.7.1.A Determine the probability of an event occurring. CC.2.7.1.B |
| 13-c 13-d | Identifies (LDs) 10 items based on a subject, adjective, and noun (e.g., Show me the girl's red hair.) Performs 10 actions based on a subject, preposition, and noun (e.g., Put the horse in the barn.) Identifies (LDs) 10 items based on a verb, pronoun, and noun (e.g., Brush his hair.) | CC.1.2.1.I Identify basic similarities in and differences between two texts on the same topic. CC.1.3.1.G Use illustrations and details in a story to describe characters, setting, or events. CC.1.4.1.M Write narratives to develop real or imagined experiences or events. CC.1.4.1.N Establish "who" and "what" the narrative will be about. CC.2.7.1.A Determine the probability of an event occurring. CC.2.7.1.B Predict and explain the outcomes of events. |
| 13-c 13-d | Identifies (LDs) 10 items based on a subject, adjective, and noun (e.g., Show me the girl's red hair.) Performs 10 actions based on a subject, preposition, and noun (e.g., Put the horse in the barn.) Identifies (LDs) 10 items based on a verb, pronoun, and noun (e.g., Brush his hair.) | CC.1.2.1.I Identify basic similarities in and differences between two texts on the same topic. CC.1.3.1.G Use illustrations and details in a story to describe characters, setting, or events. CC.1.4.1.M Write narratives to develop real or imagined experiences or events. CC.1.4.1.N Establish "who" and "what" the narrative will be about. CC.2.7.1.A Determine the probability of an event occurring. CC.2.7.1.B Predict and explain the outcomes of events. CC.2.7.1.D |
| 13-c 13-d | Identifies (LDs) 10 items based on a subject, adjective, and noun (e.g., Show me the girl's red hair.) Performs 10 actions based on a subject, preposition, and noun (e.g., Put the horse in the barn.) Identifies (LDs) 10 items based on a verb, pronoun, and noun (e.g., Brush his hair.) | CC.1.2.1.I Identify basic similarities in and differences between two texts on the same topic. CC.1.3.1.G Use illustrations and details in a story to describe characters, setting, or events. CC.1.4.1.M Write narratives to develop real or imagined experiences or events. CC.1.4.1.N Establish "who" and "what" the narrative will be about. CC.2.7.1.A Determine the probability of an event occurring. CC.2.7.1.B Predict and explain the outcomes of events. CC.2.7.1.D List or graph the possible results of an experiment. |
| 13-c 13-d | Identifies (LDs) 10 items based on a subject, adjective, and noun (e.g., Show me the girl's red hair.) Performs 10 actions based on a subject, preposition, and noun (e.g., Put the horse in the barn.) Identifies (LDs) 10 items based on a verb, pronoun, and noun (e.g., Brush his hair.) | CC.1.2.1.I Identify basic similarities in and differences between two texts on the same topic. CC.1.3.1.G Use illustrations and details in a story to describe characters, setting, or events. CC.1.4.1.M Write narratives to develop real or imagined experiences or events. CC.1.4.1.N Establish "who" and "what" the narrative will be about. CC.2.7.1.A Determine the probability of an event occurring. CC.2.7.1.B Predict and explain the outcomes of events. CC.2.7.1.D List or graph the possible results of an experiment. CC.2.7.1.E |
| 13-c 13-d | Identifies (LDs) 10 items based on a subject, adjective, and noun (e.g., Show me the girl's red hair.) Performs 10 actions based on a subject, preposition, and noun (e.g., Put the horse in the barn.) Identifies (LDs) 10 items based on a verb, pronoun, and noun (e.g., Brush his hair.) | CC.1.2.1.I Identify basic similarities in and differences between two texts on the same topic. CC.1.3.1.G Use illustrations and details in a story to describe characters, setting, or events. CC.1.4.1.M Write narratives to develop real or imagined experiences or events. CC.1.4.1.N Establish "who" and "what" the narrative will be about. CC.2.7.1.A Determine the probability of an event occurring. CC.2.7.1.B Predict and explain the outcomes of events. CC.2.7.1.D List or graph the possible results of an experiment. |
| 13-c 13-d | Identifies (LDs) 10 items based on a subject, adjective, and noun (e.g., Show me the girl's red hair.) Performs 10 actions based on a subject, preposition, and noun (e.g., Put the horse in the barn.) Identifies (LDs) 10 items based on a verb, pronoun, and noun (e.g., Brush his hair.) | CC.1.2.1.I Identify basic similarities in and differences between two texts on the same topic. CC.1.3.1.G Use illustrations and details in a story to describe characters, setting, or events. CC.1.4.1.M Write narratives to develop real or imagined experiences or events. CC.1.4.1.N Establish "who" and "what" the narrative will be about. CC.2.7.1.A Determine the probability of an event occurring. CC.2.7.1.B Predict and explain the outcomes of events. CC.2.7.1.D List or graph the possible results of an experiment. CC.2.7.1.E Answer questions about predictions and actual outcomes based on data. CC.2.8.1.A Use the concept of equality and concrete objects to demonstrate understanding of the commutative and associative properties. |
| 13-c 13-d | Identifies (LDs) 10 items based on a subject, adjective, and noun (e.g., Show me the girl's red hair.) Performs 10 actions based on a subject, preposition, and noun (e.g., Put the horse in the barn.) Identifies (LDs) 10 items based on a verb, pronoun, and noun (e.g., Brush his hair.) | CC.1.2.1.I Identify basic similarities in and differences between two texts on the same topic. CC.1.3.1.G Use illustrations and details in a story to describe characters, setting, or events. CC.1.4.1.M Write narratives to develop real or imagined experiences or events. CC.1.4.1.N Establish "who" and "what" the narrative will be about. CC.2.7.1.A Determine the probability of an event occurring. CC.2.7.1.B Predict and explain the outcomes of events. CC.2.7.1.D List or graph the possible results of an experiment. CC.2.7.1.E Answer questions about predictions and actual outcomes based on data. CC.2.8.1.A Use the concept of equality and concrete objects to demonstrate understanding of the commutative and associative properties. CC.2.8.1.B |
| 13-c 13-d | Identifies (LDs) 10 items based on a subject, adjective, and noun (e.g., Show me the girl's red hair.) Performs 10 actions based on a subject, preposition, and noun (e.g., Put the horse in the barn.) Identifies (LDs) 10 items based on a verb, pronoun, and noun (e.g., Brush his hair.) | CC.1.3.1.G Use illustrations and details in a story to describe characters, setting, or events. CC.1.4.1.M Write narratives to develop real or imagined experiences or events. CC.1.4.1.N Establish "who" and "what" the narrative will be about. CC.2.7.1.A Determine the probability of an event occurring. CC.2.7.1.B Predict and explain the outcomes of events. CC.2.7.1.D List or graph the possible results of an experiment. CC.2.7.1.E Answer questions about predictions and actual outcomes based on data. CC.2.8.1.A Use the concept of equality and concrete objects to demonstrate understanding of the commutative and associative properties. CC.2.8.1.B Use concrete objects and trial and error to solve number sentences. |
| 13-c 13-d | Identifies (LDs) 10 items based on a subject, adjective, and noun (e.g., Show me the girl's red hair.) Performs 10 actions based on a subject, preposition, and noun (e.g., Put the horse in the barn.) Identifies (LDs) 10 items based on a verb, pronoun, and noun (e.g., Brush his hair.) | CC.1.3.1.G Use illustrations and details in a story to describe characters, setting, or events. CC.1.4.1.M Write narratives to develop real or imagined experiences or events. CC.1.4.1.N Establish "who" and "what" the narrative will be about. CC.2.7.1.A Determine the probability of an event occurring. CC.2.7.1.B Predict and explain the outcomes of events. CC.2.7.1.D List or graph the possible results of an experiment. CC.2.7.1.E Answer questions about predictions and actual outcomes based on data. CC.2.8.1.A Use the concept of equality and concrete objects to demonstrate understanding of the commutative and associative properties. CC.2.8.1.B Use concrete objects and trial and error to solve number sentences. CC. 2.8.1.C |
| 13-c 13-d | Identifies (LDs) 10 items based on a subject, adjective, and noun (e.g., Show me the girl's red hair.) Performs 10 actions based on a subject, preposition, and noun (e.g., Put the horse in the barn.) Identifies (LDs) 10 items based on a verb, pronoun, and noun (e.g., Brush his hair.) | CC.1.2.1.I Identify basic similarities in and differences between two texts on the same topic. CC.1.3.1.G Use illustrations and details in a story to describe characters, setting, or events. CC.1.4.1.M Write narratives to develop real or imagined experiences or events. CC.1.4.1.N Establish "who" and "what" the narrative will be about. CC.2.7.1.A Determine the probability of an event occurring. CC.2.7.1.B Predict and explain the outcomes of events. CC.2.7.1.D List or graph the possible results of an experiment. CC.2.7.1.E Answer questions about predictions and actual outcomes based on data. CC.2.8.1.A Use the concept of equality and concrete objects to demonstrate understanding of the commutative and associative properties. CC.2.8.1.B Use concrete objects and trial and error to solve number sentences. CC.2.8.1.C Recognize, describe, extend, replicate and transfer number and geometric patterns. |
| 13-c 13-d | Identifies (LDs) 10 items based on a subject, adjective, and noun (e.g., Show me the girl's red hair.) Performs 10 actions based on a subject, preposition, and noun (e.g., Put the horse in the barn.) Identifies (LDs) 10 items based on a verb, pronoun, and noun (e.g., Brush his hair.) | CC.1.3.1.G Use illustrations and details in a story to describe characters, setting, or events. CC.1.4.1.M Write narratives to develop real or imagined experiences or events. CC.1.4.1.N Establish "who" and "what" the narrative will be about. CC.2.7.1.A Determine the probability of an event occurring. CC.2.7.1.B Predict and explain the outcomes of events. CC.2.7.1.D List or graph the possible results of an experiment. CC.2.7.1.E Answer questions about predictions and actual outcomes based on data. CC.2.8.1.A Use the concept of equality and concrete objects to demonstrate understanding of the commutative and associative properties. CC.2.8.1.B Use concrete objects and trial and error to solve number sentences. CC. 2.8.1.C |

| | | CC.2.9.1.A |
|------|---|--|
| | | Name, describe and draw/build 2-dimensional shapes. |
| | | CC.2.3.1.A.1 |
| | | Compose and distinguish between two and three dimensional shapes based on their attributes. |
| | | CC.2.4.1.A.1 |
| | | Order lengths and measure them both indirectly and by repeating length units. |
| | | CC.2.4.1.A.2 Tell and write time to the nearest half hour using both analog and digital clocks. |
| | | CC.2.4.1.A.4 |
| | | Represent and interpret data using tables/charts. |
| | | CC.2.11.1.A |
| | | Order whole numbers, 0 to 100, with least to greatest value. |
| 14-M | Follows 3-step directions for 10 different directions (e.g., Get your coat, hang it up, and sit down.) | CC.1.2.1.C Describe the connection between two individual, events, ideas, or pieces of information in a text. |
| 14-a | Performs 10 actions based on a subject, verb, and adverb (e.g., Show me the frog jumping high.) | CC.1.4.1.B |
| 14-b | Performs 10 actions based on a subject, adjective, and verb (e.g., Show me the big bear dancing.) | Identify and write about one specific topic. |
| 14-c | Discriminates among 6 community helpers by category (e.g., nurse, doctor, mailman, bus driver) | CC.1.4.1.P |
| 14-d | Correctly responds to 10 tasks involving "one" vs. "two" vs. "all" of something | Recount two or more appropriately sequenced events using temporal words to signal event order and provide some sense of |
| 14-u | Correctly responds to 10 tasks involving one vs. two vs. an of something | closure. |
| | | CC.2.7.1.A Determine the probability of an event occurring. |
| | | CC.2.7.1.B |
| | | Predict and explain the outcomes of events. |
| | | CC.2.7.1.D |
| | | List or graph the possible results of an experiment. |
| | | CC.2.7.1.E |
| | | Answer questions about predictions and actual outcomes based on data. CC.2.8.1.A |
| | | Use the concept of equality and concrete objects to demonstrate understanding of the commutative and associative properties. |
| | | CC.2.8.1.B |
| | | Use concrete objects and trial and error to solve number sentences. |
| | | CC.2.8.1.D |
| | | Use a rule to find a missing addend or symbol to make a number sentence true, with adult assistance. |
| | | CC.2.8.1.E Use concrete objects, symbols and number to represent mathematical situations. |
| | | CC.2.8.1.F |
| | | Describe and answer questions about data from classroom graphs and charts. |
| 15-M | Has a total listener repertoire of 1200 words (nouns, verbs, adjectives, etc.), tested or from an accumulated list of | CC.1.1.1.D |
| | known words | Know and apply grade level phonics and word analysis skills in decoding words. |
| 15-a | Discriminates among items given negation words for 10 tasks (e.g., Which one is not a food?) | Identify common consonant diagraphs, final-e, and common vowel teams. Page de any and true callable model with account a strong. |
| | Discriminates 5 attributes of peers in a small group (e.g., Who is wearing blue shoes? Who has red hair? Who is wearing | Decode one and two-syllable words with common patterns. Read grade level words with inflectional endings. |
| 15-b | | Read grade-appropriate irregularly spelled words. |
| | glasses?) | CC.1.2.1.A |
| 15-c | Correctly responds to 10 singular vs. plural tasks (e.g., Touch the dog. vs. Touch the dogs.) | Identify the main idea and retell key details of text. |
| 15-d | Generalizes 5 adjectives to new nouns (e.g., says, Sticky fly stuff when first encounters a fly trap) | CC.1.2.1.B |
| 15-е | Generalizes 5 adverbs to new verbs (e.g., says, Lava moves slow when first encountering lava) | Ask and answer questions about key details in a text. CC.1.2.1.C |
| | | Describe the connection between two individual, events, ideas, or pieces of information in a text. |
| | | CC.1.2.1.F |
| | | Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. |
| | | CC.1.2.1.G |
| | | Use the illustrations and details in a text to describe its key ideas. CC.1.2.1.I |
| | | Identify basic similarities in and differences between two texts on the same topic. |
| | | CC.1.2.1.J |
| | | Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words |
| | | that signal connections and relationships between the words and phrases. |
| | | CC.1.2.1.K |
| | | Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade level reading and content. |
| | | COINCIL. |

| Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade level reading and content. CC.1.3.1.J Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words |
|---|
| CC.1.3.1.J Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words |
| Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words |
| |
| |
| that signal connections and relationships between the words and phrases. |
| CC.1.3.1.K |
| Read and comprehend literature on grade level, reading independently and proficiently. |
| CC.1.4.1.B |
| Identify and write about one specific topic. |
| CC.1.4.1.M |
| Write narratives to develop real or imagined experiences or events. |
| CC.1.4.1.T |
| With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers, and add |
| details to strengthen writing as needed. |
| CC.1.5.1.C |
| Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not |
| understood. |
| CC.2.7.1.A |
| Determine the probability of an event occurring. |
| CC.2.7.1.B |
| Predict and explain the outcomes of events. |
| CC.2.7.1.D |
| List or graph the possible results of an experiment. |
| CC.2.7.1.E |
| Answer questions about predictions and actual outcomes based on data. |
| CC.2.8.1.A |
| Use the concept of equality and concrete objects to demonstrate understanding of the commutative and associative properties. |
| CC.2.8.1.B |
| Use concrete objects and trial and error to solve number sentences. |
| CC.2.8.1.E |
| Use concrete objects, symbols and number to represent mathematical situations. |

| | VISUAL PERCEPTUAL SKILLS AND MATCHING-TO-SAMPLE LEVEL 1 | | |
|--------------------------|--|---|--|
| Skill | VB-MAPP Milestones & Supporting Skills | PA Core Standards | |
| 1-M 1-a 1-b | 1-M Visually tracks moving stimuli for 2 seconds, 5 times Visually attends to faces and people 5 times Visually attends to reinforcing objects 5 times | CC.1.2.1.I Identify basic similarities in and differences between two texts on the same topic. CC.1.4.1.T With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. | |
| 2-M 2-a 2-b 2-c | Grasps small objects with thumb and index finger (pincer grasp) 5 times Reaches for and successfully grabs objects 5 times Uses index finger to poke things or for other uses 5 times Manipulates toys and objects in a variety of ways for 10 seconds, 5 times | CC.1.2.1.I Identify basic similarities in and differences between two texts on the same topic. CC.1.4.1.A Write informative/ explanatory texts to examine a topic and convey ideas and information. CC.1.4.1.E Choose words and phrases for effect. CC.1.4.1.F Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. Capitalize dates and names of people. Use end punctuation; use commas in dates and words in series. Spell words drawing on common spelling patterns, phonemic awareness and spelling conventions. CC.1.4.1.H | |

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| | | CC.1.4.1.N Establish "who" and "what" the narrative will be about. |
| | | CC.1.4.1.0 |
| | | Include thoughts and feelings to describe experiences and events. |
| | | CC.1.4.1.P |
| | | Recount two or more appropriately sequenced events using temporal words to signal event order and provide some sense of |
| | | closure. |
| | | CC.1.4.1.R |
| | | Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. |
| | | Capitalize dates and names of people. |
| | | Use end punctuation; use commas in dates and words in series. |
| | | Spell words drawing on common spelling patterns, phonemic awareness and spelling conventions. |
| | | CC.1.4.1.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. |
| | | or a day or two) for a range of discipline-specific tasks, purposes and audiences. CC.1.5.1.F |
| | | Add drawings or other visual displays when sharing aloud to clarify ideas, thoughts, and feelings. |
| 2 M | 2 M Vigually attends to a toy on healt for 20 seconds (not a self-stim item) | CC.1.2.1.I |
| 3-M | 3-M Visually attends to a toy or book for 30 seconds (not a self-stim item) | Identify basic similarities in and differences between two texts on the same topic. |
| 3-a | Transfers objects from one hand to another 5 times | CC.1.3.1.G |
| 3-b | Looks for an object that has fallen out of sight 5 times | Use illustrations and details in a story to describe characters, setting, or events. |
| | | CC.1.3.1.H |
| | | Compare and contrast the adventures and experiences of characters in stories. |
| | | CC.1.4.1.T With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers, and add |
| | | details to strengthen writing as needed. |
| | | CC.2.8.1.F |
| | | Describe and answer questions about data from classroom graphs and charts. |
| 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 | CC.1.4.1.J |
| | Dumps things out of containers, or pulls items out of cupboards 5 times | Create an organizational structure that includes reasons and provides some sense of closure. |
| 4-a | Dumps unings out of containers, of puns items out of cupooards 3 times | CC.2.9.1.A |
| 4-b | Pushes and/or pulls objects 5 times | Name, describe and draw/build 2-dimensional shapes. |
| | | |
| 5-M | Matches any 10 identical items (e.g., inset puzzles, toys, objects, or pictures) | CC.1.1.1.B |
| 5-a | Visually attends to toys or books for 1 minute, 2 times | Demonstrate understanding of the organization and basic features of print. |
| | | • Recognize the distinguishing features of a sentence. |
| 5-b | Successfully uses a spoon 5 times during a meal | CC.1.2.1.E |
| 5-c | Completes a 3-piece in-set puzzle without physical prompts | Use various text features and search tools to locate key facts or information in a text. CC.1.2.1.I |
| 5-d | Attempts to scribble with any writing instrument | Identify basic similarities in and differences between two texts on the same topic. |
| 5-e | Puts two similar items together 2 times (e.g., picks up a matching toy) | CC.1.3.1.H |
| 3-0 | Tuts two similar terms together 2 times (e.g., pieks up a matering toy) | Compare and contrast the adventures and experiences of characters in stories. |
| | | CC.1.4.1.B |
| | | Identify and write about one specific topic. |
| | | CC.1.4.1.M |
| | | Write narratives to develop real or imagined experiences or events. |
| | | CC.1.4.1.T With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers, and add |
| | | details to strengthen writing as needed. |
| | | CC.2.7.1.E |
| | | Answer questions about predictions and actual outcomes based on data. |
| | | CC.2.7.1.D |
| | | List or graph the possible results of an experiment. |
| | | CC.2.8.1.B |
| | | Use concrete objects and trial and error to solve number sentences. |
| | | CC.2.8.1.E |
| | | Use concrete objects, symbols and number to represent mathematical situations. |
| | | CC.2.8.1.F |
| | | Describe and answer questions about data from classroom graphs and charts. CC.2.9.1.A |
| | | |

| | Name, describe and draw/build 2-dimensional shapes. CC.2.9.1.B |
|--|---|
| | Identify and draw lines of symmetry. |
| | CC.2.4.1.A.1 |
| | Order lengths and measure them both indirectly and by repeating length units. |

| | VISUAL PERCEPTUAL SKILLS AND MATCHING-TO-SAMPLE | | |
|----------------|--|--|--|
| | LEVEL 2 | | |
| Skill | VB-MAPP Milestones & Supporting Skills | PA Core Standards | |
| 6-M | Matches identical objects or pictures in a messy array of 6, for 25 items | CC.1.1.1.B | |
| 6-a | Connects 2 items or toys together (e.g. Duplos) | Demonstrate understanding of the organization and basic features of print. • Recognize the distinguishing features of a sentence. | |
| 6-b | Nests identical objects in a stack 2 times (e.g., bowls, cups, plates | CC.1.1.1.D | |
| 6-c | Turns 2 pages in a book | Know and apply grade level phonics and word analysis skills in decoding words. • Identify common consonant diagraphs, final-e, and common vowel teams. | |
| 6-d | Completes 3 different inset puzzles containing 3-4 pieces without prompts | Identity common consonant diagraphs, final-e, and common vower teams. Decode one and two-syllable words with common patterns. | |
| 6-е | Stacks 4 blocks without help | Read grade level words with inflectional endings. | |
| 6-f | Matches identical objects or pictures in a neat array of 3, for 10 items (e.g., matches a hat to a hat) | Read grade-appropriate irregularly spelled words. | |
| 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 | CC.1.2.1.C Describe the connection between two individual, events, ideas, or pieces of information in a text. | |
| | a little red ball) | CC.1.2.1.E | |
| 6-h | Places 5 items where they belong or in an appropriate context (e.g., puts a cup in the sink) | Use various text features and search tools to locate key facts or information in a text. CC.1.2.1.I | |
| | | Identify basic similarities in and differences between two texts on the same topic. | |
| | | CC.1.3.1.E | |
| | | Explain major differences between books that tell stories and books that give information, drawing on a wide reading or range of text types. | |
| | | CC.1.3.1.H | |
| | | Compare and contrast the adventures and experiences of characters in stories. | |
| | | CC.1.3.1.K Read and comprehend literature on grade level, reading independently and proficiently. | |
| | | CC.1.4.1.B | |
| | | Identify and write about one specific topic. | |
| | | CC.1.4.1.T With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers, and add | |
| | | details to strengthen writing as needed. | |
| | | CC.2.7.1.D | |
| | | List or graph the possible results of an experiment. CC.2.7.1.E | |
| | | Answer questions about predictions and actual outcomes based on data. | |
| | | CC.2.8.1.B | |
| | | Use concrete objects and trial and error to solve number sentences. CC.2.8.1.E | |
| | | Use concrete objects, symbols and number to represent mathematical situations. | |
| | | CC.2.9.1.A | |
| 7-M | Matches similar colors and shapes for 10 different colors or shapes given models (e.g., given red, blue, and green | Name, describe and draw/build 2-dimensional shapes. CC.1.2.1.E | |
| / =1 VI | bowls and a pile of red, blue, and green bears the child sorts the items by color | Use various text features and search tools to locate key facts or information in a text. | |
| 7-a | Completes 5 different puzzles containing 6 or more pieces without prompts | CC.1.2.1.H Identify the reasons an author gives to support points in a text. | |
| 7-b | Matches identical objects or pictures in a messy array of 8, for 25 objects | CC.1.2.1.J | |
| | I The state of the | | |

| 7-d Matches identical pictures (2D) to objects (3D) and vice versa, in a messy array of 8, for 10 pairs (e.g., matches a picture of Thomas the Train to a toy Thomas the Train 7-e Spontaneously matches 2 items together in play or other situations (e.g., picks up a Hulk figurine and selects a matching Hulk from a bin of figurines) 7-6 CC.2.7.1.D CC.2.7.1.D CC.2.7.1.E Answer questions about processing the processing of the processing the processing and the processing the processi | results of an experiment. redictions and actual outcomes based on data. |
|--|---|
| Thomas the Train to a toy Thomas the Train Thomas the Train to a toy Thomas the Train Thomas the Train to a toy Thomas the Train Thomas the Train to a toy Thomas the Train Thomas the Train to a toy Thomas the Train List or graph the possible to CC.2.7.1.E Answer questions about processing the CC.2.8.1.B | |
| 7-e Spontaneously matches 2 items together in play or other situations (e.g., picks up a Hulk figurine and selects a matching Hulk from a bin of figurines) CC.2.7.1.E Answer questions about p. CC.2.8.1.B | |
| Hulk from a bin of figurines) Answer questions about process. CC.2.8.1.B | predictions and actual outcomes based on data. |
| CC.2.8.1.B | |
| 1/-1 U Ombletes Identical matches in an array of 8 for 10 matches in less than 20 seconds (Illiency) | trial and error to solve number sentences. |
| CC.2.8.1.C | trial and error to solve number sentences. |
| | nd, replicate and transfer number and geometric patterns. |
| CC.2.8.1.D | no addand an grumhal to make a number contange two with adult assistance |
| CC.2.8.1.E | ng addend or symbol to make a number sentence true, with adult assistance. |
| | abols and number to represent mathematical situations. |
| CC.2.9.1.A | 7 710 7 1 1 |
| Name, describe and draw/ | /build 2-dimensional shapes. |
| Identify and draw lines of | symmetry. |
| CC.2.3.1.A.1 | |
| | between two and three dimensional shapes based on their attributes. |
| 8-M Matches identical objects or pictures in a messy array of 8 containing 3 similar stimuli, for 25 items (e.g., matches a Demonstrate understanding description) | ng of the organization and basic features of print. |
| dog to a dog in an array that also contains a cat, a pig, and a pony | listinguishing features of a sentence. |
| 8-a Generalizes to 5 new identical matching tasks without formal CC.1.1.1.D | |
| 8-b Matches identical objects or pictures to corresponding items in a book for 25 items | vel phonics and word analysis skills in decoding words. |
| • Identity commo | on consonant diagraphs, final-e, and common vowel teams. It two-syllable words with common patterns. |
| 5 1 Decode one and | el words with inflectional endings. |
| • Read grade-appr | ropriate irregularly spelled words. |
| 9 Consected the country of 5 country to the country of 5 country to the country of 5 country to the country of 5 country to the country of 5 country to the country of 5 country to the country of 5 country to the country of 5 country to the country of 5 country of 5 country to the country of 5 country of | |
| Ose various text features a CC.1.2.1.H | and search tools to locate key facts or information in a text. |
| | thor gives to support points in a text. |
| CC.1.2.1.I | 1 100 |
| CC.1.2.1.K | in and differences between two texts on the same topic. |
| | neaning of unknown and multiple-meaning word and phrases based on grade level reading and |
| content. | |
| CC.1.3.1.E Evaloin major differences | between books that tell stories and books that give information, drawing on a wide reading or range |
| of text types. | s between books that ten stories and books that give information, drawing on a wide reading of range |
| CC.1.3.1.H | |
| Compare and contrast the CC.1.3.1.K | adventures and experiences of characters in stories. |
| | erature on grade level, reading independently and proficiently. |
| CC.1.4.1.B | |
| Identify and write about of | one specific topic. |
| CC.1.4.1.M Write parratives to develo | op real or imagined experiences or events. |
| CC.1.4.1.T | t |
| | rt from adults and peers, focus on a topic, respond to questions and suggestions from peers, and add |
| details to strengthen writin CC.2.7.1.D | ng as needed. |
| List or graph the possible | results of an experiment. |
| CC.2.7.1.E | |
| | oredictions and actual outcomes based on data. |
| CC.2.8.1.B | trial and amonto active number containes |
| Use concrete objects and to CC.2.8.1.E | trial and error to solve number sentences. |
| Use concrete objects, sym | abols and number to represent mathematical situations. |
| CC.2.9.1.A | |

| | | Name, describe and draw/build 2-dimensional shapes. |
|---------------|--|--|
| | | CC.2.9.1.B Identify and draw lines of symmetry. |
| 9-M | Matches non-identical objects or non-identical pictures in a messy array of 10 containing 3 similar stimuli, for 25 | CC.1.1.1.B |
| <i>9</i> -1VI | items (e.g., matches a Ford truck to a Toyota truck) | Demonstrate understanding of the organization and basic features of print. |
| 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 | Recognize the distinguishing features of a sentence. |
| 9-a | Ford Mustang to a blue Ford Mustang | CC.1.1.1.D Know and apply grade level phonics and word analysis skills in decoding words. |
| 0.6 | | Identify common consonant diagraphs, final-e, and common vowel teams. |
| 9-b | Matches non-identical objects or pictures in a messy array of 8 containing 2 similar stimuli, for 25 items | Decode one and two-syllable words with common patterns. |
| 9-c | Matches non-identical objects or pictures to corresponding items in a book for 25 items | Read grade level words with inflectional endings. |
| 9-d | Matches non-identical objects or pictures to corresponding items in the natural environment for 25 items | Read grade-appropriate irregularly spelled words. CC121 F. |
| 9-e | Demonstrates spontaneous functional matching-to-sample in the natural environment 2 times (e.g., finds a matching shoe) | CC.1.2.1.E Use various text features and search tools to locate key facts or information in a text. |
| | | CC.1.2.1.F |
| | | Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. |
| | | CC.1.2.1.G Use the illustrations and details in a text to describe its key ideas. |
| | | CC.1.2.1.H |
| | | Identify the reasons an author gives to support points in a text. |
| | | CC.1.2.1.I |
| | | Identify basic similarities in and differences between two texts on the same topic. CC.1.3.1.E |
| | | Explain major differences between books that tell stories and books that give information, drawing on a wide reading or range |
| | | of text types. |
| | | CC.1.3.1.H |
| | | Compare and contrast the adventures and experiences of characters in stories. CC.1.3.1.K |
| | | Read and comprehend literature on grade level, reading independently and proficiently. |
| | | CC.1.4.1.M |
| | | Write narratives to develop real or imagined experiences or events. |
| | | CC.1.4.1.T With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers, and add |
| | | details to strengthen writing as needed. |
| | | CC.2.7.1.D |
| | | List or graph the possible results of an experiment. |
| | | CC.2.7.1.E Answer questions about predictions and actual outcomes based on data. |
| | | CC.2.8.1.B |
| | | Use concrete objects and trial and error to solve number sentences. |
| | | CC.2.8.1.D |
| | | Use a rule to find a missing addend or symbol to make a number sentence true, with adult assistance. CC.2.8.1.E |
| | | Use concrete objects, symbols and number to represent mathematical situations. |
| | | CC.2.9.1.A |
| 40.35 | | Name, describe and draw/build 2-dimensional shapes. |
| 10-M | 10-M Matches non-identical objects (3D) to pictures (2D) and/or vice versa, in a messy array of 10 containing 3 | CC.1.1.1.C Demonstrate understanding of spoken words, syllables, and sounds (phonemes). |
| | similar stimuli, for 25 items | Distinguish long from short vowel sounds in spoken single-syllable words. |
| 10-a | Assembles, collects, or groups 5 different toys, characters, or items that go together (e.g., a tea set) | Count, pronounce, blend, and segment syllables in spoken and written words. |
| 10-b | Matches a picture of a body part to his own body part for 5 body parts | Orally produce single-syllable words, including consonant blends and digraphs. |
| 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 | • Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. |
| | swimming to a picture of a boy swimming in a different pool) | • Add or substitute individual sounds (phonemes) in one-syllable words to make new words. |
| 10-d | Colors pictures in a coloring book although doesn't always stay in the | CC.1.2.1.C Describe the connection between two individual, events, ideas, or pieces of information in a text. |
| | Matches 10 different items that are associated with each other (e.g., a shoe to a sock) | CC.1.2.1.E |
| 10-е | iviatories to different nems that are associated with each other (e.g., a shoe to a sock) | Use various text features and search tools to locate key facts or information in a text. |
| | | CC.1.2.1.H |
| | | Identify the reasons an author gives to support points in a text. CC.1.2.1.I |
| | | Identify basic similarities in and differences between two texts on the same topic. |
| | | |

| CC.1.3.1.H |
|--|
| Compare and contrast the adventures and experiences of characters in stories. |
| CC.1.4.1.D |
| Group information and provide some sense of closure. |
| CC.1.4.1.M |
| Write narratives to develop real or imagined experiences or events. |
| CC.2.7.1.D |
| List or graph the possible results of an experiment. |
| CC.2.7.1.E |
| Answer questions about predictions and actual outcomes based on data. |
| CC.2.8.1.A |
| Use the concept of equality and concrete objects to demonstrate understanding of the commutative and associative properties. |
| CC.2.8.1.B |
| Use concrete objects and trial and error to solve number sentences. |
| CC.2.8.1.C |
| Recognize, describe, extend, replicate and transfer number and geometric patterns. |
| CC.2.8.1.E |
| Use concrete objects, symbols and number to represent mathematical situations. |
| CC.2.9.1.A |
| Name, describe and draw/build 2-dimensional shapes. |
| CC.2.3.1.A.1 |
| Compose and distinguish between two and three dimensional shapes based on their attributes. |

| | VISUAL PERCEPTUAL SKILLS AND MATCHING-TO-SAMPLE | | |
|-------|--|---|--|
| | LEVEL 3 | | |
| Skill | VB-MAPP Milestones & Supporting Skills | PA Core Standards | |
| 11-M | Spontaneously matches any part of an arts and crafts activity to another person's sample 2 times (e.g., a peer colors a balloon red and the child copies the peer's red color for his balloon) | CC.1.2.1.C Describe the connection between two individual, events, ideas, or pieces of information in a text. CC.1.2.1.I | |
| 11-a | Completes 5 different interlocking puzzles with 10 pieces | Identify basic similarities in and differences between two texts on the same topic. | |
| 11-b | Completes a 4-component block design with a 2D sample and 3D blocks for 4 designs | CC.2.8.1.A Use the concept of equality and concrete objects to demonstrate understanding of the commutative and associative properties. | |
| 11-c | Uses glue to make things stick together without physical prompts 2 times | CC.2.7.1.E Answer questions about predictions and actual outcomes based on data. | |
| 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.2.8.1.C Recognize, describe, extend, replicate and transfer number and geometric patterns. CC.2.8.1.E Use concrete objects, symbols and number to represent mathematical situations. CC.2.9.1.A Name, describe and draw/build 2-dimensional shapes. CC.2.9.1.B Identify 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.1.2.1.C Describe the connection between two individual, events, ideas, or pieces of information in a text. CC.1.2.1.E | |
| 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) | Use various text features and search tools to locate key facts or information in a text. | |
| 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 | CC.1.2.1.I Identify basic similarities in and differences between two texts on the same topic. | |
| | remove the tiger, wait 5 seconds, and present the array | CC.1.4.1.D | |
| 12-c | Completes a 6-component block design with a 2D sample and 3D blocks for 8 designs | Group information and provide some sense of closure. CC.2.7.1.A | |
| 12-d | Matches a 3D block design with 4 blocks (e.g., a house, tower) | Determine the probability of an event occurring. CC.2.7.1.D List or graph the possible results of an experiment. | |

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| | CC.2.7.1.E Answer questions about predictions and actual outcomes based on data. |
| | CC.2.8.1.A |
| | Use the concept of equality and concrete objects to demonstrate understanding of the commutative and associative properties. CC.2.8.1.B |
| | Use concrete objects and trial and error to solve number sentences. CC.2.8.1.C |
| | Recognize, describe, extend, replicate and transfer number and geometric patterns. CC.2.8.1.E |
| | Use concrete objects, symbols and number to represent mathematical situations. |
| | CC.2.8.1.F Describe and answer questions about data from classroom graphs and charts. |
| | CC.2.9.1.A |
| | Name, describe and draw/build 2-dimensional shapes. CC.2.4.1.A.1 |
| | Order lengths and measure them both indirectly and by repeating length units. |
| | CC.2.4.1.A.4 |
| | Represent and interpret data using tables/charts. |
| 13-M Completes 20 different block designs, parquetry, shape puzzles, or similar tasks with at least 8 different pieces | CC.1.2.1.C Describe the connection between two individual, events, ideas, or pieces of information in a text. |
| 13-a Uses scissors to cut out 5 different patterns or items without physical prompts | CC.1.2.1.I |
| 13-b Sets a table for two people with 6 dishes and utensils | Identify basic similarities in and differences between two texts on the same topic. |
| 13-c Place 3 sets of items in order by size (seriation) | CC.1.4.1.B Identify and write about one specific topic. |
| 13-d Imitates a model block structure or similar assembly of objects with at least 6 parts | CC.1.4.1.M |
| | Write narratives to develop real or imagined experiences or events. |
| | CC.2.7.1.A Determine the probability of an event occurring. |
| | CC.2.7.1.D |
| | List or graph the possible results of an experiment. |
| | CC.2.7.1.E Answer questions about predictions and actual outcomes based on data. |
| | CC.2.8.1.A |
| | Use the concept of equality and concrete objects to demonstrate understanding of the commutative and associative properties. CC.2.8.1.B |
| | Use concrete objects and trial and error to solve number sentences. CC.2.8.1.C |
| | Recognize, describe, extend, replicate and transfer number and geometric patterns assistance. CC.2.8.1.D |
| | Use a rule to find a missing addend or symbol to make a number sentence true, with adult. CC.2.8.1.E |
| | Use concrete objects, symbols and number to represent mathematical situations. CC.2.8.1.F |
| | Describe and answer questions about data from classroom graphs and charts. CC.2.9.1.A |
| | Name, describe and draw/build 2-dimensional shapes. |
| | CC.2.11.1.A Order whole numbers, 0 to 100, with least to greatest value. |
| 14-M Sorts 5 items from 5 different categories without a model (e.g., animals, clothing, furniture) | CC.1.2.1.E |
| 14-a Successfully completes a human figure puzzle with at least 6 parts | Use various text features and search tools to locate key facts or information in a text. |
| 14-b Matches 25 items that are associated with each other in a messy array of 6 with 3 similar stimuli | CC.1.2.1.H Identify the reasons an author gives to support points in a text. |
| 14-c Completes 10 different seriation tasks (i.e., part-to-whole, small-to-large, etc.) | CC.1.2.1.I |
| 14-c Completes 10 different seriation tasks (i.e., part-to-whole, small-to-large, etc.) 14-d Plays a short "concentration" or memory game with identical pictures | Identify basic similarities in and differences between two texts on the same topic. CC.1.4.1.B |
| 14-u Flays a short concentration of memory game with identical pictures | Identify and write about one specific topic. |
| | CC.1.4.1.C |
| | Develop the topic with two or more facts. CC.1.4.1.D |
| | Group information and provide some sense of closure. |
| | CC.1.4.1.H Form an opinion by choosing among given topics. |
| | Total all opinion by choosing among given topics. |

| | | CC.1.4.1.J |
|------|---|---|
| | | Create an organizational structure that includes reasons and provides some sense of closure. |
| | | CC.2.7.1.D List or graph the possible results of an experiment. |
| | | CC.2.7.1.E |
| | | Answer questions about predictions and actual outcomes based on data. CC.2.8.1.A |
| | | Use the concept of equality and concrete objects to demonstrate understanding of the commutative and associative properties. CC.2.8.1.B |
| | | Use concrete objects and trial and error to solve number sentences. |
| | | CC.2.8.1.C Recognize, describe, extend, replicate and transfer number and geometric patterns. |
| | | CC.2.8.1.E |
| | | Use concrete objects, symbols and number to represent mathematical situations. CC.2.8.1.F |
| | | Describe and answer questions about data from classroom graphs and charts. |
| | | CC.2.3.1.A.1 Compose and distinguish between two and three dimensional shapes based on their attributes. |
| | | CC.2.4.1.A.4 |
| | | Represent and interpret data using tables/charts. |
| | | CC.2.11.1.A |
| 15-M | Continues 20 three-step patterns, sequences, or seriation tasks (e.g., star, triangle, heart, star, triangle) | Order whole numbers, 0 to 100, with least to greatest value. CC.1.2.1.A |
| 15-w | Completes an A-B pattern for 5 different color or shape patterns | Identify the main idea and retell key details of text. |
| | | CC.1.2.1.C |
| 15-b | Completes an A-B pattern for 5 different picture patterns | Describe the connection between two individual, events, ideas, or pieces of information in a text. CC.1.3.1.A |
| 15-c | Places 3 pictures in the correct sequential order for 5 sets | Retell stories, including key details, and demonstrate understanding of their central message or lesson. |
| 15-d | Constructs 5 felt (or similar material) scenes with 5 parts (e.g., farm, party) | CC.1.3.1.G Use illustrations and details in a story to describe characters, setting, or events. |
| | | CC.1.4.1.A |
| | | Write informative/ explanatory texts to examine a topic and convey ideas and information. |
| | | CC.1.4.1.B |
| | | Identify and write about one specific topic. CC.1.4.1.D |
| | | Group information and provide some sense of closure. CC.1.4.1.J |
| | | Create an organizational structure that includes reasons and provides some sense of closure. CC.1.5.1.D |
| | | Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. CC.2.7.1.D |
| | | List or graph the possible results of an experiment. CC.2.7.1.E |
| | | Answer questions about predictions and actual outcomes based on data. CC.2.8.1.A |
| | | Use the concept of equality and concrete objects to demonstrate understanding of the commutative and associative properties. CC.2.8.1.C |
| | | Recognize, describe, extend, replicate and transfer number and geometric patterns. CC.2.8.1.E |
| | | Use concrete objects, symbols and number to represent mathematical situations. CC.2.8.1.F |
| | | Describe and answer questions about data from classroom graphs and charts. CC.2.9.1.A |
| | | Name, describe and draw/build 2-dimensional shapes. CC.2.4.1.A.1 |
| | | Order lengths and measure them both indirectly and by repeating length units. |
| | | CC.2.4.1.A.2 |
| | | Tell and write time to the nearest half hour using both analog and digital clocks. CC.2.11.1.A |
| | | Order whole numbers, 0 to 100, with least to greatest value. |

| | INDEPENDENT PLAY LEVEL 1 | | |
|--|--|--|--|
| Skill | VB-MAPP Milestones & Supporting Skills | PA Core Standards | |
| 1-M 1-a 1-b 1-c 1-d 2-M 2-a 2-b 2-c | Manipulates and explores objects for 1 minute (e.g., looks at a toy, turns it over, presses buttons) Has a favorite comfort item that he might sleep with or carry (e.g., a blanket, stuffed animal) Reaches for objects of interest (e.g., keys, cup, ball) Transfers items from one hand to another Looks at a toy when it is picked up by an adult Shows variation in play by independently interacting with 5 different items (e.g., plays with rings, then a ball, then a block) Points to a toy or object of interest Drops items to watch them fall, or demonstrates other interests in cause-and-effect Opens cupboard doors, toy boxes, or reaches in a toy container | CC.1.3.1.K Read and comprehend literature on grade level, reading independently and proficiently. CC.2.4.1.A.1 Order lengths and measure them both indirectly and by repeating length units. CC.2.4.1.A.2 Tell and write time to the nearest half hour using both analog and digital clocks. CC.1.4.1.T With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. | |
| 2-d 2-e | Repeats a play behavior that produces an auditory sound (e.g., squeezes toys, bangs items) Makes eye contact with others 3 times during play | | |
| 3-M 3-a 3-b 3-c 3-d 3-e | Demonstrates generalization by engaging in exploratory movement and playing with the toys in a novel environment for 2 minutes (e.g., in a new playroom) Brings a toy or object of interest to an adult Dumps containers of items on floor Transfers items in or out of a container Generalizes known play behaviors to a novel environment Carries toys or objects from one place to another | Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases. | |
| 4-M 4-a 4-b 4-c 4-d 4-e | Independently engages in movement play for 2 minutes (e.g., swinging, dancing, rocking, jumping, climbing) Enters a playhouse or similar play structure without adult verbal prompting Learns to work a toy correctly after an adult demonstrates its use (e.g., push buttons on a pop-up toy) Mands to an adult for assistance with an item (e.g., child holds up something he can't open) Spontaneously dances when music is played Enjoys being pulled or pushed in a wagon, on a tricycle, or other toy vehicle | CC.1.3.1.F Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. | |
| 5-M 5-a 5-b 5-c 5-d 5-e | Independently engages in cause-and-effect play for 2 minutes (e.g., dumping containers, playing with pop-up toys, pulling toys, etc.) Takes pieces of a set apart (e.g., Duplos, Bristle blocks) Spontaneously pulls and pushes items around Carries a large play object to a new location (e.g., a toy car garage) Emits sounds or words associated with toys (e.g., says vroom vroom with a car) Connects things or puts them together (e.g., a car on a track, Duplos) | CC.1.2.1.C Describe the connection between two individual, events, ideas, or pieces of information in a text. CC.1.4.1.C Develop the topic with two or more facts. CC.1.4.1.J Create an organizational structure that includes reasons and provides some sense of closure. CC.2.7.1.A Determine the probability of an event occurring. CC.2.7.1.B Predict and explain the outcomes of events. CC.2.8.1.D Use a rule to find a missing addend or symbol to make a number sentence true, with adult assistance. CC.2.8.1.E | |

Use concrete objects, symbols and number to represent mathematical situations. CC.2.9.1.A

Name, describe and draw/build 2-dimensional shapes.

| | INDEPENDENT PLAY | |
|------------|--|---|
| | | 1 |
| | 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 | CC.1.3.1.F |
| | toy, a bottle for a baby doll) | Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. CC.2.7.1.A |
| 6-a | Carries 2 or more toys while walking | Determine the probability of an event occurring. |
| 6-b | Independently plays with in-set puzzles for 1 minute | CC.2.7.1.B |
| 6-c | Engages in sensory play for 2 minutes (e.g., scoops sand, or rice from a tray, plays in shaving cream) | Predict and explain the outcomes of events. CC.2.8.1.B |
| 6-d | Splashes water and plays with objects in a swimming or wading pool | Use concrete objects and trial and error to solve number sentences. |
| 6-е | Plays with sets of toys that have multiple parts for 2 minutes (e.g., farm animals, form ball) | CC.2.8.1.D |
| | | Use a rule to find a missing addend or symbol to make a number sentence true, with adult assistance. CC.2.8.1.E |
| | | Use concrete objects, symbols and number to represent mathematical situations. |
| 7-M | Independently demonstrates the use of toys or objects according to their function for 5 items (e.g., placing a train on | CC.1.2.1.I |
| | a track, pulling a wagon, holding a telephone to the ear) | Identify basic similarities in and differences between two texts on the same topic. |
| 7-a | Scribbles on a Magna Doodle, white board, or paper | CC.1.2.1.J Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words |
| 7-b | Waits while an activity is being set up | that signal connections and relationships between the words and phrases. |
| 7-c | Independently plays for 2 minutes without adult interaction | CC.1.3.1.H |
| 7-c 7-d | | Compare and contrast the adventures and experiences of characters in stories. CC.1.3.1.K |
| | Sorts or separates preferred toy items from others in a bin (e.g., pulls out the Thomas trains) | Read and comprehend literature on grade level, reading independently and proficiently. |
| 7-e | Spontaneously imitates an adult's use of objects (e.g., brushing hair) | CC.1.4.1.B |
| | | Identify and write about one specific topic. |
| | | CC.1.4.1.T With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers, and add |
| | | details to strengthen writing as needed. |
| | | CC.1.4.1.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.1.5.1.F |
| | | Add drawings or other visual displays when sharing aloud to clarify ideas, thoughts, and feelings. |
| | | CC.2.7.1.B |
| | | Predict and explain the outcomes of events. |
| | | CC.2.8.1.B Use concrete objects and trial and error to solve number sentences. |
| | | CC.2.9.1.A |
| | | Name, describe and draw/build 2-dimensional shapes. |
| 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.1.3.1.F |
| 8-a | Independently plays on a playground for 2 minutes without adult prompts | Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. CC.2.7.1.A |
| 8-b | Observes, then imitates other children on play structures (e.g., going down a slide) | Determine the probability of an event occurring. |
| 8-c | Strings large beads, laces, or similar fine motor leisure activities for 1 minute | CC.2.7.1.B |
| 8-d | Plays with 2 toy sets as designed (e.g., hammer and tool bench set, kitchen set) | Predict and explain the outcomes of events. CC.2.8.1.B |
| | | Use concrete objects and trial and error to solve number sentences. |
| | | CC.2.8.1.E |
| | | Use concrete objects, symbols and number to represent mathematical situations. |

| 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.1.5.1.D Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. CC.1.5.1.E |
|------|---|--|
| 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) | Produce complete sentences when appropriate to task and situation. CC.1.5.1.G Demonstrate command of the conventions of standard English when speaking based on grade 1 level and content. |
| 9-b | Completes 5 inset puzzles with 5 or more pieces | CC.2.7.1.A |
| 9-с | 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) | Determine the probability of an event occurring. CC.2.7.1.B |
| 9-d | Spontaneously kicks a ball forward | Predict and explain the outcomes of events. CC.2.8.1.B |
| | | Use concrete objects and trial and error to solve number sentences. CC.2.8.1.E |
| | | Use concrete objects, symbols and number to represent mathematical situations. |
| 10-M | Assembles toys that have multiple parts for 5 different sets of materials | CC.1.4.1.T |
| 10-a | Plays with toy sets as designed (e.g., birthday set, tea set) | With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. |
| 10-b | Allows others to play in close proximity | CC.2.8.1.B |
| 10-с | Demonstrates interest in a peer's completed project (e.g., a sand castle, Lego structure) | Use concrete objects and trial and error to solve number sentences. |
| 10-d | Mands to peers to not disturb his structure or toy assembly | CC.2.8.1.C Recognize, describe, extend, replicate and transfer number and geometric patterns. |
| 10-е | Improvises when parts are missing (e.g., still plays with a car that is missing a wheel) | CC.2.8.1.E |
| 10-f | Helps to pick up toys after an activity with adult prompts | Use concrete objects, symbols and number to represent mathematical situations. CC.2.9.1.A Name, describe and draw/build 2-dimensional shapes. |

| | INDEPENDENT PLAY LEVEL 3 | | |
|-------|---|--|--|
| Skill | VB-MAPP Milestones & Supporting Skills | PA Core Standards | |
| 11-M | Spontaneously engages in pretend or imaginary play on 5 occasions (e.g., dressing up, a pretend party with stuffed animals, pretends to cook) | CC.1.5.1.D Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. CC.1.5.1.E | |
| 11-a | Navigates a riding toy around obstructions (e.g., moving a tricycle or big wheel around a pole) | Produce complete sentences when appropriate to task and situation. | |
| 11-b | Demonstrates 1 to 1 correspondence in play activities (e.g., places plastic eggs in an egg carton, a doll in a bed with a bottle) | CC.1.5.1.G Demonstrate command of the conventions of standard English when speaking based on grade 1 level and content. CC.2.7.1.A | |
| 11-c | Will get toys and play independently for 2 minutes | Determine the probability of an event occurring. | |
| 11-d | Sings, hums, or recites a few words to familiar songs while engaged in an activity | CC.2.8.1.B Use concrete objects and trial and error to solve number sentences. | |
| 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 | CC.2.8.1.E Use concrete objects, symbols and number to represent mathematical situations. CC.1.2.1.C | |
| 12-11 | bat at a T-ball, foot stomping to launch a rocket, pumping a swing) | Describe the connection between two individual, events, ideas, or pieces of information in a text. CC.1.3.1.K | |
| 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) | Read and comprehend literature on grade level, reading independently and proficiently. CC.1.4.1.B | |
| 12-b | Colors in a picture in a coloring book or on paper | Identify and write about one specific topic. CC.1.4.1.T | |
| 12-c | Independently sits and looks at a book for 5 minutes | With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers, and add | |
| 12-d | Accepts direction from a peer when playing in the same area | details to strengthen writing as needed. CC.2.7.1.A Determine the probability of an event occurring. CC.2.8.1.C Recognize, describe, extend, replicate and transfer number and geometric patterns. CC.2.8.1.E | |

| | | Use concrete objects, symbols and number to represent mathematical situations. |
|------|---|--|
| 13-M | Independently engages in arts and crafts type activities for 5 minutes (e.g., drawing, coloring, painting, cutting, pasting) | CC.1.4.1.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.1.5.1.A |
| 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) | Participate in collaborative conversations with peers and adults in small and larger groups. |
| 13-с | Independently draws recognizable items | CC.1.5.1.F Add drawings or other visual displays when sharing aloud to clarify ideas, thoughts, and feelings. |
| 13-d | Shows a completed project to an adult or peer (e.g., an art project) | CC.2.9.1.A |
| 13-е | Colors items mostly within their boundaries in a coloring book | Name, describe and draw/build 2-dimensional shapes. |
| | | CC.2.9.1.B Identify and draw lines of symmetry. |
| 14-M | Independently engages in sustained play activities for 10 minutes without adult prompts or reinforcement (e.g., playing with an Etch-a-sketch, playing dress-up) | CC.1.3.1.A Retell stories, including key details, and demonstrate understanding of their central message or lesson. CC.1.4.1.M |
| 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) | Write narratives to develop real or imagined experiences or events. CC.1.4.1.N |
| 14-b | Follows safety rules (e.g., does not throw objects at other children or climb too high on play structures) | Establish "who" and "what" the narrative will be about. |
| 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.1.2.1.E Use various text features and search tools to locate key facts or information in a text. CC.1.3.1.A |
| 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) | Retell stories, including key details, and demonstrate understanding of their central message or lesson. CC.1.4.1.X |
| 15-b | Spontaneously assists in daily activities (e.g., setting the table, planting seeds in a garden, sorting socks) | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences. |
| 15-с | Will engage in a non-preferred activity to earn a preferred activity | CC.2.7.1.A |
| 15-d | Plays computer or video games and properly operates the equipment | Determine the probability of an event occurring. |
| 15-е | Will independently solve problems encountered in play (e.g., pulling on a toy that is stuck) | CC.2.7.1.B Predict and explain the outcomes of events. |
| | | CC.2.7.1.D List or graph the possible results of an experiment. CC.2.7.1.E |
| | | Answer questions about predictions and actual outcomes based on data. CC.2.8.1.B Use concrete objects and trial and error to solve number sentences. |
| | | CC.2.8.1.C Recognize, describe, extend, replicate and transfer number and geometric patterns. |
| | | CC.2.8.1.E Use concrete objects, symbols and number to represent mathematical situations. CC.2.9.1.A |
| | | Name, describe and draw/build 2-dimensional shapes. |
| | | CC.2.9.1.B |
| | | Identify and draw lines of symmetry. CC.2.4.1.A.4 |
| | | Represent and interpret data using tables/charts. |

| | SOCIAL BEHAVIOR AND SOCIAL PLAY | |
|-------|---|-------------------|
| | LEVEL 1 | |
| Skill | VB-MAPP Milestones & Supporting Skills | PA Core Standards |
| 1-M | Makes eye contact as a type of mand 5 times | CC.1.3.1.D |

| Looks at the faces of familiar people at least 3 times CC1.4.1.T | 1-a | Smiles when hearing familiar voices 3 times (e.g., his mom or dad's voice) | Identify who is telling the story at various points in a text. |
|--|-----|---|--|
| Column C | | | |
| 2-M Indicates that he wants to be held or physically played with 2 times (e.g., climbs up on his mom's lap) 2-a Smiles or laughs during physical play 5 times 2-b Participates and support from adults and peers, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. 3-M Spontaneously makes eye contact with other children 5 times 3-a Takes a desired item from an adult 3 times (e.g., takes at toy when offered) 3-b Reacts positively to being approached by other children 2 times (can be siblings) 3-c Responds to greetings from others with 2 seconds of eye contact 2 times 4-M Spontaneously engages in parallel play near other children for a total of 2 minutes (e.g., sits in the sandbox near other children) 4-a Approaches other children 2 times with an adult prompt 4-b Appropriately stands close by other children in group activities 2 times 4-c Imitates a wave "bye-bye" to others when prompted by an adult 5-M Spontaneously follows another child 2 times 5-b Spontaneously follows another child 2 times 5-c Luebs or smile speeds of the children and suggestions from peers, and add to strengthen writing as needed. CC1.4.1.T With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. CC1.4.1.T With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. CC1.4.1.T With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. CC1.4.1.T With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. CC1.4.1.T With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writin | | | |
| CC.1.5.1.C Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. 2-a Smiles or laughs during physical play 5 times 2-b Participates and smiles in reciprocal social play 2 times (e.g., patty cake, peek-a-boo) 2-c Seeks out adult attention using eye gaze, sounds, or gestures 3 times (e.g., pointing) 3-M Spontaneously makes eye contact with other children 5 times 3-a Takes a desired item from an adult 3 times (e.g., takes a toy when offered) 3-b Reacts positively to being approached by other children 1 times (can be siblings) 3-c Responds to greetings from others with 2 seconds of eye contact 2 times 4-M Spontaneously engages in parallel play near other children for a total of 2 minutes (e.g., sits in the sandbox near other children) 4-b Appropriately stands close by other children in group activities 2 times 4-c Imitates a wave "bye-bye" to others with a nadult prompt 4-b Appropriately stands close by other children in group activities 2 times 4-c Imitates a wave "bye-bye" to others when prompted 2 times 4-d Sits next to other children in group activities 2 times when prompted 5 times should be a spontaneously follows another child 2 times 5-b Spontaneously follows another child 2 times 5-c Luebes or smile steep the program of the participates and add that is not order to questions and suggestions from peers, and add that is recipled to the prompt of the participate and the prompt of the participate and peers, focus on a topic, respond to questions and suggestions from peers, and add the topic peers of the prompt of the peers of the | | Ottomo to Hundo of mantes effe contact Hun minimum people o times | CC.1.5.1.A |
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| | 5-c | Laughs or smiles when others engage in silly, fun, or entertaining behavior 2 times | |

| SOCIAL BEHAVIOR AND SOCIAL PLAY LEVEL 2 | | |
|---|--|--|
| Skill | VB-MAPP Milestones & Supporting Skills | PA Core Standards |
| 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.1.4.1.T |
| 6-a | Looks at a peer when he talks 2 times | With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. |
| 6-b | Chases peers in play with adult prompts 2 times | details to strongenen writing as needed. |
| 6-c | Sits with peers in a group activity (e.g., music) without disruptive behavior for 2 minutes | |
| 6-d | Engages in physical play with peers (e.g., rolling down a hill) with adult prompts 2 times | |
| 6-е | Spontaneously imitates 5 different behaviors of peers | |
| | | |
| 7-M | Spontaneously mands to peers 5 times (e.g., My turn. Push me. Look! Come on.) | CC.1.2.1.F |
| 7-a | Mands to peers with adult prompts 5 times (e.g., Ask Katie for a cookie.) | Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. |

| 7-b | Echoes a peer's sounds or words with adult prompts 2 times (e.g., What did he say?) | CC.1.2.1.G |
|------|---|---|
| 7-с | Spontaneously joins other children in a play activity 2 times (e.g., a playhouse) | Use the illustrations and details in a text to describe its key ideas. CC.1.4.1.T |
| 7-d | Spontaneously offers a reinforcer to a peer 1 time | With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. CC.1.5.1.A Participate in collaborative conversations with peers and adults in small and larger groups. CC.1.5.1.C Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. |
| 8-M | Engages in sustained social play with peers for 3 minutes without adult prompts or reinforcement (e.g., | CC.1.2.1.J Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words |
| 0 | cooperatively setting up a play set, water play) | that signal connections and relationships between the words and phrases. |
| 8-a | Spontaneously greets others with a wave or vocal response 1 time | CC.1.4.1.T With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers, and add |
| 8-b | Spontaneously imitates a peer's actions with objects 2 times (e.g., blowing a pinwheel) | details to strengthen writing as needed. |
| 8-c | Responds to the mands of peers with adult prompts 2 times (e.g., Give him the car.) | |
| 8-d | Spontaneously echoes a peer's words 2 times | |
| | | |
| 9-M | Spontaneously responds to the mands from peers 5 times (e.g., Pull me in the wagon. I want the train.) | CC.1.2.1.A Identify the main idea and retell key details of text. |
| 9-a | Spontaneously copies a peer's assembly of toys or other items 1 time (e.g., Duplo) | CC.1.4.1.T |
| 9-b | Responds appropriately to mands from peers for an object 2 times (e.g., Give me the truck.) | With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers, and add |
| 9-c | Responds appropriately to mands from peers for an action 2 times (e.g., Push me.) | details to strengthen writing as needed. CC.1.5.1.A |
| 9-d | Responds to the mands of peers to stop a behavior 1 time (e.g., Stop pushing me.) | Participate in collaborative conversations with peers and adults in small and larger groups. |
| 9-е | Spontaneously mands for help from adults 1 time | CC.1.5.1.C |
| 9-f | Tacts items for the benefit of peers with adult prompts, 2 times (e.g., There's your car.) | Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. |
| | | |
| 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 | CC.1.4.1.T |
| | hole.) | With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. |
| 10-a | Spontaneously mands to peers to follow directions 2 times (e.g., Put the bike here.) | CC.1.5.1.C |
| 10-b | Spontaneously mands for others to attend to what he is attending to (e.g., Look at this!) | Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not |
| 10-с | Spontaneously mands for others to attend to his behavior 2 times (e.g., Watch me.) | understood. |
| 10-d | Mands for attention from peers 2 times (e.g., Hey Johnny!) | |
| 10-е | Spontaneously imitates a peer riding on a tricycle, toy car, or other riding toy 2 times | |

| | SOCIAL BEHAVIOR AND SOCIAL PLAY | | | | | |
|-------|---|--|--|--|--|--|
| | LEVEL 3 | | | | | |
| Skill | VB-MAPP Milestones & Supporting Skills | PA Core Standards | | | | |
| 11-M | Spontaneously cooperates with a peer to accomplish a specific outcome 5 times (e.g., one child holds a bucket while the other pours in water) | CC.1.4.1.T With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. | | | | |
| 11-a | Participates in cooperation activities with adult prompts 2 times (e.g., parachute holding) | CC.1.5.1.A | | | | |
| 11-b | Appropriately mands to peers to stop an undesirable behavior 2 times | Participate in collaborative conversations with peers and adults in small and larger groups. | | | | |
| 11-c | Waits for a turn with a reinforcer without negative behavior 2 times | | | | | |
| 11-d | Accepts an invitation to join a social play activity with a peer 2 times | | | | | |
| 11-e | Mands to peers with a WH question 2 times (e.g., Where the shovel? What's you name?) | | | | | |

| 12-M | Spontaneously mands to peers with a WH question 5 times (e.g., Where are you going? What's that? Who are you being?) | CC.1.3.1.B Ask and answer questions about key details in a text. CC.1.3.1.J | | | | |
|------|---|--|--|--|--|--|
| 12-a | Spontaneously imitates a peer's behavior in a pretend play activity 2 times | Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words | | | | |
| 12-b | Spontaneously mands using where for the location of a missing peer 2 times | that signal connections and relationships between the words and phrases. CC.1.4.1.T | | | | |
| 12-c | Spontaneously mands using what related to the behavior of a peer 2 times | With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers, and add | | | | |
| 12-d | Spontaneously mands using who evoked by an unknown person 2 times | details to strengthen writing as needed. | | | | |
| 12-е | Has a "best friend" (i.e., will repeatedly play with a specific child) | CC.1.5.1.C Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not | | | | |
| 12-f | Engages in at least 3 verbal exchanges with a peer | understood. | | | | |
| 13-M | Intraverbally responds to 5 different questions or statements from peers (e.g., verbally responds to What do you want to play?) | CC.1.2.1.F Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. CC.1.2.1.G | | | | |
| 13-a | Spontaneously uses please and thank you with an adult or peer 2 times | Use the illustrations and details in a text to describe its key ideas. | | | | |
| 13-b | Demonstrates any reciprocal verbal exchanges with a peer 2 times | CC.1.4.1.T | | | | |
| 13-с | Follows directions given by a peer in a social play activity 2 times | With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. | | | | |
| 13-d | Gives directions to a peer in a social play activity 2 times | CC.1.5.1.A | | | | |
| 13-е | Spontaneously offers a reinforcer (sharing) to a peer 2 times | Participate in collaborative conversations with peers and adults in small and larger groups. | | | | |
| | | CC.1.5.1.C Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. | | | | |
| 14-M | Engages in pretend social play activities with peers for 5 minutes without adult prompts or reinforcement (e.g., dress up play, acting out videos, playing house) | CC.1.3.1.D Identify who is telling the story at various points in a text. CC.1.4.1.T | | | | |
| 14-a | Participates in a social play game directed by a peer (e.g., red light/green light) 2 times | With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers, and add | | | | |
| 14-b | Spontaneously mands for a new or unfamiliar child's name 1 time | details to strengthen writing as needed. | | | | |
| 14-c | Takes turns and shares reinforcers with peers without prompts 2 times | CC.1.5.1.A Participate in collaborative conversations with peers and adults in small and larger groups. | | | | |
| 14-d | Laughs or smiles at the jokes or humor of peers 2 times | | | | | |
| 14-e | Asks questions about the interests of peers 1 time | | | | | |
| 15-M | Engages in 4 verbal exchanges on 1 topic with peers for 5 topics (e.g., the children go back and forth talking about making a creek in a sandbox) | CC.1.2.1.A Identify the main idea and retell key details of text. CC.1.2.1.F | | | | |
| 15-a | Engages in at least 3 verbal exchanges with a peer 2 times | Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. | | | | |
| 15-b | Engages in a verbal exchange with two or more peers in one setting 2 times | CC.1.2.1.G | | | | |
| 15-с | Demonstrates coping behavior when a peer takes a reinforcer 2 times | Use the illustrations and details in a text to describe its key ideas. CC.1.3.1.A | | | | |
| 15-d | Attends to a peer telling a story for 10 seconds, 2 times | Retell stories, including key details, and demonstrate understanding of their central message or lesson. | | | | |
| 15-е | Narrates the activity of a peer with at least 2 tacts, 2 times | CC.1.4.1.T | | | | |
| 15-f | Spontaneously provides sympathy to a peer when hurt 2 times | With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. | | | | |
| 15-g | Negotiates time with a reinforcer with a peer 2 times | CC.1.5.1.A | | | | |
| | | Participate in collaborative conversations with peers and adults in small and larger groups. CC.1.5.1.C | | | | |
| | | Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. | | | | |

| MOTOR IMITATION | | | | |
|-----------------|---|-------------------|--|--|
| | LEVEL 1 | | | |
| Skill | VB-MAPP Milestones & Supporting Skills | PA Core Standards | | |
| 1-M | Imitates 2 gross motor movements when prompted with, Do this (e.g., clapping, raising arms) | CC.1.4.1.T | | |

| 1-a 1-b | 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) | With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. | | | | |
|---------------------------------|--|---|--|--|--|--|
| 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.1.4.1.T With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. | | | | |
| 3-M 3-a 3-b 3-c 3-d | Imitates 8 motor movements, 2 of which involve objects (e.g., shaking a maraca, tapping sticks together) Imitates 2 fine motor movements (e.g., wiggles fingers, opens and closes fist) Spontaneously imitates 2 gross motor movements of another person (e.g., arms up) Imitates side-to-side body rocking Generalizes known imitation responses to 2 additional people (e.g., claps for 2 new adults) | CC.1.4.1.T With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. CC.2.8.1.C Recognize, describe, extend, replicate and transfer number and geometric patterns. CC.2.9.1.A Name, describe and draw/build 2-dimensional shapes. CC.2.9.1.B Identify and draw lines of symmetry. | | | | |
| 4-M 4-a 4-b 4-c 4-d | Spontaneously imitates the motor behaviors of others on 5 occasions Imitates pointing at people or objects Imitates transferring an object from one hand to another Imitates 5 actions that produce an outcome (e.g., pushing buttons on a pop-up toy) Imitates 2 head movements (e.g., nods yes and no) | CC.1.4.1.T With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. | | | | |
| 5-M 5-a 5-b 5-c 5-d | Imitates 20 motor movements of any type (e.g., fine motor, gross motor, imitation with objects) Imitates 5 different fine motor movements (e.g., pokes clay with index finger, a pincer grasp) Imitates the gross motor behavior of other children 2 times when prompted (e.g., running) Spontaneously imitates the behavior of others on 2 occasions (e.g., filling containers) Demonstrates generalization of 10 imitative responses to 3 new people | CC.1.2.1.G Use the illustrations and details in a text to describe its key ideas. CC.1.2.1.J Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases. CC.1.4.1.T With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. CC.1.5.1.D Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. CC.2.8.1.C Recognize, describe, extend, replicate and transfer number and geometric patterns. CC.2.9.1.A Name, describe and draw/build 2-dimensional shapes. CC.2.9.1.B Identify and draw lines of symmetry. | | | | |

| 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.1.2.1.C Describe the connection between two individual, events, ideas, or pieces of information in a text. CC.1.2.1.I | | | |
| 6-a | | Identify basic similarities in and differences between two texts on the same topic. | | | |
| 6-b | Imitates 5 common gestures (e.g., shrugging shoulders, thumbs up, finger to closed lips) | CC.1.3.1.E | | | |

| Imitates S 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) | s from peers, and add |
|--|-----------------------|
| and a puppy) 6-e Imitates pulling 5 different items apart (e.g., Duplos, Kid K'Nex, lids on containers) CL13.LK Rad and comprehend firenture on grade level, reading independently and proficiently. CC1.41.T With guidance and upport from adults and peers, focus on a topic, respond to questions and suggestion details to strengthen writing as needed. Recognize, describe, extend, replicate and transfor number and geometric patterns. CC2.91.A Name, describe and draw-build 2-dimensional shapes. CC2.11.D Name, describe and draw-build 2-dimensional shapes. CC2.11.D Reposent and interpret data using tublesy-harts. CC1.11.D Now and quite path level plumics and sund analysis skills in decoding words. Reposent and interpret data using tublesy-harts. CC1.11.D Now and quite path level plumics and sour analysis skills in decoding words. Read grade level words with inflectional endings. Proceedings of the profit of the path of | s from peers, and add |
| CC.1.3.1.K Read and comprehend literature on grade level, reading independently and proficiently. CC.1.4.1.T With guidance and support from adults and peers, focus on a topic, respond to questions and suggestion details to strengthen writing as needed. Recognize, describe, earnel, replicate and transfer number and geometric patterns. CC.2.9.1.A | s from peers, and add |
| This is a position of the second comprehensive and support from adults and peers, focus on a topic, respond to questions and suggestion describe, extend, replicate and transfer number and geometric patterns. CC.2.4.1.4.4 This goalance and support from adults and peers, focus on a topic, respond to questions and suggestion describe, extend, replicate and transfer number and geometric patterns. CC.2.4.1.4.4 Represent and interpret data using tables/charts. CC.2.4.1.4.4 Represent and interpret data using tables/charts. CC.2.4.1.4.4 Represent and interpret data using tables/charts. CC.2.4.1.6 CC.2.4.1.6 Represent and interpret data using tables/charts. CC.2.4.1.6 CC.3.1.1.6 Represent and interpret data using tables/charts. CC.3.1.1.6 CC.3.1.1.7 This initiates 3 play behaviors in the natural environment (e.g., pushing a car down a ramp) The initiates 5 play behaviors (e.g., touch head and touch shoulders) The initiates 5 facial expressions (e.g., touch head and touch shoulders) The initiates 5 facial expressions (e.g., kissing, opening mouth, shutting eyes, serunching nose) The initiates 5 facial expressions (e.g., kissing, opening mouth, shutting eyes, serunching nose) This initiates a new behavior correctly on the first trial This initiates a new behavior correctly on the first trial This initiates a new behavior correctly on the first trial This initiates a new behavior correctly on the first trial This initiates a new behavior correctly on the first trial This initiates a new behavior correctly on the first trial This initiates a new behavior correctly on the first trial This initiates a new behavior correctly on the first trial This initiates a new behavior correctly on the first trial This initiates a new behavior correctly on the first trial This initiates a new behavior correctly on the first trial This initiates a new behavior correctly on the first trial This initiates a new behavior correctly on the first trial This initiates a new behavior correctly on the first trial | s from peers, and add |
| With guidance and support from adults and peers, focus on a topic, respond to questions and suggestion details to strengthen writing as needed. CC.2.8.L.C.Recognize, describe, extend, replicate and transfer number and geometric patterns. CC.2.1.L.A.A. Name, describe and draw-build 2-dimensional shapes. CC.2.4.L.A.A. (CC.1.L.D.) Raking a butterfly) 7-a. Imitates 20 different fine motor actions when prompted, Do this (e.g., wiggling fingers, pinching, making a fist, making a butterfly) 7-b. Imitates 3 play behaviors in the natural environment (e.g., pushing a car down a ramp) 7-b. Imitates 3 play behaviors in the natural environment (e.g., pushing a car down a ramp) 7-b. Imitates 5 postaneously imitates a behavior observed on a TV or video (e.g., dancing, hopping) 7-c. Spontaneously imitates a behavior observed on a TV or video (e.g., dancing, hopping) 7-e. Maintains a newly acquired imitative behavior after 24 hours without training 7-f. Imitates 5 facial expressions (e.g., kissing, opening mouth, shutting eyes, scrunching nose) 7-g. Imitates a new behavior correctly on the first trial 7-g. Initiates 5 examples of finger play (e.g., pretend walking on two fingers, finger dancing) 8-M. Imitates 10 different three-component sequences of actions when prompted, Do this (e.g., clapping, jumping, touching toes; pick up a doll, place her in a crib and rock the crib) With guidance and support for a draw-build 2-dimensional shapes. CC.2.1.L.D. Name, describe and draw-build 2-dimensional shapes. CC.2.1.L.D. Name describe and draw-build 2-dimensional shapes. CC.2.1.L.D. Now and apply grade level words with indectional endings. CC.2.1.L.D. Name describe and draw-build 2-dimensional shapes. CC.2.2.1.L.D. Now and apply grade level words with indectional endings. CC.2.1.L.D. Name describe and draw-build 2-dimensional shapes. CC.2.2.1.L.D. Now and apply grade level words and private irregularly applied words. CC.2.2.1.B. Now and apply grade level words with order and avents. CC.2.2.1.D. Now and | s from peers, and add |
| details to strengthen writing as needed. C.C.28.L.C Recognize, describe, extend, replicate and transfer number and geometric patterns. C.C.29.L.A Name, describe and draw-build 2-dimensional shapes. C.C.2.L.A.A Represent and interpret data using tables-charts. C.C.L.I.A.S Recognize describe applied words with recommon vowel teams. C.C.L.I.A.S C.C.L.I.A.S C.C.L.I.A.S L.C.L.I.A.S | s from peers, and add |
| Recognize, describe, extend, replicate and transfer number and geometric patterns. CC.2.9.1.A Name, describe and drawbuild 2-dimensional shapes. CC.2.4.1.A.A Represent and interpret data using tables/charts. CC.1.1.1.D Know and apply grade level phonics and word analysis skills in decoding words. Imitates 3 play behaviors in the natural environment (e.g., pushing a car down a ramp) 7-b Imitates 5 two-step behaviors (e.g., touch head and touch shoulders) 7-c Spontaneously imitates a behavior observed on a TV or video (e.g., dancing, hopping) 7-e Maintains a newly acquired imitative behavior after 24 hours without training 7-f Imitates 5 examples of finger play (e.g., pretend walking on two fingers, finger dancing) 8-M Imitates 10 different three-component sequences of actions when prompted, Do this (e.g., clapping, jumping, touching toes; pick up a doll, place her in a crib and rock the crib) | |
| 7-M Imitates 20 different fine motor actions when prompted, Do this (e.g., wiggling fingers, pinching, making a fist, making a butterfly) 7-a Imitates 3 play behaviors in the natural environment (e.g., pushing a car down a ramp) 7-b Imitates 5 two-step behaviors (e.g., touch head and touch shoulders) 7-c Spontaneously imitates a behavior observed on a TV or video (e.g., dancing, hopping) 7-d Imitates 5 facial expressions (e.g., kissing, opening mouth, shutting eyes, scrunching nose) 7-e Maintains a newly acquired imitative behavior after 24 hours without training 7-f Imitates 5 examples of finger play (e.g., pretend walking on two fingers, finger dancing) 7-g Imitates 5 examples of finger play (e.g., pretend walking on two fingers, finger dancing) 8-M Imitates 10 different three-component sequences of actions when prompted, Do this (e.g., clapping, jumping, touching toes; pick up a doll, place her in a crib and rock the crib) 7-titute 6 vick up a doll, place her in a crib and rock the crib) 7-titute 6 vick up a doll, place her in a crib and rock the crib) 7-titute 6 vick up a doll, place her in a crib and rock the crib) 7-titute 6 vick up a doll, place her in a crib and rock the crib) | |
| Name, describe and draw/build 2-dimensional shapes. CC.24.11.42 Represent and interpret data using tables/charts. | |
| T-M Imitates 20 different fine motor actions when prompted, Do this (e.g., wiggling fingers, pinching, making a fist, making a butterfly) 7-a Imitates 3 play behaviors in the natural environment (e.g., pushing a car down a ramp) 7-b Imitates 5 two-step behaviors (e.g., touch head and touch shoulders) 7-c Spontaneously imitates a behavior observed on a TV or video (e.g., dancing, hopping) 7-d Imitates 5 facial expressions (e.g., kissing, opening mouth, shutting eyes, scrunching nose) 7-e Maintains a newly acquired imitative behavior after 24 hours without training 7-f Imitates a new behavior correctly on the first trial 7-g Imitates 5 examples of finger play (e.g., pretend walking on two fingers, finger dancing) 8-M Imitates 10 different three-component sequences of actions when prompted, Do this (e.g., clapping, jumping, touching toes; pick up a doll, place her in a crib and rock the crib) 7-a Imitates 20 different fine motor actions when prompted, Do this (e.g., clapping, jumping, touching toes; pick up a doll, place her in a crib and rock the crib) 7-b Imitates 20 different fine motor actions when prompted, Do this (e.g., clapping, jumping, touching toes; pick up a doll, place her in a crib and rock the crib) | |
| Imitates 20 different fine motor actions when prompted, Do this (e.g., wiggling fingers, pinching, making a fist, making a butterfly) T-a Imitates 3 play behaviors in the natural environment (e.g., pushing a car down a ramp) Decode one and two-syllable words with common patents. | |
| making a butterfly) 7-a | |
| Imitates 3 play behaviors in the natural environment (e.g., pushing a car down a ramp) 7-a Imitates 5 two-step behaviors (e.g., touch head and touch shoulders) 7-c Spontaneously imitates a behavior observed on a TV or video (e.g., dancing, hopping) 7-d Imitates 5 facial expressions (e.g., kissing, opening mouth, shutting eyes, scrunching nose) 7-e Maintains a newly acquired imitative behavior after 24 hours without training 7-f Imitates 5 examples of finger play (e.g., pretend walking on two fingers, finger dancing) 8-M Imitates 10 different three-component sequences of actions when prompted, Do this (e.g., clapping, jumping, touching toes; pick up a doll, place her in a crib and rock the crib) • Identify common consonant diagraphs, final-e, and common vowel teams. • Decode one and two-syllable words with common patterns. • Read grade level words with inflectional endings. • Read grade level words with inflectional endings. • Read grade level words with common patterns. • CC.1.2.1.C CC.1.2.1.C CC.1.2.1.C Describe the connection between two individual, events, ideas, or pieces of information in a text. CC.1.2.1.L Use words with common consonant diagraphs, final-e, and common vowel teams. • Decode one and two-syllable words with common patterns. CC.1.2.1.C CC.1.2.1.C Describe the connection between two individual, events, ideas, or pieces of information in a text. CC.1.2.1.L Use words with common consonant diagraphs, final-e, and common vowel teams. • Identify common consonant diagraphs, final-e, and common vowel teams. | |
| Imitates 3 play behaviors in the natural environment (e.g., pushing a car down a ramp) 7-b | |
| Feed grade level words with inflectional endings. From Spontaneously imitates a behavior observed on a TV or video (e.g., dancing, hopping) From Maintains a newly acquired imitative behavior after 24 hours without training From Imitates 5 examples of finger play (e.g., pretend walking on two fingers, finger dancing) From Imitates 5 examples of finger play (e.g., pretend walking on two fingers, finger dancing) From Imitates 10 different three-component sequences of actions when prompted, Do this (e.g., clapping, jumping, touching toes; pick up a doll, place her in a crib and rock the crib) From Imitates 10 different three-component sequences of actions when prompted, Do this (e.g., clapping, jumping, touching toes; pick up a doll, place her in a crib and rock the crib) From Imitates 10 different three-component sequences of actions when prompted, Do this (e.g., clapping, jumping, touching toes; pick up a doll, place her in a crib and rock the crib) From Imitates 10 different three-component sequences of actions when prompted, Do this (e.g., clapping, jumping, touching toes; pick up a doll, place her in a crib and rock the crib) From Imitates 5 facial expressions (e.g., touching toes; describe, extend, replicate and transfer number and geometric patterns. CC.2.9.1.B latenty and draw lines of symmetry. From Imitates 10 different three-component sequences of actions when prompted, Do this (e.g., clapping, jumping, touching toes; pick up a doll, place her in a crib and rock the crib) From Imitates 5 facial expressions (e.g., kissing, opening mounts, between the words and text. CC.1.2.1.1. From Imitates 5 facial expressions (e.g., kissing, opening mounts) and text. CC.1.2.1.1. From Imitates 5 facial expressions (e.g., kissing, opening mounts) and text. CC.1.2.1. From Imitates 5 facial expressions (e.g., kissing, opening mounts) and text. CC.1.2.1. From Imitates 5 facial expressions (e.g., kissing, opening mounts) and text. CC.1.2.1. From Imitates 5 facial expressions (e.g., kissing, opening mounts) an | |
| 7-c Spontaneously imitates a behavior observed on a TV or video (e.g., dancing, hopping) 7-d Imitates 5 facial expressions (e.g., kissing, opening mouth, shutting eyes, scrunching nose) 7-e Maintains a newly acquired imitative behavior after 24 hours without training 7-f Imitates a new behavior correctly on the first trial 7-g Imitates 5 examples of finger play (e.g., pretend walking on two fingers, finger dancing) 8-M Imitates 10 different three-component sequences of actions when prompted, Do this (e.g., clapping, jumping, touching toes; pick up a doll, place her in a crib and rock the crib) 9 Read grade-appropriate irregularly spelled words. CC.1.2.1.1 CC.1.2.1.1 Use words and phrases acquired through conversations, reading, and being read to, and responding to that signal connections and relationships between the words and phrases. CC.1.4.1.0 Include thoughts and feelings to describe experiences or events. CC.2.9.1.A Name, describe and draw/build 2-dimensional shapes. CC.2.9.1.B Identify and draw lines of symmetry. CC.1.1.1.D Kow and apply grade level phonics and word analysis skills in decoding words. • Identify common consonant diagraphs, final-e, and common vowel teams. | |
| T-d Imitates 5 facial expressions (e.g., kissing, opening mouth, shutting eyes, scrunching nose) 7-e Maintains a newly acquired imitative behavior after 24 hours without training 7-f Imitates a new behavior correctly on the first trial 7-g Imitates 5 examples of finger play (e.g., pretend walking on two fingers, finger dancing) 8-M Imitates 10 different three-component sequences of actions when prompted, Do this (e.g., clapping, jumping, touching toes; pick up a doll, place her in a crib and rock the crib) 9-c C1.1.1.1 CC1.2.1.1 Use words and phrases acquired through conversations, reading, and being read to, and responding to the signal connections and relationships between the words and phrases. CC1.4.1.0 Include thoughts and feelings to describe experiences and events. CC.2.9.1.A Name, describe and draw/build 2-dimensional shapes. CC.2.9.1.A Name, describe and draw/build 2-dimensional shapes. CC.2.1.1.1 Know and apply grade level phonics and word analysis skills in decoding words. • Identify common consonant diagraphs, final-e, and common vowel teams. | |
| 7-e Maintains a newly acquired imitative behavior after 24 hours without training 7-f Imitates a new behavior correctly on the first trial 7-g Imitates 5 examples of finger play (e.g., pretend walking on two fingers, finger dancing) This imitates 5 examples of finger play (e.g., pretend walking on two fingers, finger dancing) This imitates 5 examples of finger play (e.g., pretend walking on two fingers, finger dancing) This imitates 6 examples of finger play (e.g., pretend walking on two fingers, finger dancing) This imitates 7 examples of finger play (e.g., pretend walking on two fingers, finger dancing) This imitates 8 examples of finger play (e.g., pretend walking on two fingers, finger dancing) This imitates 8 examples of finger play (e.g., pretend walking on two fingers, finger dancing) Write narratives to develop real or imagined experiences or events. CC.2.8.1.C Recognize, describe, extend, replicate and transfer number and geometric patterns. CC.2.9.1.A Name, describe and draw/build 2-dimensional shapes. CC.2.9.1.B Identify and draw lines of symmetry. CC.1.1.1.D Know and apply grade level phonics and word analysis skills in decoding words. In identify common consonant diagraphs, final-e, and common vowel teams. | |
| 7-f Imitates a new behavior correctly on the first trial 7-g Imitates 5 examples of finger play (e.g., pretend walking on two fingers, finger dancing) Wite narratives to develop real or imagined experiences or events. CC.1.4.1.0 Include thoughts and feelings to describe experiences and events. CC.2.8.1.C Recognize, describe, extend, replicate and transfer number and geometric patterns. CC.2.9.1.B Identify and draw lines of symmetry. CC.1.1.1.D Imitates 10 different three-component sequences of actions when prompted, Do this (e.g., clapping, jumping, touching toes; pick up a doll, place her in a crib and rock the crib) Include thoughts and feelings to describe experiences and events. CC.2.9.1.B Identify and draw lines of symmetry. CC.1.1.1.D Know and apply grade level phonics and word analysis skills in decoding words. Identify common consonant diagraphs, final-e, and common vowel teams. | |
| Timitates 5 examples of finger play (e.g., pretend walking on two fingers, finger dancing) Timitates 5 examples of finger play (e.g., pretend walking on two fingers, finger dancing) CC.14.1.M | |
| 8-M Imitates 10 different three-component sequences of actions when prompted, Do this (e.g., clapping, jumping, touching toes; pick up a doll, place her in a crib and rock the crib) CC.1.4.1.M Write narratives to develop real or imagined experiences or events. | cts, including words |
| 8-M Imitates 10 different three-component sequences of actions when prompted, Do this (e.g., clapping, jumping, touching toes; pick up a doll, place her in a crib and rock the crib) 8 Imitates 5 options in a 10 second fluorous test. CC.1.4.1.0 Include thoughts and feelings to describe experiences and events. CC.2.8.1.C Recognize, describe, extend, replicate and transfer number and geometric patterns. CC.2.9.1.A Name, describe and draw/build 2-dimensional shapes. CC.2.9.1.B Identify and draw lines of symmetry. CC.1.1.1.D Know and apply grade level phonics and word analysis skills in decoding words. Identify common consonant diagraphs, final-e, and common vowel teams. | |
| Include thoughts and feelings to describe experiences and events. CC.2.8.1.C Recognize, describe, extend, replicate and transfer number and geometric patterns. CC.2.9.1.A Name, describe and draw/build 2-dimensional shapes. CC.2.9.1.B Identify and draw lines of symmetry. CC.1.1.1.D Know and apply grade level phonics and word analysis skills in decoding words. Identify common consonant diagraphs, final-e, and common vowel teams. | |
| CC.2.8.1.C Recognize, describe, extend, replicate and transfer number and geometric patterns. CC.2.9.1.A Name, describe and draw/build 2-dimensional shapes. CC.2.9.1.B Identify and draw lines of symmetry. 8-M Imitates 10 different three-component sequences of actions when prompted, Do this (e.g., clapping, jumping, touching toes; pick up a doll, place her in a crib and rock the crib) CC.1.1.1.D Know and apply grade level phonics and word analysis skills in decoding words. Identify common consonant diagraphs, final-e, and common vowel teams. | |
| Recognize, describe, extend, replicate and transfer number and geometric patterns. CC.2.9.1.A Name, describe and draw/build 2-dimensional shapes. CC.2.9.1.B Identify and draw lines of symmetry. 8-M Imitates 10 different three-component sequences of actions when prompted, Do this (e.g., clapping, jumping, touching toes; pick up a doll, place her in a crib and rock the crib) Solution of the component sequences of actions when prompted, Do this (e.g., clapping, jumping, touching toes; pick up a doll, place her in a crib and rock the crib) Identify common consonant diagraphs, final-e, and common vowel teams. | |
| 8-M Imitates 10 different three-component sequences of actions when prompted, Do this (e.g., clapping, jumping, touching toes; pick up a doll, place her in a crib and rock the crib) Solution of the component sequence of actions when prompted, Do this (e.g., clapping, jumping, touching toes; pick up a doll, place her in a crib and rock the crib) CC.2.9.1.B Identify and draw lines of symmetry. CC.1.1.1.D Know and apply grade level phonics and word analysis skills in decoding words. Identify common consonant diagraphs, final-e, and common vowel teams. | |
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| 8-M Imitates 10 different three-component sequences of actions when prompted, Do this (e.g., clapping, jumping, touching toes; pick up a doll, place her in a crib and rock the crib) Solution of the component sequences of actions when prompted, Do this (e.g., clapping, jumping, touching toes; pick up a doll, place her in a crib and rock the crib) Identify and draw lines of symmetry. CC.1.1.1.D Know and apply grade level phonics and word analysis skills in decoding words. Identify common consonant diagraphs, final-e, and common vowel teams. | |
| 8-M Imitates 10 different three-component sequences of actions when prompted, Do this (e.g., clapping, jumping, touching toes; pick up a doll, place her in a crib and rock the crib) Solutions in a 10 second fluorest touching toes; postions in a 10 second fluorest touching toes; pick up a doll, place her in a crib and rock the crib) Lidentify common consonant diagraphs, final-e, and common vowel teams. | |
| touching toes; pick up a doll, place her in a crib and rock the crib) Know and apply grade level phonics and word analysis skills in decoding words. Identify common consonant diagraphs, final-e, and common vowel teams. | |
| Umitates 5 actions in a 10 second flyanov test | |
| o-a Infinitates 5 actions in a 10-second future y test | |
| | |
| 8-b Imitates drawing a circle on 2 occasions • Read grade level words with inflectional endings. | |
| 8-c Imitates 5 pretend play activities (e.g., a monster, pouring tea, shooting spider webs) • Read grade-appropriate irregularly spelled words. CC.1.2.1.C | |
| 5-d Spontaneously limitates 5 line motor arts and crarts activities (e.g., cutting, pasting, drawing) Describe the connection between two individual events, ideas, or pieces of information in a text | |
| 8-e Acquires 5 new listener skills through transfer of control from imitation to listener (e.g., the child learns to cast a toy | |
| fishing pole by first being shown how, then told how) Use words and phrases acquired through conversations, reading, and being read to, and responding to to | kts, including words |
| 8-f Imitates other children during daily activities on 2 occasions (e.g., lining up, pulling a wagon) that signal connections and relationships between the words and phrases. CC.1.4.1.B | |
| 8-g Repeats a fun behavior previously observed (delayed imitation) (e.g., squirting water) Identify and write about one specific topic. | |
| CC.1.4.1.M | |
| Write narratives to develop real or imagined experiences or events. | |
| CC.1.4.1.T With guidance and support from adults and peers, focus on a topic, respond to questions and suggestion | |
| details to strengthen writing as needed. | from neers, and add |
| CC.1.5.1.F | from peers, and add |
| Add drawings or other visual displays when sharing aloud to clarify ideas, thoughts, and feelings. | s from peers, and add |
| CC.2.8.1.C Recognize, describe, extend, replicate and transfer number and geometric patterns. | s from peers, and add |
| CC.2.9.1.A | s from peers, and add |
| Name, describe and draw/build 2-dimensional shapes. | s from peers, and add |

| 9-M | Spontaneously imitates 5 functional skills in the natural environment (e.g., eating with a spoon, putting on a coat, removing shoes) | CC.1.2.1.C Describe the connection between two individual, events, ideas, or pieces of information in a text. CC.1.3.1.D |
|--------------|--|---|
| 9-a 9-b | Imitates a socio-dramatic play activity modeled by peers on 2 occasions Spontaneously imitates 5 behaviors in a group activity (e.g., sits when other children sit) | Identify who is telling the story at various points in a text. CC.1.4.1.T With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers, and add |
| 9-c 9-d | Imitates 10 two-component actions (e.g., pretend pouring and drinking) Imitates the same behavior going fast and slow for 5 behaviors (e.g., arms up fast then slow) | details to strengthen writing as needed. |
| | | |
| 10-M | Imitates (or attempts to with approximations) any novel motor action modeled by an adult with and without objects (i.e., a "generalized imitative repertoire") | CC.1.2.1.C Describe the connection between two individual, events, ideas, or pieces of information in a text. CC.1.5.1.D |
| 10-M | | |
| | (i.e., a "generalized imitative repertoire") | Describe the connection between two individual, events, ideas, or pieces of information in a text. CC.1.5.1.D Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. CC.2.8.1.C |
| 10-a | (i.e., a "generalized imitative repertoire") Imitates building items or the construction of a toy set (e.g., Legos, a train set, Lincoln Logs) | Describe the connection between two individual, events, ideas, or pieces of information in a text. CC.1.5.1.D Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. |
| 10-a 10-b | (i.e., a "generalized imitative repertoire") Imitates building items or the construction of a toy set (e.g., Legos, a train set, Lincoln Logs) Imitates 5 sequences of multi-step functional self-care skills (e.g., brushing teeth, washing face, putting on shoes) | Describe the connection between two individual, events, ideas, or pieces of information in a text. CC.1.5.1.D Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. CC.2.8.1.C Recognize, describe, extend, replicate and transfer number and geometric patterns. |

| | ECHOIC | | | | | |
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| | LEVEL 1 | | | | | |
| Skill | VB-MAPP Milestones & Supporting Skills | PA Core Standards | | | | |
| | Intentionally left blank | CC.1.5.1.D Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. CC.1.5.1.E Produce complete sentences when appropriate to task and situation. CC.1.5.1.G Demonstrate command of the conventions of standard English when speaking based on grade 1 level and content. CC.2.8.1.C Recognize, describe, extend, replicate and transfer number and geometric patterns. CC.2.9.1.A Name, describe and draw/build 2-dimensional shapes. | | | | |

| | ECHOIC | |
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| | LEVEL 2 | |
| Skill | VB-MAPP Milestones & Supporting Skills | PA Core Standards |
| | Intentionally left blank | CC.1.5.1.D Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. CC.1.5.1.E Produce complete sentences when appropriate to task and situation. CC.1.5.1.G Demonstrate command of the conventions of standard English when speaking based on grade 1 level and content. CC.2.8.1.C Recognize, describe, extend, replicate and transfer number and geometric patterns. CC.2.9.1.A |

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|--|---|-------|--------|--------|-------|---------|-----|---------|------|--------|----|

| | SPONTANEOUS VOCAL BEHAVIOR LEVEL 1 | | | | |
|-------|--|--|--|--|--|
| Skill | VB-MAPP Milestones & Supporting Skills | PA Core Standards | | | |
| | Intentionally left blank | CC.1.5.1.D Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. CC.1.5.1.E Produce complete sentences when appropriate to task and situation. CC.1.5.1.G Demonstrate command of the conventions of standard English when speaking based on grade 1 level and content. CC.2.8.1.C Recognize, describe, extend, replicate and transfer number and geometric patterns. CC.2.9.1.A Name, describe and draw/build 2-dimensional shapes. | | | |

| | LISTENER RESPONDING BY FUNCTION, FEATURE, & CLASS | | |
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| | 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.1.2.1.I Identify basic similarities in and differences between two texts on the same topic. CC.2.7.1.D | |
| 6-a | Selects an animal from an array of 3 for 5 different sounds made by animals (e.g., Meow says a) | List or graph the possible results of an experiment. | |
| 6-b | Selects an object from an array of 3 for 5 different sounds made by objects (e.g., Toot, toot goes the) | | |
| 6-c | Selects an item from an array of 3 for 5 different song fill-ins corresponding with the items (e.g., The wheels on the) | | |
| 7-M | Selects the correct item from an array of 8 for 25 different LRFFC fill-in statements of any type (e.g., You sit on a) | CC.1.2.1.I Identify basic similarities in and differences between two texts on the same topic. CC.1.3.1.H | |
| 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) | Compare and contrast the adventures and experiences of characters in stories. | |
| 7-b | Selects an item from an array of 5 for 5 different spoken associated sets of words (e.g., Shoes and) | CC.1.4.1.B | |
| 7-c | Reverses 5 previously acquired associations in an LRFFC format (e.g., Shoes and, Socks and) | Identify and write about one specific topic. CC.2.7.1.A | |
| 7-d | Generalizes 10 known LRFFC responses to different tones of voice, volumes, prosody, etc. | Determine the probability of an event occurring. | |
| 7-е | Generalizes 10 known LRFFC responses to new carrier phrases without training (e.g., Let's sit on aTime to sit on a) | CC.2.7.1.D List or graph the possible results of an experiment. | |
| 7-f | Generalizes 10 known LRFFC responses to 2 different pictures or objects (e.g., two different shoes) | CC.2.7.1.Ē | |
| | | Answer questions about predictions and actual outcomes based on data. CC.2.8.1.A | |
| | | Use the concept of equality and concrete objects to demonstrate understanding of the commutative and associative properties. | |
| | | CC.2.8.1.B | |
| | | Use concrete objects and trial and error to solve number sentences. CC.2.8.1.C | |
| | | Recognize, describe, extend, replicate and transfer number and geometric patterns. CC.2.8.1.E | |
| | | Use concrete objects, symbols and number to represent mathematical situations. | |

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| | | CC.2.3.1.A.1 Compose and distinguish between two and three dimensional shapes based on their attributes. |
| | | CC.2.4.1.A.1 |
| | | Order lengths and measure them both indirectly and by repeating length units. |
| | | CC.2.4.1.A.4 |
| | | Represent and interpret data using tables/charts. |
| 8-M | Selects the correct item from an array of 10 (or from a book) for 25 different verb-noun what, which, or who | CC.1.2.1.B |
| 0 171 | questions (e.g., What do you ride? Which one barks? Who can hop?) | Ask and answer questions about key details in a text. |
| 0 | | CC.1.2.1.H |
| 8-a | Selects an item from an array of 8 for 10 fill-in function statements (e.g., You draw with a) | Identify the reasons an author gives to support points in a text. |
| 8-b | Selects an item from an array of 8 for 10 fill-in feature statements (e.g., You find wheels on a) | CC.1.2.1.I |
| 8-c | Selects an item from an array of 8 for 10 fill-in class statements (e.g., A kind of animal is a) | Identify basic similarities in and differences between two texts on the same topic. CC.1.3.1.E |
| 8-d | Selects an item from an array of 8 for 10 different what questions (e.g., What do you eat?) | Explain major differences between books that tell stories and books that give information, drawing on a wide reading or range of |
| | | text types. |
| 8-e | Selects an item from an array of 8 for 10 different what questions (e.g., which one flies?) | CC.1.3.1.G |
| 8-f | Selects an item from an array of 8 for 10 different which questions (e.g., Who builds a nest?) | Use illustrations and details in a story to describe characters, setting, or events. |
| | | CC.1.3.1.H |
| | | Compare and contrast the adventures and experiences of characters in stories. |
| | | CC.1.3.1.K |
| | | Read and comprehend literature on grade level, reading independently and proficiently. CC.1.4.1.B |
| | | Identify and write about one specific topic. |
| | | CC.1.4.1.T |
| | | With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers, and add |
| | | details to strengthen writing as needed. |
| | | CC.2.7.1.A |
| | | Determine the probability of an event occurring. |
| | | CC.2.7.1.B |
| | | Predict and explain the outcomes of events. CC.2.7.1.D |
| | | List or graph the possible results of an experiment. |
| | | CC.2.7.1.E |
| | | Answer questions about predictions and actual outcomes based on data. |
| | | CC.2.8.1.A |
| | | Use the concept of equality and concrete objects to demonstrate understanding of the commutative and associative properties. |
| | | CC.2.8.1.B |
| | | Use concrete objects and trial and error to solve number sentences. |
| | | CC.2.8.1.E |
| | | Use concrete objects, symbols and number to represent mathematical situations. |
| | | CC.2.8.1.F Describe and answer questions about data from classroom graphs and charts. |
| 0.14 | Salacte an ideal since 2 different model statements about a shiften when independently managed (see Find on | CC.1.2.1.F |
| 9-M | Selects an item given 3 different verbal statements about each item when independently presented (e.g., Find an | Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. |
| | animal. What barks? What has paws?) for 25 items | CC.1.2.1.G |
| 9-a | Demonstrates LRFFC class generalization with 5 examples (e.g., 5 different animals) for 10 classes | Use the illustrations and details in a text to describe its key ideas. |
| 9-b | Emits 10 known LRFFC responses in an array of 10 in less than 1 minute (fluency) | CC.1.2.1.H |
| 9-c | Selects an item given 2 different verbal statements about each item when independently presented (e.g., Find a food. | Identify the reasons an author gives to support points in a text. |
|)-0 | | CC.1.2.1.I |
| | What do you eat?) for 10 different items | Identify basic similarities in and differences between two texts on the same topic. |
| 9-d | Selects an item from an array of 10 for 10 different LRFFC where questions (e.g., Where do you find the milk?) | CC.1.3.1.G |
| 9-е | Demonstrates 10 LRFFC responses in the natural environment | Use illustrations and details in a story to describe characters, setting, or events. CC.1.3.1.H |
| | | Compare and contrast the adventures and experiences of characters in stories. |
| | | CC.1.4.1.B |
| | | Identify and write about one specific topic. |
| | | CC.2.7.1.A |
| | | Determine the probability of an event occurring. |
| | | CC.2.7.1.B |
| | | Predict and explain the outcomes of events. |
| | | CC.2.7.1.D |
| | | List or graph the possible results of an experiment. |

| | | CC.2.7.1.E |
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| | | Answer questions about predictions and actual outcomes based on data. |
| | | CC.2.8.1.A |
| | | Use the concept of equality and concrete objects to demonstrate understanding of the commutative and associative properties. |
| | | CC.2.8.1.B |
| | | Use concrete objects and trial and error to solve number sentences. |
| | | CC.2.8.1.E |
| | | Use concrete objects, symbols and number to represent mathematical situations. |
| | | CC.2.8.1.F |
| | | Describe and answer questions about data from classroom graphs and charts. |
| | | CC.2.3.1.A.1 |
| | | Compose and distinguish between two and three dimensional shapes based on their attributes. |
| 10-M | Spontaneously tacts the item on 50% of the LRFFC trials (e.g., says Dog given the verbal statement Find an | CC.1.2.1.K |
| | animal and a visual array containing a picture of a dog) | Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade level reading and content. |
| 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 | CC.2.7.1.A |
| 10-a | | Determine the probability of an event occurring. CC.2.7.1.B |
| | items | Predict and explain the outcomes of events. |
| 10-b | Selects an item from an array of 10 given the class and a feature (e.g., Find an animal with wings.) for 25 items | CC.2.7.1.D |
| 10-с | Demonstrates 5 untrained LRFFC responses in the natural environment | List or graph the possible results of an experiment. |
| 10-d | Generalizes to 25 novel 2-component LRFFC tasks without training (e.g., Do you see a red fruit.) | CC.2.7.1.E |
| | | Answer questions about predictions and actual outcomes based on data. |
| 10-е | Spontaneously emits 5 LRFFC responses (e.g., gets a broom after hearing, There's dirt on the floor.) | CC.2.8.1.A |
| | | Use the concept of equality and concrete objects to demonstrate understanding of the commutative and associative properties. |
| | | CC.2.8.1.B |
| | | Use concrete objects and trial and error to solve number sentences. |
| | | CC.2.8.1.E |
| | | Use concrete objects, symbols and number to represent mathematical situations. |
| | | CC.2.11.1.A |
| | | Order whole numbers, 0 to 100, with least to greatest value. |

| | LISTENER RESPONDING BY FUNCTION, FEATURE, & CLASS LEVEL 3 | | |
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| Skill | VB-MAPP Milestones & Supporting Skills | PA Core Standards | |
| 11-M | Selects the correct item from an array of 10 that contains 3 similar stimuli (e.g., similar color, shape, or class, but they are the wrong choices), for 25 different WH question LRFFC tasks | CC.1.2.1.H Identify the reasons an author gives to support points in a text. CC.1.3.1.G | |
| 11-a 11-b | Selects 2 members of a class (e.g., Find two body parts.) from an array of 10, for 25 classes Selects 50 items from a book given any type of LRFFC task | Use illustrations and details in a story to describe characters, setting, or events. CC.1.4.1.B | |
| 11-c | Selects 50 items from the natural environment or in a functional activity (e.g., setting the table) given any type of LRFFC | Identify and write about one specific topic. CC.1.4.1.P | |
| 11-d | task Demonstrates 200 different LRFFC response, tested or obtained from an accumulated list of known responses | Recount two or more appropriately sequenced events using temporal words to signal event order and provide some sense of closure. CC.2.7.1.A | |
| 11-e 11-f | 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 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 | Determine the probability of an event occurring. CC.2.7.1.B | |
| | child selects a picture of nighttime) for 5 items | Predict and explain the outcomes of events. CC.2.7.1.D List or graph the possible results of an experiment. | |
| | | CC.2.7.1.E Answer questions about predictions and actual outcomes based on data. | |
| | | CC.2.8.1.A Use the concept of equality and concrete objects to demonstrate understanding of the commutative and associative properties. CC.2.8.1.B Use concrete objects and trial and error to solve number sentences. | |

| | | CC.2.8.1.C |
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| | | Recognize, describe, extend, replicate and transfer number and geometric patterns. |
| | | CC.2.8.1.E |
| | | Use concrete objects, symbols and number to represent mathematical situations. CC.2.8.1.F |
| | | Describe and answer questions about data from classroom graphs and charts. |
| | | CC.2.3.1.A.1 |
| | | Compose and distinguish between two and three dimensional shapes based on their attributes. |
| | | CC.2.4.1.A.1 |
| | | Order lengths and measure them both indirectly and by repeating length units. |
| | | CC.2.4.1.A.2 |
| | | Tell and write time to the nearest half hour using both analog and digital clocks. CC.2.4.1.A.4 |
| | | Represent and interpret data using tables/charts. |
| 12-M | Selects an item from a book based on 2 verbal components: either a feature (e.g., color), function (e.g., draw with), | CC.1.2.1.B |
| 12-141 | or class (e.g., clothing) for 25 items (e.g., Do you see a brown animal? Can you find some clothing with buttons?) | Ask and answer questions about key details in a text. |
| 12 0 | Selects an item from an array of 10 given a color and class (e.g., a yellow animal) for 25 items | CC.1.2.1.H |
| 12-a | | Identify the reasons an author gives to support points in a text. CC.1.2.1.I |
| 12-b | Selects an item from an array of 10 given a shape and class (e.g., a round food) for 25 items | Identify basic similarities in and differences between two texts on the same topic. |
| 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 | CC.1.3.1.G |
| | (e.g., Find something to color on from the art cabinet.) | Use illustrations and details in a story to describe characters, setting, or events. |
| 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 | CC.1.4.1.B |
| | LRFFC tasks (e.g., Where's a vehicle with wheels? Where's a vehicle with wings?) | Identify and write about one specific topic. CC.2.7.1.A |
| 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 | Determine the probability of an event occurring. |
| 12 0 | it spaghetti) for 25 LRFFC tasks | CC.2.7.1.D |
| 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 | List or graph the possible results of an experiment. |
| 12-f | | CC.2.7.1.E |
| | rabbit) for 25 LRFFC tasks | Answer questions about predictions and actual outcomes based on data. CC.2.8.1.A |
| | | Use the concept of equality and concrete objects to demonstrate understanding of the commutative and associative properties. |
| | | CC.2.8.1.B |
| | | Use concrete objects and trial and error to solve number sentences. |
| | | CC.2.8.1.C |
| | | Recognize, describe, extend, replicate and transfer number and geometric patterns. CC.2.8.1.E |
| | | Use concrete objects, symbols and number to represent mathematical situations. |
| | | CC.2.8.1.F |
| | | Describe and answer questions about data from classroom graphs and charts. |
| | | CC.2.3.1.A.1 Compose and distinguish between two and three dimensional shapes based on their attributes. |
| | | CC.2.4.1.A.1 |
| | | Order lengths and measure them both indirectly and by repeating length units. |
| | | CC.2.4.1.A.2 |
| | | Tell and write time to the nearest half hour using both analog and digital clocks. |
| 13-M | Selects items from a page in a book or in the natural environment based on 3 verbal components (e.g. verb, | CC.1.2.1.B |
| | adjective, preposition, pronoun), for 25 WH-question LRFFC tasks (e.g. Which fruit grows on trees?) | Ask and answer questions about key details in a text. |
| 13-a | Selects an item from a book after being read a short passage (10+ words) and given an LRFFC question (e.g., Who blew | CC.1.2.1.H Identify the reasons an author gives to support points in a text. |
| 15 4 | the house down?) | CC.1.2.1.I |
| 12 h | 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 | Identify basic similarities in and differences between two texts on the same topic. |
| 13-b | | CC.1.3.1.G |
| 13-c | Selects an item from an array of 10 given a pronoun and any LRFFC question (e.g., Which toys are his?) for 25 items | Use illustrations and details in a story to describe characters, setting, or events. |
| 13-d | Selects an item from an array of 10 given an adverb and any LRFFC question (e.g., Which animal runs fast?) for 25 items | CC.1.3.1.K Read and comprehend literature on grade level, reading independently and proficiently. |
| 13-е | Selects 10 community helpers from a book when asked what they do (e.g., Who helps you when you are sick?) | CC.1.4.1.B |
| 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?) | Identify and write about one specific topic. |
| | for 25 sets | CC.1.4.1.I |
| | | |
| 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 | Support the opinion with reasons related to the opinion. CC.2.7.1.A |

| | locations | Determine the probability of an event occurring. |
|--------------|---|--|
| 13-h | Selects an item in the natural environment that contains 3 similar stimuli when given an LRFFC question for 25 tasks | CC.2.7.1.B Predict and explain the outcomes of events. |
| | (e.g., Get something to sweep with. Find something to make this stick.) | CC.2.7.1.D |
| | | List or graph the possible results of an experiment. CC.2.7.1.E |
| | | Answer questions about predictions and actual outcomes based on data. |
| | | CC.2.8.1.A Use the concept of equality and concrete objects to demonstrate understanding of the commutative and associative properties. |
| | | CC.2.8.1.E |
| | | Use concrete objects, symbols and number to represent mathematical situations. CC.2.8.1.F |
| | | Describe and answer questions about data from classroom graphs and charts. |
| | | CC.2.3.1.A.1 |
| 14-M | Selects the correct items from a book or the natural environment given 4 different rotating LRFFC questions | Compose and distinguish between two and three dimensional shapes based on their attributes. CC.1.2.1.B |
| 14-141 | about a single topic (Where does the cow live? What does the cow eat? Who milks the cow?) for 25 different topics | Ask and answer questions about key details in a text. |
| 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 | CC.1.2.1.I Identify basic similarities in and differences between two texts on the same topic. |
| 14-b | Selects an item from a book given a when question (e.g., When do you need a towel?) for 10 items | CC.1.3.1.C |
| 14-c | Selects an item from a book given a how question (e.g., How do you get to school?) for 10 items | Describe characters, settings, and major events in a story, using key details. CC.1.3.1.G |
| 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- | Use illustrations and details in a story to describe characters, setting, or events. |
| | preposition combinations | CC.1.3.1.K Read and comprehend literature on grade level, reading independently and proficiently. |
| 14-е | 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 | CC.1.4.1.B |
| 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 | Identify and write about one specific topic. |
| | without wings) for 25 items | CC.1.4.1.I Support the opinion with reasons related to the opinion. |
| | | CC.1.4.1.M |
| | | Write narratives to develop real or imagined experiences or events. CC.1.5.1.B |
| | | Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering |
| | | questions about key details and requesting clarification if something is not understood. CC.2.7.1.A |
| | | Determine the probability of an event occurring. |
| | | CC.2.7.1.B Predict and explain the outcomes of events. |
| | | CC.2.7.1.D |
| | | List or graph the possible results of an experiment. |
| | | CC.2.7.1.E Answer questions about predictions and actual outcomes based on data. |
| | | CC.2.8.1.B |
| | | Use concrete objects and trial and error to solve number sentences. CC.2.8.1.E |
| | | Use concrete objects, symbols and number to represent mathematical situations. |
| | | CC.2.8.1.F Describe and answer questions about data from classroom graphs and charts. |
| | | CC.2.3.1.A.1 |
| 4535 | | Compose and distinguish between two and three dimensional shapes based on their attributes. |
| 15-M | Demonstrates 1000 different LRFFC responses, tested or obtained from an accumulated list of known responses | CC.1.2.1.I Identify basic similarities in and differences between two texts on the same topic. |
| 15-a | Selects an item from an array of 10 relating to past events (e.g., Where did you go yesterday?) for 5 events | - CC.1.3.1.B |
| 15-b 15-c | Selects an item relating to future events (e.g., What's happening tomorrow?) for 5 events 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 | Ask and answer questions about key details in a text. CC.1.3.1.K |
| 13-6 | can't fly?) | Read and comprehend literature on grade level, reading independently and proficiently. |
| 15-d | Selects an item from an array of 10 when asked Which one is not? in an LRFFC format (e.g., Which one is not a musical | CC.1.4.1.B Identify and write about one specific topic. |
| 15-u | instrument?) for 25 functions, features, or classes | CC.1.4.1.I |
| 15-e | Selects items from a page in a book or in the natural environment based on 4 verbal components (e.g., verb, adjective, | Support the opinion with reasons related to the opinion. CC.1.4.1.M |
| | preposition, pronoun) for 25 LRFFC tasks (e.g., Whose bed did Goldilocks sleep in?) | Write narratives to develop real or imagined experiences or events. |
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| CC.2.7.1.A |
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| Determine the probability of an event occurring. |
| CC.2.7.1.B |
| Predict and explain the outcomes of events. |
| CC.2.7.1.D |
| List or graph the possible results of an experiment. |
| CC.2.7.1.E |
| Answer questions about predictions and actual outcomes based on data. |
| CC.2.8.1.A |
| Use the concept of equality and concrete objects to demonstrate understanding of the commutative and associative properties. |
| CC.2.8.1.D |
| Use a rule to find a missing addend or symbol to make a number sentence true, with adult assistance. |

| | INTRAVERBAL LEVEL 2 | | |
|---------------------|---|--|--|
| Skill | VB-MAPP Milestones & Supporting Skills | PA Core Standards | |
| 6-M 6-a 6-b 6-c 6-d | 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) Provides the sound made by 2 animals or objects (e.g., A dog says A horn goes) Gives 2 animal names when given the sounds they make (e.g., Meow says a) Completes 5 different song fill-ins (e.g., The wheels on the Twinkle, twinkle little) Completes 2 different verbal fill-ins involving fun activities (e.g., Peek-a Ready, set) | CC.1.1.1.B Demonstrate understanding of the organization and basic features of print. Recognize the distinguishing features of a sentence. CC.1.1.1.C Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Distinguish long from short vowel sounds in spoken single-syllable words. Count, pronounce, blend, and segment syllables in spoken and written words. Orally produce single-syllable words, including consonant blends and digraphs. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. Add or substitute individual sounds (phonemes) in one-syllable words to make new words. CC.1.2.1.B Ask and answer questions about key details in a text. CC.1.4.1.M Write narratives to develop real or imagined experiences or events. CC.1.5.1.A Participate in collaborative conversations with peers and adults in small and larger groups. CC.1.5.1.C Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. CC.2.11.1.A Order whole numbers, 0 to 100, with least to greatest value. | |
| 7-M | Provides first name when asked, What is your name? (T) | CC.1.2.1.I Identify basic similarities in and differences between two texts on the same topic. | |
| 7-a | Completes 5 different in-context fill-ins (e.g., You sleep in your while at his bed) | CC.1.2.1.J | |
| 7-b 7-c | Correctly responds to 5 in-context fill-ins when they are reversed (e.g., In your bed you go to) Completes 5 different out of context fill-in-the-blank phrases (e.g., You wash your) | Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases. | |
| 7-c 7-d | Generalizes 10 known intraverbal responses to a different adult and setting | CC.1.4.1.M | |
| /-u | Ocheranzes to known muaveroar responses to a unretent adult and setting | Write narratives to develop real or imagined experiences or events. CC.1.4.1.T With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. | |
| 8-M | Completes 25 different fill-in-the-blank phrases (not including songs) (e.g., You eat You sleep in a Shoes and) | CC.1.1.1.B Demonstrate understanding of the organization and basic features of print. | |
| 8-a | Completes 2 eat and 2 drink classification fill-ins (e.g., You eat You drink) | Recognize the distinguishing features of a sentence. | |
| 8-b | Completes 5 different noun-noun association fill-in-the-blank phrases (e.g., mommy and) | CC.1.1.1.C | |
| 8-c | Completes 5 song fill-ins with 2 or more words (e.g., Old McDonald had a farm) | Demonstrate understanding of spoken words, syllables, and sounds (phonemes). • Distinguish long from short vowel sounds in spoken single-syllable words. | |
| 8-d | Generalizes 10 intraverbal responses to new carrier phrases (e.g., We bounce a Let's bounce a) | Distinguish long from short vower sounds in spoken single-syndore words. | |

| | | Count, pronounce, blend, and segment syllables in spoken and written words. |
|----------|--|--|
| | | Count, pronounce, blend, and segment synables in spoken and written words. Orally produce single-syllable words, including consonant blends and digraphs. |
| | | Orany produce single-synable words, including consonant olerids and digraphs. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. |
| | | Add or substitute individual sounds (phonemes) in one-syllable words to make new words. |
| | | CC.1.2.1.A |
| | | Identify the main idea and retell key details of text. |
| | | CC.1.2.1.B |
| | | Ask and answer questions about key details in a text. |
| | | CC.1.2.1.I |
| | | Identify basic similarities in and differences between two texts on the same topic. CC.1.2.1.J |
| | | Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that |
| | | signal connections and relationships between the words and phrases. |
| | | CC.1.3.1.A |
| | | Retell stories, including key details, and demonstrate understanding of their central message or lesson. |
| | | CC.1.3.1.C Describe characters, settings, and major events in a story, using key details. |
| | | CC.1.3.1.E |
| | | Explain major differences between books that tell stories and books that give information, drawing on a wide reading or range of |
| | | text types. |
| | | CC.1.3.1.H |
| | | Compare and contrast the adventures and experiences of characters in stories. |
| | | CC.1.5.1.A |
| | | Participate in collaborative conversations with peers and adults in small and larger groups. CC.1.5.1.B |
| | | Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering |
| | | questions about key details and requesting clarification if something is not understood. |
| | | CC.1.5.1.C |
| | | Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not |
| | | understood. |
| | | CC.2.7.1.B Predict and explain the outcomes of events. |
| | | CC.2.7.1.E |
| | | Answer questions about predictions and actual outcomes based on data. |
| | | CC.2.8.1.B |
| | | Use concrete objects and trial and error to solve number sentences. |
| | | CC.2.11.1.A |
| 0.74 | | Order whole numbers, 0 to 100, with least to greatest value. CC.1.2.1.A |
| 9-M | Answers 25 different what questions (e.g., What do you brush?) | Identify the main idea and retell key details of text. |
| 9-a | Completes 10 different verb-noun fill-in-the-blank phrases (e.g., You ride the You play in) | CC.1.2.1.B |
| 9-b | Spontaneously emits (no additional verbal prompts) 2 intraverbal responses | Ask and answer questions about key details in a text. |
| 9-c | Answers 10 different what questions with a verb as the primary SD (e.g., What do you brush?) | CC.1.2.1.F |
| 9-d | Answers 10 different what questions with a noun as the primary SD (e.g., What's in the barn?) | Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. CC.1.2.1.G |
| 9-e | When asked What do you eat (or drink)? provides 2 or more members of each category | Use the illustrations and details in a text to describe its key ideas. |
| 9-f | | CC.1.2.1.I |
| 9-1 | Provides 5 novel responses to previously acquired questions (response generalization) (e.g., when asked to name an | Use the illustrations and details in a text to describe its key ideas. |
| | animal the child answers bear for the first time without receiving training on bear) | CC.1.2.1.J |
| | | Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that |
| | | signal connections and relationships between the words and phrases. CC.1.3.1.A |
| | | Retell stories, including key details, and demonstrate understanding of their central message or lesson. |
| | | CC.1.3.1.B |
| | | Ask and answer questions about key details in a text. |
| | | CC.1.3.1.C |
| | | Describe characters, settings, and major events in a story, using key details. |
| | | CC.1.3.1.E Explain major differences between books that tell stories and books that give information, drawing on a wide reading or range of |
| | | text types. |
| | | CC.1.3.1.G |
| <u> </u> | | |

| | | Has illustrations and datails in a story to describe abarratory |
|------|--|---|
| | | Use illustrations and details in a story to describe characters, setting, or events. CC.1.3.1.H |
| | | Compare and contrast the adventures and experiences of characters in stories. |
| | | CC.1.3.1.J |
| | | Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that |
| | | signal connections and relationships between the words and phrases. CC.1.4.1.T |
| | | With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers, and add |
| | | details to strengthen writing as needed. |
| | | CC.1.5.1.B |
| | | Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering |
| | | questions about key details and requesting clarification if something is not understood. |
| | | CC.1.5.1.C Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not |
| | | understood. |
| | | CC.1.5.1.D |
| | | Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. |
| | | CC.2.7.1.A |
| | | Determine the probability of an event occurring. CC.2.7.1.B |
| | | Predict and explain the outcomes of events. |
| | | CC.2.7.1.D |
| | | List or graph the possible results of an experiment. |
| | | CC.2.7.1.E |
| | | Answer questions about predictions and actual outcomes based on data. CC.2.8.1.A |
| | | Use the concept of equality and concrete objects to demonstrate understanding of the commutative and associative properties. |
| | | CC.2.8.1.B |
| | | Use concrete objects and trial and error to solve number sentences. |
| | | CC.2.8.1.C |
| | | Recognize, describe, extend, replicate and transfer number and geometric patterns. |
| | | CC.2.8.1.D Use a rule to find a missing addend or symbol to make a number sentence true, with adult assistance. |
| | | CC.2.8.1.E |
| | | Use concrete objects, symbols and number to represent mathematical situations |
| | | CC.2.8.1.F |
| | | Describe and answer questions about data from classroom graphs and charts |
| | | CC.2.3.1.A.1 |
| | | Compose and distinguish between two and three dimensional shapes based on their attributes. CC.2.4.1.A.2 |
| | | Tell and write time to the nearest half hour using both analog and digital clocks. |
| | | CC.2.11.1.A |
| | | Order whole numbers, 0 to 100, with least to greatest value. |
| 10-M | Answers 25 different who or where questions (e.g., Whose your friend? Where is your pillow?) | CC.1.1.1.B |
| 10-a | Answers 5 different where questions (e.g., Where are your videos?). | Demonstrate understanding of the organization and basic features of print. |
| 10-b | Answers 5 different who questions (e.g., Who is your teacher?) | Recognize the distinguishing features of a sentence. CC.1.1.1.C |
| 10-c | Demonstrates 2 untrained intraverbal responses (e.g., responds flower when someone says daisy) | Demonstrate understanding of spoken words, syllables, and sounds (phonemes). |
| 10-d | Answers 10 different class questions (e.g., What animals do you like? What toys do you like?) | Distinguish long from short vowel sounds in spoken single-syllable words. |
| | | Count, pronounce, blend, and segment syllables in spoken and written words. |
| 10-e | Answers both color and name questions about 10 visible items (e.g., What is it? What color is it?) | Orally produce single-syllable words, including consonant blends and digraphs. |
| 10-f | Answers 10 different function questions (e.g., What do you do with a toothbrush?) | Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. |
| 10-g | Spontaneously emits 5 intraverbal-mands (e.g., Dad says It's hot. and the child says Let's go swimming.) | • Add or substitute individual sounds (phonemes) in one-syllable words to make new words. |
| | | CC.1.2.1.A |
| | | Identify the main idea and retell key details of text. CC.1.2.1.B |
| | | Ask and answer questions about key details in a text. |
| | | CC.1.2.1.F |
| | | Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. |
| | | CC.1.2.1.G Use the illustrations and details in a text to describe its key ideas. |
| | | |

| CC.1.2.1.H |
|--|
| Identify the reasons an author gives to support points in a text. |
| CC.1.2.1.I |
| Use the illustrations and details in a text to describe its key ideas. CC.1.2.1.J |
| Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words |
| signal connections and relationships between the words and phrases. |
| Signal connections and relationships between the words and phrases. CC.1.3.1.A |
| Retell stories, including key details, and demonstrate understanding of their central message or lesson. |
| CC.1.3.1.B |
| Ask and answer questions about key details in a text. |
| CC.1.3.1.C |
| Describe characters, settings, and major events in a story, using key details. |
| CC.1.3.1.D |
| Identify who is telling the story at various points in a text. |
| CC.1.3.1.E |
| Explain major differences between books that tell stories and books that give information, drawing on a wide reading or rang |
| text types. |
| CC.1.3.1.G |
| Use illustrations and details in a story to describe characters, setting, or events. |
| CC.1.3.1.H |
| Compare and contrast the adventures and experiences of characters in stories. |
| CC.1.3.1.I |
| Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade level reading and con |
| CC.1.4.1.T |
| With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers, and ad |
| details to strengthen writing as needed. |
| CC.1.5.1.B |
| Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering |
| questions about key details and requesting clarification if something is not understood. |
| CC.1.5.1.C |
| Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is no |
| understood. |
| CC.1.5.1.D |
| Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. |
| CC.2.7.1.A |
| Determine the probability of an event occurring. |
| CC.2.7.1.B |
| Predict and explain the outcomes of events. |
| CC.2.7.1.D |
| List or graph the possible results of an experiment. |
| CC.2.7.1.E |
| Answer questions about predictions and actual outcomes based on data. |
| CC.2.8.1.A |
| Use the concept of equality and concrete objects to demonstrate understanding of the commutative and associative properties |
| CC.2.8.1.B |
| Use concrete objects and trial and error to solve number sentences. |
| CC.2.8.1.C |
| Recognize, describe, extend, replicate and transfer number and geometric patterns. |
| CC.2.8.1.D |
| Use a rule to find a missing addend or symbol to make a number sentence true, with adult assistance. |
| CC.2.8.1.E |
| Use concrete objects, symbols and number to represent mathematical situations. |
| CC.2.8.1.F |
| Describe and answer questions about data from classroom graphs and charts. |
| Describe and answer questions about data from classicom graphs and charts. |

INTRAVERBAL

| | LEVEL 3 | | |
|---|--|--|--|
| Skill | VB-MAPP Milestones & Supporting Skills | PA Core Standards | |
| 11-M 11-a 11-b 11-c 11-d 11-e 11-f 11-g 11-h | 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!) Completes 10 two-component (noun-verb) fill-ins (e.g., For breakfast you eat For lunch you eat) Answers 25 two-component where questions (e.g., Where do you find the milk? Where's your wagon?) Answers 25 two-component who questions (e.g., Who takes you to school? Who do you play with?) Answers 25 what questions involving function (e.g., What do you do with crayons?) Answers 25 what questions when given the function (e.g., What gets you clean?) Demonstrates 10 untrained intraverbals (e.g., retells what happened in a video without any specific training) Demonstrates 5 new intraverbals with just tact training (e.g., tact of computerDaddy has a computer.) Answers I don't know to questions that the child cannot answer | CC.1.2.1.A Identify the main idea and retell key details of text. CC.1.2.1.B Ask and answer questions about key details in a text. CC.1.2.1.C Describe the connection between two individual, events, ideas, or pieces of information in a text. CC.1.2.1.F Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. CC.1.2.1.G Use the illustrations and details in a text to describe its key ideas. CC.1.2.1.H Identify the reasons an author gives to support points in a text. CC.1.2.1.I Use the illustrations and details in a text to describe its key ideas. CC.1.2.1.I Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases. CC.1.3.1.B Ask and answer questions about key details in a text. CC.1.3.1.D Identify who is telling the story at various points in a text. CC.1.3.1.I Explain major differences between books that tell stories and books that give information, drawing on a wide reading or range of text types. CC.1.3.1.I Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade level reading and content. CC.1.3.1.I Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases. CC.1.3.1.I Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases. CC.1.3.1.I With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. CC.1.4.1.C Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. CC.2.1.1.E Predict and explain the outcomes of events. CC.3.1.E A | |
| 12-M | Demonstrates 300 different intraverbal responses, tested or obtained from an accumulated list of known intraverbals | Describe and answer questions about data from classroom graphs and charts. CC.1.2.1.A Identify the main idea and retell key details of text. | |
| 12-a | Provides at least 3 members of 10 classes (e.g., What do you see on a playground?) | CC.1.2.1.B Ask and answer questions about key details in a text. | |
| 12-b | Answers 25 multiple choice questions (e.g., Does a fish live in the water or in trees?) | CC.1.2.1.I | |
| 12-c | Provides 10 categories when given several members (e.g., a horse, cow, and pig are all) | Use the illustrations and details in a text to describe its key ideas. CC.1.3.1.A | |
| 12-d | Provides the name of 25 items when given a specific feature (e.g., What has wheels?) | Write informative/ explanatory texts to examine a topic and convey ideas and information. | |

| 12-е | Provides 2 features of 10 items when given their names (e.g., What's on a fire truck?) | CC.1.3.1.C |
|--------------|--|--|
| 12-f | Provides an answer to 3 emotion questions (e.g., What makes you sad? What makes you happy?) | Describe characters, settings, and major events in a story, using key details. CC.1.3.1.G |
| 12-g | Provides at least 25 3+ word responses to questions (e.g., when asked What do you like to play? the child responds I like to play with cars) | Use illustrations and details in a story to describe characters, setting, or events. CC.1.3.1.K Read and comprehend literature on grade level, reading independently and proficiently. |
| | | CC.1.4.1.B Identify and write about one specific topic. CC.1.4.1.G Write opinion pieces on familiar topics. CC.1.4.1.H Form an opinion by choosing among given topics. CC.1.4.1.I Support the opinion with reasons related to the opinion. CC.1.4.1.M Write narratives to develop real or imagined experiences or events. CC.1.4.1.T With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. CC.1.5.1.A |
| | | Participate in collaborative conversations with peers and adults in small and larger groups. CC.1.5.1.B Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. CC.1.5.1.C Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not |
| | | understood. CC.1.5.1.D Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. CC.2.7.1.A Determine the probability of an event occurring. |
| | | CC.2.7.1.B Predict and explain the outcomes of events. CC.2.7.1.D List or graph the possible results of an experiment. CC.2.7.1.E Answer questions about predictions and actual outcomes based on data. CC.2.8.1.A |
| | | Use the concept of equality and concrete objects to demonstrate understanding of the commutative and associative properties. CC.2.8.1.D Use a rule to find a missing addend or symbol to make a number sentence true, with adult assistance. CC.2.8.1.F |
| 13-M | Answers 2 questions after being read short passages (15+ words) from books, for 25 passages (e.g., Who blew the | Describe and answer questions about data from classroom graphs and charts. CC.1.2.1.A Identify the main idea and retell key details of text. |
| 13-a | house down?) Answers 25 questions with yes or no (e.g., Is a shoe good to eat?) | CC.1.2.1.B |
| 13-a 13-b | Describes 5 locations not in view (e.g., Tell me about your bedroom?) | Ask and answer questions about key details in a text. CC.1.2.1.C |
| 13-c | Answers 25 intraverbal questions involving adjectives (e.g., Can you tell me a big animal?) | Describe the connection between two individual, events, ideas, or pieces of information in a text. |
| 13-d | Answers a question about a single sentence just read, for 10 sentences | CC.1.2.1.F Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. |
| 13-e | Correctly answers the question How old are you? | CC.1.2.1.G |
| 13-f | Answers 2 time questions with general responses (e.g., What time do you go to bed?at nighttime) | Use the illustrations and details in a text to describe its key ideas. CC.1.2.1.I |
| 13-g | Completes a story sequence for 5 stories (e.g., Then what happened to the three little pigs?) | Identify basic similarities in and differences between two texts on the same topic. |
| 13-h | Engages in 5 different conversations that contain at least 3 intraverbal exchanges on a single topic | CC.1.2.1.J Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that |
| 13-i | Describes 2 attributes about himself (e.g., I have brown hair. I have blue eyes.) | signal connections and relationships between the words and phrases. CC.1.2.1.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. |
| | | CC.1.3.1.A Retell stories, including key details, and demonstrate understanding of their central message or lesson. |
| | | Access stories, including they demins, and demonstrate understanding of their central message of resson. |

| | | CC.1.3.1.B |
|---------|---|--|
| | | Ask and answer questions about key details in a text. |
| | | CC.1.3.1.C |
| | | Describe characters, settings, and major events in a story, using key details. |
| | | CC.1.3.1.G Use illustrations and details in a story to describe characters, setting, or events. |
| | | CC.1.3.1.I |
| | | Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade level reading and content |
| | | CC.1.3.1.K Read and comprehend literature on grade level, reading independently and proficiently. |
| | | CC.1.4.1.A |
| | | Write informative/ explanatory texts to examine a topic and convey ideas and information. |
| | | CC.1.4.1.B |
| | | Identify and write about one specific topic. |
| | | CC.1.4.1.I |
| | | Support the opinion with reasons related to the opinion. CC.1.4.1.J |
| | | Create an organizational structure that includes reasons and provides some sense of closure. |
| | | CC.1.4.1.M |
| | | Write narratives to develop real or imagined experiences or events. |
| | | CC.1.4.1.P |
| | | Recount two or more appropriately sequenced events using temporal words to signal event order and provide some sense of |
| | | closure. |
| | | CC.1.4.1.T With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers, and add |
| | | details to strengthen writing as needed. |
| | | CC.1.5.1.A |
| | | Participate in collaborative conversations with peers and adults in small and larger groups. |
| | | CC.1.5.1.B |
| | | Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering |
| | | questions about key details and requesting clarification if something is not understood. |
| | | CC.1.5.1.C Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not |
| | | understood. |
| | | CC.1.5.1.D |
| | | Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. |
| | | CC.2.7.1.A |
| | | Determine the probability of an event occurring. |
| | | CC.2.7.1.B Predict and explain the outcomes of events. |
| | | CC.2.7.1.D |
| | | List or graph the possible results of an experiment. |
| | | CC.2.7.1.E |
| | | Answer questions about predictions and actual outcomes based on data. |
| | | CC.2.8.1.A |
| | | Use the concept of equality and concrete objects to demonstrate understanding of the commutative and associative properties. CC.2.8.1.D |
| | | Use a rule to find a missing addend or symbol to make a number sentence true, with adult assistance. |
| 14-M | Describes 25 different events, videos, stories, etc. with 8+ words (e.g., Tell me what happened The big monster | CC.1.2.1.A |
| A 1 1/1 | scared everybody and they all ran into the house.) | Identify the main idea and retell key details of text. |
| 14 6 | | CC.1.2.1.B |
| 14-a | Answers 25 different who, what, or where questions that contain 3 or more elements (e.g., What color is a fire truck?) | Ask and answer questions about key details in a text. CC.1.2.1.C |
| 14-b | Provides at least 3 members of 25 categories (e.g., What do you find on a playground?) | Describe the connection between two individual, events, ideas, or pieces of information in a text. |
| 14-c | Answers 5 questions about daily or current events (e.g., Where are you going with dad?) | CC.1.2.1.F |
| 14-d | Intraverbally responds at least 25 times in a day to the verbal questions or statements from peers | Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. |
| 14-e | Shows generalization by giving the same answer to 10 questions presented in 3 different ways (e.g., answers my house to | CC.1.2.1.G |
| | Where do you live? Where is your dog? and Where do play?) | Use the illustrations and details in a text to describe its key ideas. CC.1.2.1.I |
| 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.) | Identify basic similarities in and differences between two texts on the same topic. |
| | | CC.1.2.1.J |
| 14-g | Provides 3 pieces of personal information (e.g., Where do you live? What's your brother's name?) | |
| | | |

| 14-h | Answers 25 intraverbal questions involving prepositions (e.g., What's under your bed?) | Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that |
|------|---|--|
| 14-i | Answers 25 intraverbal questions involving pronouns (e.g., Who has a brown dog?) | signal connections and relationships between the words and phrases. CC.1.2.1.K |
| 14-j | Provides 25 answers to sequence questions (e.g., What do you do after you get to school?) | Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade level reading and content. |
| 14-k | Answers 10 when questions (e.g., When do you take a bath?) | CC.1.2.1.L |
| | | Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. CC.1.3.1.A |
| | | Retell stories, including key details, and demonstrate understanding of their central message or lesson. |
| | | CC.1.3.1.B |
| | | Ask and answer questions about key details in a text. |
| | | CC.1.3.1.C Describe characters, settings, and major events in a story, using key details. |
| | | CC.1.3.1.G |
| | | Use illustrations and details in a story to describe characters, setting, or events. |
| | | CC.1.3.1.K |
| | | Read and comprehend literature on grade level, reading independently and proficiently. CC.1.4.1.B |
| | | Identify and write about one specific topic. |
| | | CC.1.4.1.I |
| | | Support the opinion with reasons related to the opinion. CC.1.4.1.J |
| | | Create an organizational structure that includes reasons and provides some sense of closure. |
| | | CC.1.4.1.M |
| | | Write narratives to develop real or imagined experiences or events. |
| | | CC.1.4.1.P Recount two or more appropriately sequenced events using temporal words to signal event order and provide some sense of |
| | | closure. |
| | | CC.1.4.1.T |
| | | With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. |
| | | CC.1.5.1.A |
| | | Participate in collaborative conversations with peers and adults in small and larger groups. |
| | | CC.1.5.1.B |
| | | Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. |
| | | CC.1.5.1.C |
| | | Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not |
| | | understood. CC.1.5.1.D |
| | | Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. CC.2.7.1.A |
| | | Determine the probability of an event occurring. |
| | | CC.2.7.1.B Predict and explain the outcomes of events. |
| | | CC.2.7.1.D |
| | | List or graph the possible results of an experiment. |
| | | CC.2.7.1.Ē Answer questions about predictions and actual outcomes based on data. |
| | | CC.2.8.1.B |
| | | Use concrete objects and trial and error to solve number sentences. |
| | | CC.2.8.1.D |
| | | Use a rule to find a missing addend or symbol to make a number sentence true, with adult assistance. CC.2.8.1.F |
| | | Describe and answer questions about data from classroom graphs and charts. |
| 15-M | Answers 4 different rotating WH questions about a single topic for 10 topics (e.g., Who takes you to school? Where | CC.1.2.1.A |
| | do you go to school? What do you take to school?) | Identify the main idea and retell key details of text. CC.1.2.1.B |
| 15-a | Answers 10 questions about community helpers (e.g., What does a doctor do?) | Ask and answer questions about key details in a text. |
| 15-b | Answers 25 different questions that contain 4 or more parts of speech (e.g., What tool do you need to pound nails?) | CC.1.2.1.C |
| 15-c | Takes turns adding to a story started by others (e.g., And then he saw a boat) | Describe the connection between two individual, events, ideas, or pieces of information in a text. CC.1.2.1.F |
| 15-d | Answers 5 different how questions (e.g., How do you fix the hole?) | Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. |
| | 1 | |

| 15-e | Provides last name when asked (e.g., Harrison) | CC.1.2.1.G |
|------|---|--|
| 15-f | Answers 25 intraverbal questions involving adverbs (e.g., What animal moves slow?) | Use the illustrations and details in a text to describe its key ideas. |
| 15-g | Shows response generalization by describing the same 10 objects, events, pets, people, etc. in 3 different ways (e.g., in | CC.1.2.1.I Identify basic similarities in and differences between two texts on the same topic. |
| 13 8 | reference to a pet dog Toby, the child says at different times a dog, an animal, Toby) | CC.1.2.1.J |
| 15-h | Describes 5 events that happened in the past | Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that |
| | 11 1 | signal connections and relationships between the words and phrases. |
| 15-i | Describes 5 events that will happen in the future | CC.1.3.1.A Retell stories, including key details, and demonstrate understanding of their central message or lesson. |
| 15-j | Summarizes 5 different stories with at least 10 words | — CC.1.3.1.B |
| 15-k | Suggests a possible solution when presented with a problem | Ask and answer questions about key details in a text. |
| | | CC.1.3.1.C |
| | | Describe characters, settings, and major events in a story, using key details. |
| | | CC.1.3.1.E Explain major differences between books that tell stories and books that give information, drawing on a wide reading or range of |
| | | text types. |
| | | CC.1.3.1.I |
| | | Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade level reading and content. |
| | | CC.1.3.1.K Read and comprehend literature on grade level, reading independently and proficiently. |
| | | CC.1.4.1.A |
| | | Write informative/ explanatory texts to examine a topic and convey ideas and information. |
| | | CC.1.4.1.I |
| | | Support the opinion with reasons related to the opinion. CC.1.4.1.J |
| | | Create an organizational structure that includes reasons and provides some sense of closure. |
| | | CC.1.4.1.M |
| | | Write narratives to develop real or imagined experiences or events. |
| | | CC.1.4.1.T |
| | | With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. |
| | | CC.1.5.1.C |
| | | Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not |
| | | understood. |
| | | CC.1.5.1.D Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. |
| | | CC.2.7.1.A |
| | | Determine the probability of an event occurring. |
| | | CC.2.7.1.B |
| | | Predict and explain the outcomes of events. |
| | | CC.2.7.1.D List or graph the possible results of an experiment. |
| | | CC.2.7.1.E |
| | | Answer questions about predictions and actual outcomes based on data. |
| | | CC.2.8.1.D |
| | | Use a rule to find a missing addend or symbol to make a number sentence true, with adult assistance. |
| | | CC.2.8.1.F Describe and answer questions about data from classroom graphs and charts. |
| | | Describe and answer questions about data from crassroom graphs and charts. |

| 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.1.4.1.T |

| 6-a 6-b 6-c 6-d 7-M 7-a 7-b 7-c 7-d 7-e | Adjusts to separation from parents (e.g., does not cry when parents leave) Sits at a snack or lunch table when physically prompted for 1 minute Lines up with other children when physically prompted Demonstrates general compliance for all classroom aides Puts away personal items, lines up, and comes to a table with only 1 verbal prompt Does not attempt to move away from a peer when seated next to him Puts away personal items (e.g., coat, backpack, lunch box) with gestural and verbal prompts Goes to and sits at a table with other children with only verbal prompts Cooperates with hand washing with physical assistance Does not engage in negative behavior toward a peer when seated next to him | With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. CC.1.5.1.A Participate in collaborative conversations with peers and adults in small and larger groups. CC.1.4.1.T With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. |
|--|---|--|
| 8-M 8-a 8-b 8-c 8-d | Transitions between classroom activities with no more than 1 gestural or verbal prompt Goes to a circle group and sits with only verbal prompts Goes to and sits at a table or work station with only verbal prompts Waits while seated at a table, without touching materials, until allowed to do so Sits in a circle group for 2 minutes without disruptive behavior or prompts to remain seated | CC.1.4.1.T With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. |
| 9-M 9-a 9-b 9-c 9-d | Sits in a small group for 5 minutes without disruptive behavior or attempting to leave the group Comes inside after recess with only verbal prompts Participates in group movement and song activities with only verbal prompts (e.g., Ring Around the Rosy, Duck-Duck Goose, Hokey Pokey) Imitates group activities with objects (e.g., tapping sticks together, shaking a maraca) Sings songs with the group with only verbal prompts (e.g., Head, shoulders, knees and toes) | CC.1.4.1.T With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. CC.1.5.1.A Participate in collaborative conversations with peers and adults in small and larger groups. |
| 10-M 10-a 10-b 10-c 10-d 10-e 10-f 10-g | Sits in a small group for 10 minutes, attends to the teacher or material for 50% of the period, and responds to 5 of a teacher's SDs Gets lunch with only verbal prompts Puts away backpack, lunch box, or coat upon entering the classroom with group prompts Imitates group activities with objects (e.g., tapping sticks together, shaking a maraca) Gets out and opens most snack/lunch items independently Verbally responds in a group setting 2 times during a 5 minute session Imitates peers doing a song or activity in a group setting 2 times in a 5 minute session Will sit on the toilet without negative behavior when prompted, but may not eliminate | CC.1.4.1.T With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. CC.1.5.1.A Participate in collaborative conversations with peers and adults in small and larger groups. |

| | CLASSROM ROUTINES & GROUP SKILLS LEVEL 3 | | |
|-------|--|---|--|
| Skill | VB-MAPP Milestones & Supporting Skills | PA Core Standards | |
| 11-M | Uses the toilet and washes hands with only verbal prompts | CC.1.4.1.M | |
| 11-a | Sits or stands at an arts and crafts or activity table for 5 minutes without disruptive behavior | Write narratives to develop real or imagined experiences or events. CC.1.4.1.T | |
| 11-b | Responds to 1 group instruction without additional prompts (e.g., Everybody stand up | With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers, and add | |

| 11-c | Works independently on a task or activity for 1 minute without prompts or reinforcement | details to strengthen writing as needed. |
|------|---|--|
| 11-d | Comes to the front of the group with 1 verbal prompt | CC.2.8.1.C Recognize, describe, extend, replicate and transfer number and geometric patterns. |
| | | Recognize, deservo, extend, repriede and danser number and geometric patterns. |
| 12-M | Responds to 5 different group instructions or questions without direct prompts in a group of 3 or more children | CC.1.4.1.M |
| | (e.g., Everybody stand up. Does anyone have a red shirt on?) | Write narratives to develop real or imagined experiences or events. CC.1.4.1.T |
| 12-a | Raises hand to take a turn in a group setting (e.g., Who wants to pick a song?) | With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers, and add |
| 12-b | Uses classroom materials as designed (e.g., glue, scissors, crayons, paper) | details to strengthen writing as needed. CC.1.5.1.F |
| 12-c | Puts away toys and material when prompted to do so | Add drawings or other visual displays when sharing aloud to clarify ideas, thoughts, and feelings. |
| 12-d | Stays on task for 1 minute during an arts and crafts activity when an adult leaves the table | |
| | | |
| 13-M | Works independently for 5 minutes in a group, and stays on task for 50% of the period | CC.1.4.1.T With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers, and add |
| 13-a | Gets necessary materials to complete an activity when verbally prompted (e.g., Get some glue.) | details to strengthen writing as needed. |
| 13-b | Independently transitions between classroom activities with only group verbal prompts | |
| 13-c | Responds to group questions without a direct prompt (e.g., What happened to Simba?) | |
| 13-d | Mands to use the toilet and has minimal accidents | |
| | | |
| 14-M | Acquires 2 new behaviors in a 15-minute group-teaching format involving 5 or more children | CC.1.3.1.A Retell stories, including key details, and demonstrate understanding of their central message or lesson. |
| 14-a | Takes turns and shares items with peers | CC.1.3.1.J |
| 14-b | Discriminates and follows two-component group instructions (e.g., All the boys line up) | Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that |
| 14-c | Follows safety rules in a classroom (e.g., No running. No pushing.) | signal connections and relationships between the words and phrases. CC.1.4.1.T |
| 14-d | Leads 2 different group activities involving 3 other children (e.g., red-light, green-light game) | With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers, and add |
| 14-e | Mands for a specific activity in a group setting (e.g., Let's play tag!) | details to strengthen writing as needed. |
| 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 | CC.1.5.1.D Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. |
| | questions | CC.1.5.1.E |
| 15-a | Focuses on a task despite disruptions in the room | Produce complete sentences when appropriate to task and situation. |
| 15-b | Meets some of his own self-care needs without prompts (e.g., wipes nose, puts on coat) | CC.1.5.1.G Demonstrate command of the conventions of standard English when speaking based on grade 1 level and content. |
| 15-c | Verbally interacts with peers 3 times in a table-top group activity | The special of the content of the co |
| 15-d | Sits back down when his turn is over without prompts | |
| 15-е | 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.1.2.1.A Identify the main idea and retell key details of text. CC.1.2.1.B Ask and answer questions about key details in a text. |

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| 1 | | CC.1.2.1.I |
| | | Identify basic similarities in and differences between two texts on the same topic. |
| | | CC.1.3.1.A |
| | | Retell stories, including key details, and demonstrate understanding of their central message or lesson. CC.1.3.1.C |
| | | Describe characters, settings, and major events in a story, using key details. |
| | | CC.1.3.1.H |
| | | Compare and contrast the adventures and experiences of characters in stories. |
| | | CC.1.4.1.F |
| | | Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. |
| | | Capitalize dates and names of people. |
| | | Use end punctuation; use commas in dates and words in series. |
| | | Spell words drawing on common spelling patterns, phonemic awareness and spelling conventions. |
| | | CC.1.4.1.L |
| | | Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. |
| | | CC.1.5.1.B |
| | | Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering |
| | | questions about key details and requesting clarification if something is not understood. |
| | | CC.1.5.1.C |
| | | Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not |
| | | understood. |
| 7-M | Has a total listener vocabulary of 100 words (e.g., Touch nose. Jump. Find keys.) | CC.1.2.1.A |
| | | Identify the main idea and retell key details of text. |
| 7-a | Uses recognizable words more frequently than jargon | CC.1.2.1.B |
| 7-b | Emits 2-3 word carrier phrases without "understanding" each word (e.g., It's a cat. Go for a ride?) | Ask and answer questions about key details in a text. |
| 7-с | Has a total speaker vocabulary size of 50 words (all verbal operants except echoic) | CC.1.2.1.I |
| , c | Thus it total specimer vocabularly size of 50 words (all verbal operants except centre) | Identify basic similarities in and differences between two texts on the same topic. |
| | | CC.1.3.1.A |
| | | Retell stories, including key details, and demonstrate understanding of their central message or lesson. |
| | | CC.1.3.1.C |
| | | Describe characters, settings, and major events in a story, using key details. |
| | | CC.1.3.1.H |
| | | Compare and contrast the adventures and experiences of characters in stories. |
| | | CC.1.5.1.A |
| | | Participate in collaborative conversations with peers and adults in small and larger groups. CC.1.5.1.B |
| | | Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering |
| | | questions about key details and requesting clarification if something is not understood. |
| 0 1/ | T '4 10 1'00 40 144 1 0 0 4 144 1 1 0 144 1 144 | CC.1.2.1.A |
| 8-M | Emits 10 different 2-word utterances per day of any type except echoic (e.g., mand, tact) | Identify the main idea and retell key details of text. |
| 8-a | Emits 2-word mands for recurrence (e.g., more tickle) | CC.1.2.1.B |
| | Emits 2-word noun-verb or verb-noun mands or tacts (e.g., Pour juice. Baby crying.) | |
| 8-b | | |
| 8-b | | Ask and answer questions about key details in a text. |
| 8-c | Adjusts volume of voice on command (e.g., whispers and uses loud voice) | Ask and answer questions about key details in a text. CC.1.2.1.I |
| | | Ask and answer questions about key details in a text. |
| 8-c | Adjusts volume of voice on command (e.g., whispers and uses loud voice) | Ask and answer questions about key details in a text. CC.1.2.1.1 Identify basic similarities in and differences between two texts on the same topic. |
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| 8-c | Adjusts volume of voice on command (e.g., whispers and uses loud voice) | Ask and answer questions about key details in a text. CC.1.2.1.I Identify basic similarities in and differences between two texts on the same topic. CC.1.3.1.A Retell stories, including key details, and demonstrate understanding of their central message or lesson. CC.1.3.1.C Describe characters, settings, and major events in a story, using key details. CC.1.3.1.F Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. |
| 8-c | Adjusts volume of voice on command (e.g., whispers and uses loud voice) | Ask and answer questions about key details in a text. CC.1.2.1.I Identify basic similarities in and differences between two texts on the same topic. CC.1.3.1.A Retell stories, including key details, and demonstrate understanding of their central message or lesson. CC.1.3.1.C Describe characters, settings, and major events in a story, using key details. CC.1.3.1.F Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. CC.1.3.1.H |
| 8-c | Adjusts volume of voice on command (e.g., whispers and uses loud voice) | Ask and answer questions about key details in a text. CC.1.2.1.1 Identify basic similarities in and differences between two texts on the same topic. CC.1.3.1.A Retell stories, including key details, and demonstrate understanding of their central message or lesson. CC.1.3.1.C Describe characters, settings, and major events in a story, using key details. CC.1.3.1.F Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. CC.1.3.1.H Compare and contrast the adventures and experiences of characters in stories. |
| 8-c | Adjusts volume of voice on command (e.g., whispers and uses loud voice) | Ask and answer questions about key details in a text. CC.1.2.1.1 Identify basic similarities in and differences between two texts on the same topic. CC.1.3.1.A Retell stories, including key details, and demonstrate understanding of their central message or lesson. CC.1.3.1.C Describe characters, settings, and major events in a story, using key details. CC.1.3.1.F Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. CC.1.3.1.H Compare and contrast the adventures and experiences of characters in stories. CC.1.4.1.F |
| 8-c | Adjusts volume of voice on command (e.g., whispers and uses loud voice) | Ask and answer questions about key details in a text. CC.1.2.1.1 Identify basic similarities in and differences between two texts on the same topic. CC.1.3.1.A Retell stories, including key details, and demonstrate understanding of their central message or lesson. CC.1.3.1.C Describe characters, settings, and major events in a story, using key details. CC.1.3.1.F Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. CC.1.3.1.H Compare and contrast the adventures and experiences of characters in stories. CC.1.4.1.F Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. |
| 8-c | Adjusts volume of voice on command (e.g., whispers and uses loud voice) | Ask and answer questions about key details in a text. CC.1.2.1.I Identify basic similarities in and differences between two texts on the same topic. CC.1.3.1.A Retell stories, including key details, and demonstrate understanding of their central message or lesson. CC.1.3.1.C Describe characters, settings, and major events in a story, using key details. CC.1.3.1.F Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. CC.1.3.1.H Compare and contrast the adventures and experiences of characters in stories. CC.1.4.1.F Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. Capitalize dates and names of people. |
| 8-c | Adjusts volume of voice on command (e.g., whispers and uses loud voice) | Ask and answer questions about key details in a text. CC.1.2.1.1 Identify basic similarities in and differences between two texts on the same topic. CC.1.3.1.A Retell stories, including key details, and demonstrate understanding of their central message or lesson. CC.1.3.1.C Describe characters, settings, and major events in a story, using key details. CC.1.3.1.F Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. CC.1.3.1.H Compare and contrast the adventures and experiences of characters in stories. CC.1.4.1.F Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. Capitalize dates and names of people. Use end punctuation; use commas in dates and words in series. |
| 8-c | Adjusts volume of voice on command (e.g., whispers and uses loud voice) | Ask and answer questions about key details in a text. CC.1.2.1.1 Identify basic similarities in and differences between two texts on the same topic. CC.1.3.1.A Retell stories, including key details, and demonstrate understanding of their central message or lesson. CC.1.3.1.C Describe characters, settings, and major events in a story, using key details. CC.1.3.1.F Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. CC.1.3.1.H Compare and contrast the adventures and experiences of characters in stories. CC.1.4.1.F Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. Capitalize dates and names of people. |
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| 8-c | Adjusts volume of voice on command (e.g., whispers and uses loud voice) | Ask and answer questions about key details in a text. CC.1.2.1.1 Identify basic similarities in and differences between two texts on the same topic. CC.1.3.1.A Retell stories, including key details, and demonstrate understanding of their central message or lesson. CC.1.3.1.C Describe characters, settings, and major events in a story, using key details. CC.1.3.1.F Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. CC.1.3.1.H Compare and contrast the adventures and experiences of characters in stories. CC.1.4.1.F Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. • Capitalize dates and names of people. • Use end punctuation; use commas in dates and words in series. • Spell words drawing on common spelling patterns, phonemic awareness and spelling conventions. CC.1.4.1.L Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. |
| 8-c | Adjusts volume of voice on command (e.g., whispers and uses loud voice) | Ask and answer questions about key details in a text. CC.1.2.1.I Identify basic similarities in and differences between two texts on the same topic. CC.1.3.1.A Retell stories, including key details, and demonstrate understanding of their central message or lesson. CC.1.3.1.C Describe characters, settings, and major events in a story, using key details. CC.1.3.1.F Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. CC.1.3.1.H Compare and contrast the adventures and experiences of characters in stories. CC.1.4.1.F Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. • Capitalize dates and names of people. • Use end punctuation; use commas in dates and words in series. • Spell words drawing on common spelling patterns, phonemic awareness and spelling conventions. CC.1.4.1.L |

| | | questions about key details and requesting clarification if something is not understood. |
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| | | ČC.1.5.1.C |
| | | Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. |
| 9-M | Emits functional prosody (i.e., rhythm, stress, intonation) on 5 occasions in one day (e.g., puts emphasis or stress | CC.1.1.1.E Read with accuracy and fluency to support comprehension: |
| | on certain words at appropriate times such as, It's MINE!) | 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.1.2.1.J |
| 9-d | Emits 2-word mands for negation or refusal (e.g., No Barney. No shoes. No more.) | Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases. |
| 9-e | Combines 2 words to make a novel word or phrase (e.g., Miss Betty) | CC.1.3.1.F |
| | | Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. CC.1.4.1.L |
| | | Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. |
| | | CC.1.5.1.D |
| 10.75 | | Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. |
| 10-M | Has a total speaker vocabulary of 300 words (all verbal operants except echoic) | CC.1.2.1.A Identify the main idea and retell key details of text. |
| 10-a | Echoes most words or approximations to words on command (generalized echoic repertoire) but still has articulation | CC.1.2.1.B |
| | errors | Ask and answer questions about key details in a text. |
| 10-b | Strangers can understand at least 50% of the words emitted by the child | CC.1.2.1.F Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. |
| 10-c | Emits a total listener vocabulary size of 400 words | CC.1.2.1.G |
| 10-d | Emits a mean length of utterance (MLU) of 2 1/2 morphemes (e.g., Push car. Where mommy go?) | Use the illustrations and details in a text to describe its key ideas. |
| | | CC.1.2.1.I Identify basic similarities in and differences between two texts on the same topic. |
| | | CC.1.2.1.J |
| | | Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that |
| | | signal connections and relationships between the words and phrases. CC.1.3.1.A |
| | | Retell stories, including key details, and demonstrate understanding of their central message or lesson. |
| | | CC.1.3.1.C |
| | | Describe characters, settings, and major events in a story, using key details. CC.1.3.1.H |
| | | Compare and contrast the adventures and experiences of characters in stories. |
| | | CC.1.3.1.I |
| | | Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade level reading and content. CC.1.4.1.F |
| | | Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. |
| | | Capitalize dates and names of people. |
| | | • Use end punctuation; use commas in dates and words in series. |
| | | • Spell words drawing on common spelling patterns, phonemic awareness and spelling conventions. |
| | | CC.1.4.1.L Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. |
| | | CC.1.5.1.A |
| | | Participate in collaborative conversations with peers and adults in small and larger groups. |
| | | CC.1.5.1.B Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering |
| | | questions about key details and requesting clarification if something is not understood. |
| | | CC.1.5.1.C |
| | | Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. |
| 1 | | CC.1.5.1.D |
| | | Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. |

| | LINGUISTIC STRUCTURE LEVEL 3 | | |
|--------------------------|--|--|--|
| Skill | VB-MAPP Milestones & Supporting Skills | PA Core Standards | |
| 11-M 11-a 11-b 11-c 11-d | 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) Emits auxiliary (helping) verbs in a tact or mand carrier phrase (e.g., do, have, will, can, was) 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) Uses "s" vs. "es" plural markers (e.g., books or glasses) Uses irregular plurals correctly (e.g., foot-feet, mouse-mice, tooth-teeth) | CC.1.2.1.F Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. CC.1.2.1.G Use the illustrations and details in a text to describe its key ideas. CC.1.4.1.F Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. • Capitalize dates and names of people. • Use end punctuation; use commas in dates and words in series. • Spell words drawing on common spelling patterns, phonemic awareness and spelling conventions. CC.1.4.1.L Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. CC.1.4.1.R Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. • Capitalize dates and names of people. • Use end punctuation; use commas in dates and words in series. • Spell words drawing on common spelling patterns, phonemic awareness and spelling conventions. CC.1.5.1.D Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. CC.1.5.1.G | |
| 12-M | Emits verb inflections by combining 10 root verbs with affixes for regular past tense (e.g., played) and 10 root verbs with affixes for future tense (e.g., will play) | Demonstrate command of the conventions of standard English when speaking based on grade 1 level and content. CC.1.4.1.F Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. | |
| 12-a 12-b | Uses is and am appropriately with verbs (e.g., I am eating. The dog is barking.) Emits conjunctions to combine words and phrases (e.g., and, or, but) | Capitalize dates and names of people. Use end punctuation; use commas in dates and words in series. | |
| 12-c | Emits some irregular past tense verbs appropriately (e.g., dug, ran, built) | Spell words drawing on common spelling patterns, phonemic awareness and spelling conventions. CC.1.4.1.L Description of the convention of the convention of the convention of the convention of the convention. | |
| 12-d 12-e | Emits 2-word noun-verb or verb-noun mands or tacts (e.g., Pour juice. Baby crying.) 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. CC.1.4.1.R Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. | |
| | | Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. Capitalize dates and names of people. Use end punctuation; use commas in dates and words in series. Spell words drawing on common spelling patterns, phonemic awareness and spelling conventions. CC.1.5.1.G Demonstrate command of the conventions of standard English when speaking based on grade 1 level and content. | |
| 13-M | Emits 10 different noun phrases containing at least 3 words, with 2 modifiers (e.g., adjectives, prepositions, pronouns) (e.g., He's my puppet. I want chocolate ice cream.) | CC.1.2.1.A Identify the main idea and retell key details of text. CC.1.2.1.B | |
| 13-a | Speaks in 3-5 word sentences | Ask and answer questions about key details in a text. | |
| 13-b | Emits prepositional phrases (e.g., on the table, in the house), but may not discriminate between prepositional pairs (e.g., on vs. under; in vs. out) | CC.1.2.1.F Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. CC.1.2.1.G | |
| 13-c | Emits adjectives to modify nouns (e.g., blue train, chocolate cookie) | Use the illustrations and details in a text to describe its key ideas. CC.1.2.1.I | |
| 13-d 13-e | Emits contractions in a mand, tact, or intraverbal context (e.g., can't, don't, won't) Emits pronouns to modify nouns (e.g., My shoes. Your cup.) | Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases. CC.1.3.1.C | |
| | | Describe characters, settings, and major events in a story, using key details. CC.1.3.1.K | |

| | | Read and comprehend literature on grade level, reading independently and proficiently. CC.1.4.1.F |
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| | | Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. |
| | | Capitalize dates and names of people. |
| | | Use end punctuation; use commas in dates and words in series. |
| | | • Spell words drawing on common spelling patterns, phonemic awareness and spelling conventions. |
| | | CC.1.4.1.L Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. |
| | | CC.1.4.1.R |
| | | Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. |
| | | Capitalize dates and names of people. |
| | | Use end punctuation; use commas in dates and words in series. |
| | | Spell words drawing on common spelling patterns, phonemic awareness and spelling conventions. CC.1.4.1.T |
| | | With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers, and add |
| | | details to strengthen writing as needed. |
| | | CC.1.5.1.A Participate in collaborative conversations with peers and adults in small and larger groups. |
| | | CC.1.5.1.B |
| | | Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering |
| | | questions about key details and requesting clarification if something is not understood. |
| | | CC.1.5.1.G Demonstrate command of the conventions of standard English when speaking based on grade 1 level and content. |
| 14-M | Emits 10 different verb phrases containing at least 3 words, with 2 modifiers (e.g., adverbs, prepositions, | CC.1.4.1.F |
| | pronouns) (e.g., Push me hard. Go up the steps.) | Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. |
| 14-a | Adjectives usually precede nouns when appropriate (e.g., a big boat vs. a boat big) | Capitalize dates and names of people. |
| 14-b | Verbs agree with the subjects in person (e.g., he was laughing vs. he were laughing) | Use end punctuation; use commas in dates and words in series. Spell words drawing on common spelling patterns, phonemic awareness and spelling conventions. |
| 14-c | Verbs agree with the subjects in number (e.g., Joey is home vs. Joey are home) | CC.1.4.1.L |
| 14-d | Emits adjective inflections with the comparative suffixes "er" and "est" (e.g., good, better, best) | Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. |
| 14-u 14-e | Emits adjective inflictions with the comparative surfaces of and est (e.g., good, better, best) Emits adverbs to modify verbs (e.g., Go fast. It's slow.) | CC.1.4.1.R |
| 14-6 | Ethics advertes to modify vertes (e.g., Go fast. it's slow.) | Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. • Capitalize dates and names of people. |
| | | Use end punctuation; use commas in dates and words in series. |
| | | Spell words drawing on common spelling patterns, phonemic awareness and spelling conventions. |
| | | CC.1.5.1.G |
| 15.35 | | Demonstrate command of the conventions of standard English when speaking based on grade 1 level and content. CC.1.2.1.C |
| 15-M | Combines noun and verb phrases to produce 10 different syntactically correct clauses or sentences containing at | Describe the connection between two individual, events, ideas, or pieces of information in a text. |
| 1.7 | least 5 words (e.g., The dog licked my face.) | CC.1.2.1.F |
| 15-a | Emits different noun and verb phrases connected by conjunctions (e.g., and, or, but, yet) | Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. |
| 15-b | Demonstrates a MLU of 5 morphemes (5 utterances in one "sentence" that each have an individual meaning, e.g., She | CC.1.2.1.G Use the illustrations and details in a text to describe its key ideas. |
| | pushed him down — the "ed" ending is a morpheme) | CC.1.2.1.J |
| 15-c | Pronouns agree with gender (e.g., the boy splashed himself vs. the boy splashed herself) | Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that |
| 15-d | Pronouns agree with number (e.g., the boy splashed himself vs. the boys splashed himself) | signal connections and relationships between the words and phrases. CC.1.3.1.A |
| 15-e | Uses quantification in a sentence (e.g., always, never, sometimes) | Retell stories, including key details, and demonstrate understanding of their central message or lesson. |
| | | |
| 15-f | Uses demonstratives in a sentence (e.g., this that, these, those) | CC.1.4.1.F |
| | Uses demonstratives in a sentence (e.g., this that, these, those) Emits words that describe the certainty of other words (e.g., I think I'm sure maybe) | Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. |
| 15-f | | Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. • Capitalize dates and names of people. |
| 15-f | | Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. Capitalize dates and names of people. Use end punctuation; use commas in dates and words in series. |
| 15-f | | Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. Capitalize dates and names of people. Use end punctuation; use commas in dates and words in series. Spell words drawing on common spelling patterns, phonemic awareness and spelling conventions. CC.1.4.1.L |
| 15-f | | Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. Capitalize dates and names of people. Use end punctuation; use commas in dates and words in series. Spell words drawing on common spelling patterns, phonemic awareness and spelling conventions. CC.1.4.1.L Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. |
| 15-f | | Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. Capitalize dates and names of people. Use end punctuation; use commas in dates and words in series. Spell words drawing on common spelling patterns, phonemic awareness and spelling conventions. CC.1.4.1.L Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. CC.1.4.1.R |
| 15-f | | Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. Capitalize dates and names of people. Use end punctuation; use commas in dates and words in series. Spell words drawing on common spelling patterns, phonemic awareness and spelling conventions. CC.1.4.1.L Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. |

| | Spell words drawing on common spelling patterns, phonemic awareness and spelling conventions. |
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| | CC.1.5.1.D |
| | Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. |
| | CC.1.5.1.G |
| | Demonstrate command of the conventions of standard English when speaking based on grade 1 level and content. |

| | READ LEVE | |
|------------------------------|---|--|
| 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?) | CC.1.2.1.A Identify the main idea and retell key details of text. CC.1.2.1.B Ask and answer questions about key details in a text. CC.1.2.1.C Describe the connection between two individual, events, ideas, or pieces of information in a text. CC.1.2.1.E Use various text features and search tools to locate key facts or information in a text. CC.1.2.1.G Use the illustrations and details in a text to describe its key ideas. CC.1.3.1.I Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade level reading and content CC.1.3.1.K Read and comprehend literature on grade level, reading independently and proficiently. CC.1.5.1.B Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. CC.1.5.1.D Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. |
| 12-M | Selects (LDs) the correct uppercase letter from an array of 5 letters, for 10 different letters | CC.1.1.1.B |
| 12-a | Completes an ABC inset puzzle without prompts | Demonstrate understanding of the organization and basic features of print. • Recognize the distinguishing features of a sentence. |
| 12-b | Recites 5 letters from the alphabet with a starting prompt (e.g., A B) | CC.1.1.1.D |
| 12-c | Has a favorite book, and can provide the name of it by seeing the pictures on the cover | Know and apply grade level phonics and word analysis skills in decoding words. |
| 12-d | Tacts pictures in books while an adult reads the story | Identify common consonant diagraphs, final-e, and common vowel teams. Decode one and two-syllable words with common patterns. |
| 12-e | Matches to sample all uppercase letters | Read grade level words with inflectional endings. |
| | | • Read grade-appropriate irregularly spelled words. CC.1.2.1.E Use various text features and search tools to locate key facts or information in a text. CC.1.2.1.F Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. CC.1.2.1.G Use the illustrations and details in a text to describe its key ideas. CC.1.2.1.I Identify basic similarities in and differences between two texts on the same topic. CC.1.2.1.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. CC.1.3.1.A Retell stories, including key details, and demonstrate understanding of their central message or lesson. CC.1.3.1.K Read and comprehend literature on grade level, reading independently and proficiently. CC.1.5.1.B Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. |

| 13-M | Tacts 10 uppercase letters on command | CC.1.1.1.B |
|--------|--|--|
| 13-wi | Recites (or sings) the whole alphabet with only a verbal prompt to do so | Demonstrate understanding of the organization and basic features of print. |
| 13-a | Mands for what written words say (e.g., What word is that?) | • Recognize the distinguishing features of a sentence. |
| 13-c | Pretends to read a book | CC.1.1.1.D Know and apply grade level phonics and word analysis skills in decoding words. |
| 13-c | Discriminates as a listener (LDs) his own name from an array of 3 written names | Identify common consonant diagraphs, final-e, and common vowel teams. |
| | | Decode one and two-syllable words with common patterns. |
| 13-е | Looks at the written words, rather than just the pictures when stories are being read to him | Read grade level words with inflectional endings. |
| | | Read grade-appropriate irregularly spelled words. |
| | | CC.1.1.1.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.1.2.1.E |
| | | Use various text features and search tools to locate key facts or information in a text. CC.1.2.1.F |
| | | Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. |
| | | CC.1.2.1.G |
| | | Use the illustrations and details in a text to describe its key ideas. CC.1.2.1.I |
| | | Identify basic similarities in and differences between two texts on the same topic. |
| | | CC.1.2.1.L |
| | | Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. CC.1.3.1.I |
| | | Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade level reading and content. |
| | | CC.1.3.1.K |
| 4435 | | Read and comprehend literature on grade level, reading independently and proficiently. |
| 14-M | Reads his own name | CC.1.1.1.C Demonstrate understanding of spoken words, syllables, and sounds (phonemes). |
| 14-a | Discriminates among most uppercase letters (but may confuse some; e.g., M and N; P and R) | Distinguish long from short vowel sounds in spoken single-syllable words. |
| 14-b | Matches 5 word cards to the same word written on paper | Count, pronounce, blend, and segment syllables in spoken and written words. |
| 14-c | Provides the letter name given 5 sounds, and 5 sounds given a letter name | Orally produce single-syllable words, including consonant blends and digraphs. |
| 14-d | Intraverbally recalls 3 stories that have been read to him | Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. |
| 14-e | Demonstrates LD and tact generalization for 3 different variations of the uppercase letters | Add or substitute individual sounds (phonemes) in one-syllable words to make new words. CC.1.1.1.D |
| | | Know and apply grade level phonics and word analysis skills in decoding words. |
| | | Identify common consonant diagraphs, final-e, and common vowel teams. |
| | | Decode one and two-syllable words with common patterns. |
| | | Read grade level words with inflectional endings. |
| | | Read grade-appropriate irregularly spelled words. CC 1.2.1 A |
| | | CC.1.2.1.A Identify the main idea and retell key details of text. |
| | | CC.1.2.1.E |
| | | Use various text features and search tools to locate key facts or information in a text. |
| | | CC.1.3.1.A Retell stories, including key details, and demonstrate understanding of their central message or lesson. |
| | | CC.1.4.1.T |
| | | With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers, and add |
| | | details to strengthen writing as needed. CC.1.5.1.B |
| | | Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering |
| | | questions about key details and requesting clarification if something is not understood. |
| | | CC.1.5.1.D Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. |
| 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.1.1.1.B |
| 13-111 | word bird to a picture of a bird) | Demonstrate understanding of the organization and basic features of print. |
| 15-a | Indicates if 2 words rhyme or not for 10 different rhymes (e.g., cat and hat vs. cat and book) | Recognize the distinguishing features of a sentence. |
| 1 1-21 | I maicaics ii 4 words myme of not for to amerem mymes (e.g., cat and nat vs. cat and book) | |

| 15-b | Tacts most uppercase letters (may confuse those that look similar; e.g., M and N; P and R) | CC.1.1.1.C |
|------|--|--|
| 15-c | Matches 10 lower case letters to uppercase letters | Demonstrate understanding of spoken words, syllables, and sounds (phonemes). |
| 15-d | Discriminates as a listener between numbers and letters (e.g., Which one is a letter?) | Distinguish long from short vowel sounds in spoken single-syllable words. |
| 15-e | Spells his own name without prompts | Count, pronounce, blend, and segment syllables in spoken and written words. |
| | | Orally produce single-syllable words, including consonant blends and digraphs. |
| 15-f | Selects (LDs) the correct written word from an array of 3 words, for 5 different words | • Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. |
| | | • Add or substitute individual sounds (phonemes) in one-syllable words to make new words. |
| | | CC.1.1.1.D Know and apply grade level phonics and word analysis skills in decoding words. |
| | | Identify common consonant diagraphs, final-e, and common vowel teams. |
| | | Decode one and two-syllable words with common patterns. |
| | | Read grade level words with inflectional endings. |
| | | Read grade-appropriate irregularly spelled words. |
| | | CC.1.1.1.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.1.2.1.E |
| | | Use various text features and search tools to locate key facts or information in a text. CC.1.2.1.I |
| | | Identify basic similarities in and differences between two texts on the same topic. |
| | | CC.1.2.1.L |
| | | Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. |
| | | CC.1.3.1.E |
| | | Explain major differences between books that tell stories and books that give information, drawing on a wide reading or range of text types. |
| | | CC.1.3.1.F |
| | | Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. |
| | | CC.1.3.1.K |
| | | Read and comprehend literature on grade level, reading independently and proficiently. |
| | | CC.1.5.1.B Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering |
| | | questions about key details and requesting clarification if something is not understood. |
| | | CC.2.7.1.D |
| | | List or graph the possible results of an experiment. |
| | | CC.2.7.1.E |
| | | Answer questions about predictions and actual outcomes based on data. CC.2.8.1.C |
| | | Recognize, describe, extend, replicate and transfer number and geometric patterns |
| | | CC.2.8.1.D |
| | | Use a rule to find a missing addend or symbol to make a number sentence true, with adult assistance. |
| | | CC.2.11.1.A |
| | | Order whole numbers, 0 to 100, with least to greatest value. |

| | WRITING | |
|-------|---|---|
| | LEVEL 3 | |
| Skill | VB MAPP Milestones & Task Analysis | PA Core Standards |
| 11-M | Imitates 5 different writing actions modeled by an adult using a writing instrument and writing surface | CC.1.4.1.A |
| 11-a | Uses a writing instrument to mark on paper, white board, or Magna Doodle when prompted | Write informative/ explanatory texts to examine a topic and convey ideas and information. CC.1.4.1.B |
| 11-b | Independently scribbles on paper, a white board, Magna Doodle, etc. | Identify and write about one specific topic. |
| 11-c | Demonstrates right or left hand dominance | CC.1.4.1.E Choose words and phrases for effect. |
| 11-d | Imitates back and forth horizontal movements with a crayon, marker, or pencil | Choose words and phrases for effect. |
| 11-e | Imitates up and down vertical movements with a crayon, marker, or pencil | Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. |
| 11-f | Imitates small and large circular movements with a crayon, marker, or pencil | Capitalize dates and names of people. |

| 11-g | Imitates diagonal and curved movements with a crayon, marker, or pencil | Use end punctuation; use commas in dates and words in series. |
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| 11 5 | Innates diagonal and curved movements with a crayon, marker, or penen | Spell words drawing on common spelling patterns, phonemic awareness and spelling conventions. |
| | | CC.1.4.1.H |
| | | Form an opinion by choosing among given topics. CC.1.4.1.I |
| | | Support the opinion with reasons related to the opinion. |
| | | CC.1.4.1.J |
| | | Create an organizational structure that includes reasons and provides some sense of closure. |
| | | CC.1.4.1.L Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. |
| | | CC.1.4.1.M |
| | | Write narratives to develop real or imagined experiences or events. |
| | | CC.1.4.1.N |
| | | Establish "who" and "what" the narrative will be about. CC.1.4.1.0 |
| | | Include thoughts and feelings to describe experiences and events. |
| | | CC.1.4.1.P |
| | | Recount two or more appropriately sequenced events using temporal words to signal event order and provide some sense of closure. |
| | | CC.1.4.1.R |
| | | Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. |
| | | Capitalize dates and names of people. |
| | | Use end punctuation; use commas in dates and words in series. |
| | | Spell words drawing on common spelling patterns, phonemic awareness and spelling conventions. |
| | | CC.1.4.1.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.1.5.1.F |
| | | Add drawings or other visual displays when sharing aloud to clarify ideas, thoughts, and feelings. |
| | | CC.2.7.1.D List or graph the possible results of an experiment. |
| | | CC.2.8.1.C |
| | | Recognize, describe, extend, replicate and transfer number and geometric patterns. |
| | | CC.2.9.1.A |
| | | Name, describe and draw/build 2-dimensional shapes. CC.2.9.1.B |
| | | Identify and draw lines of symmetry. |
| | | CC.2.3.1.A.1 |
| | | Compose and distinguish between two and three dimensional shapes based on their attributes. |
| 12-M | Independently traces within ¼ inch of the lines of 5 different geometrical shapes (e.g. circle, square, triangle, | CC.1.4.1.A Write informative/ explanatory texts to examine a topic and convey ideas and information. |
| | rectangle, star) | CC.1.4.1.E |
| 12-a | Demonstrates a proper grip on a writing instrument | Choose words and phrases for effect. |
| 12-b | Imitates drawing a square and triangle | CC.1.4.1.F |
| 12-c | Traces 3 different shapes and stays within 1 inch of the lines | Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. • Capitalize dates and names of people. |
| 12-d | Copies 3 different shapes when given a sample | Use end punctuation; use commas in dates and words in series. |
| 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 | Spell words drawing on common spelling patterns, phonemic awareness and spelling conventions. |
| 12-f | Copies 5 different lines and shapes together | CC.1.4.1.H |
| | | Form an opinion by choosing among given topics. |
| | | CC.1.4.1.I Support the opinion with reasons related to the opinion. |
| | | CC.1.4.1.J |
| | | Create an organizational structure that includes reasons and provides some sense of closure. |
| | | CC.1.4.1.L |
| | | Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. CC.1.4.1.N |
| | | Establish "who" and "what" the narrative will be about. |
| | | CC.1.4.1.0 |
| | | Include thoughts and feelings to describe experiences and events CC.1.4.1.P |
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| | | Recount two or more appropriately sequenced events using temporal words to signal event order and provide some sense of closure. |
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| | | CC.1.4.1.R |
| | | Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. |
| | | Capitalize dates and names of people. |
| | | Use end punctuation; use commas in dates and words in series. |
| | | Spell words drawing on common spelling patterns, phonemic awareness and spelling conventions. |
| | | CC.1.4.1.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.1.5.1.F Add drawings or other visual displays when sharing aloud to clarify ideas, thoughts, and feelings. |
| | | CC.2.7.1.D |
| | | List or graph the possible results of an experiment. |
| | | CC.2.8.1.C |
| | | Recognize, describe, extend, replicate and transfer number and geometric patterns. |
| | | CC.2.8.1.E |
| | | Use concrete objects, symbols and number to represent mathematical situations. CC.2.9.1.A |
| | | Name, describe and draw/build 2-dimensional shapes. |
| | | CC.2.9.1.B |
| | | Identify and draw lines of symmetry. |
| 13-M | Copies 10 letters or numbers legibly | CC.1.4.1.A |
| 13-a | Copies 4 numbers or letters | Write informative/ explanatory texts to examine a topic and convey ideas and information. |
| 13-b | * | CC.1.4.1.B |
| | Independently combines shapes to make a picture (adult verbal prompts are okay) | Identify and write about one specific topic. CC.1.4.1.E |
| 13-с | Independently draws a person with 4 recognizable body parts (adult verbal prompts are okay) | Choose words and phrases for effect. |
| 13-d | Traces his own name on paper and stays within 1/2 inch of the letters | CC.1.4.1.F |
| | | Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. |
| | | Capitalize dates and names of people. |
| | | Use end punctuation; use commas in dates and words in series. |
| | | Spell words drawing on common spelling patterns, phonemic awareness and spelling conventions. |
| | | CC.1.4.1.H |
| | | Form an opinion by choosing among given topics. CC.1.4.1.I |
| | | Support the opinion with reasons related to the opinion. |
| | | CC.1.4.1.J |
| | | Create an organizational structure that includes reasons and provides some sense of closure. |
| | | CC.1.4.1.L |
| | | Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. |
| | | CC.1.4.1.M Write narratives to develop real or imagined experiences or events. |
| | | CC.1.4.1.N |
| | | Establish "who" and "what" the narrative will be about. |
| | | CC.1.4.1.O |
| | | Include thoughts and feelings to describe experiences and events. |
| | | CC.1.4.1.P |
| | | Recount two or more appropriately sequenced events using temporal words to signal event order and provide some sense of closure. |
| | | CC.1.4.1.R |
| | | Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. |
| | | Capitalize dates and names of people. |
| | | • Use end punctuation; use commas in dates and words in series. |
| | | Spell words drawing on common spelling patterns, phonemic awareness and spelling conventions. |
| | | CC.1.4.1.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.2.7.1.D List or graph the possible results of an experiment. |
| | | CC.2.8.1.C |
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| CC.1.4.1.L |
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| Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. |
| CC.1.4.1.M |
| Write narratives to develop real or imagined experiences or events. |
| CC.1.4.1.N |
| Establish "who" and "what" the narrative will be about. |
| CC.1.4.1.O |
| Include thoughts and feelings to describe experiences and events. |
| CC.1.4.1.P |
| Recount two or more appropriately sequenced events using temporal words to signal event order and provide some sense of |
| closure. |
| CC.1.4.1.R |
| Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. |
| Capitalize dates and names of people. |
| • Use end punctuation; use commas in dates and words in series. |
| Spell words drawing on common spelling patterns, phonemic awareness and spelling conventions. |
| CC.1.4.1.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.2.7.1.D |
| List or graph the possible results of an experiment. |
| CC.2.8.1.C |
| Recognize, describe, extend, replicate and transfer number and geometric patterns. |
| CC.2.8.1.E |
| Use concrete objects, symbols and number to represent mathematical situations. |
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| | LEV | VEL 3 |
| Skill | VB MAPP Milestones & Task Analysis | PA Core Standards |
| 11-M 11-a 11-b 11-c 11-d 11-e | Identifies as a listener the numbers 1-5 in an array of 5 different numbers Rote counts to 5 with a verbal starter prompt (e.g., count 1, 2,) Arranges objects by size (e.g., small, medium, and large blocks) Distinguishes between 1 and 2 items as a listener (e.g., Where are 2 boats?) Distinguishes between 1 and 2 items as a mand (e.g., I want 2 cookies.) Matches to sample the numbers 1-10 (e.g., puts the number 4 with the number 4) | CC.1.1.1.B Demonstrate understanding of the organization and basic features of print. Recognize the distinguishing features of a sentence. CC.1.1.1.C Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Distinguish long from short vowel sounds in spoken single-syllable words. Count, pronounce, blend, and segment syllables in spoken and written words. Orally produce single-syllable words, including consonant blends and digraphs. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. Add or substitute individual sounds (phonemes) in one-syllable words to make new words. CC.2.7.1.A Determine the probability of an event occurring. CC.2.7.1.B List or graph the possible results of an experiment. CC.2.7.1.E Answer questions about predictions and actual outcomes based on data. CC.2.8.1.A Use the concept of equality and concrete objects to demonstrate understanding of the commutative and associative properties. CC.2.8.1.B Use concrete objects and trial and error to solve number sentences. CC.2.8.1.C Recognize, describe, extend, replicate and transfer number and geometric patterns. CC.2.8.1.D |
| | | Use a rule to find a missing addend or symbol to make a number sentence true, with adult assistance. CC.2.8.1.E Use concrete objects, symbols and number to represent mathematical situations. |

| | | CC.2.8.1.F |
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| | | Describe and answer questions about data from classroom graphs and charts. |
| | | CC.2.9.1.B |
| | | Identify and draw lines of symmetry. |
| | | CC.2.11.1.A |
| 10.35 | | Order whole numbers, 0 to 100, with least to greatest value. CC.1.1.1.B |
| 12-M | Tacts the numbers 1-5 | Demonstrate understanding of the organization and basic features of print. |
| 12-a | Distinguishes between 1 and 2 items as a tact (e.g., How many shoes do you have?) | Recognize the distinguishing features of a sentence. |
| 12-b | Holds up corresponding fingers for numbers 1-5 (e.g., Show me 2 fingers.) | CC.2.7.1.A |
| 12-c | Distinguishes between 1, 2, and 3 items as a listener (e.g., Can you find 3 flowers?) | Determine the probability of an event occurring. |
| 12-d | Counts 2 items with 1:1 correspondence | CC.2.7.1.D |
| 12-u | Counts 2 tients with 1.1 correspondence | List or graph the possible results of an experiment. |
| | | CC.2.7.1.E |
| | | Answer questions about predictions and actual outcomes based on data. CC.2.8.1.A |
| | | Use the concept of equality and concrete objects to demonstrate understanding of the commutative and associative properties. |
| | | CC.2.8.1.B |
| | | Use concrete objects and trial and error to solve number sentences. |
| | | CC.2.8.1.C |
| | | Recognize, describe, extend, replicate and transfer number and geometric patterns. |
| | | CC.2.8.1.D |
| | | Use a rule to find a missing addend or symbol to make a number sentence true, with adult assistance. CC.2.8.1.E |
| | | Use concrete objects, symbols and number to represent mathematical situations. |
| | | CC.2.8.1.F |
| | | Describe and answer questions about data from classroom graphs and charts. |
| | | CC.2.9.1.B |
| | | Identify and draw lines of symmetry. |
| | | CC.2.11.1.A Order whole numbers, 0 to 100, with least to greatest value. |
| 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.1.1.1.C |
| 13-11 | | Demonstrate understanding of spoken words, syllables, and sounds (phonemes). |
| 1.0 | cars.) | Distinguish long from short vowel sounds in spoken single-syllable words. |
| 13-a | Provides age when asked | |
| | | • Count, pronounce, blend, and segment synables in spoken and written words. |
| 13-b | Counts out up to 3 items given the verbal prompt How many? and the related set of items | Count, pronounce, blend, and segment syllables in spoken and written words. Orally produce single-syllable words, including consonant blends and digraphs. |
| | | Orally produce single-syllable words, including consonant blends and digraphs. |
| 13-с | Identifies as a listener (LDs) the number of items (e.g., Which picture has 2 cars?) | Orally produce single-syllable words, including consonant blends and digraphs. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. |
| | | Orally produce single-syllable words, including consonant blends and digraphs. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. Add or substitute individual sounds (phonemes) in one-syllable words to make new words. CC.2.7.1.A |
| 13-с | Identifies as a listener (LDs) the number of items (e.g., Which picture has 2 cars?) | Orally produce single-syllable words, including consonant blends and digraphs. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. Add or substitute individual sounds (phonemes) in one-syllable words to make new words. CC.2.7.1.A Determine the probability of an event occurring. |
| 13-с | Identifies as a listener (LDs) the number of items (e.g., Which picture has 2 cars?) | Orally produce single-syllable words, including consonant blends and digraphs. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. Add or substitute individual sounds (phonemes) in one-syllable words to make new words. CC.2.7.1.A Determine the probability of an event occurring. CC.2.7.1.D |
| 13-с | Identifies as a listener (LDs) the number of items (e.g., Which picture has 2 cars?) | Orally produce single-syllable words, including consonant blends and digraphs. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. Add or substitute individual sounds (phonemes) in one-syllable words to make new words. CC.2.7.1.A Determine the probability of an event occurring. CC.2.7.1.D List or graph the possible results of an experiment. |
| 13-с | Identifies as a listener (LDs) the number of items (e.g., Which picture has 2 cars?) | Orally produce single-syllable words, including consonant blends and digraphs. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. Add or substitute individual sounds (phonemes) in one-syllable words to make new words. CC.2.7.1.A Determine the probability of an event occurring. CC.2.7.1.D List or graph the possible results of an experiment. CC.2.7.1.E |
| 13-с | Identifies as a listener (LDs) the number of items (e.g., Which picture has 2 cars?) | Orally produce single-syllable words, including consonant blends and digraphs. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. Add or substitute individual sounds (phonemes) in one-syllable words to make new words. CC.2.7.1.A Determine the probability of an event occurring. CC.2.7.1.D List or graph the possible results of an experiment. |
| 13-с | Identifies as a listener (LDs) the number of items (e.g., Which picture has 2 cars?) | Orally produce single-syllable words, including consonant blends and digraphs. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. Add or substitute individual sounds (phonemes) in one-syllable words to make new words. CC.2.7.1.A Determine the probability of an event occurring. CC.2.7.1.D List or graph the possible results of an experiment. CC.2.7.1.E Answer questions about predictions and actual outcomes based on data. |
| 13-с | Identifies as a listener (LDs) the number of items (e.g., Which picture has 2 cars?) | Orally produce single-syllable words, including consonant blends and digraphs. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. Add or substitute individual sounds (phonemes) in one-syllable words to make new words. CC.2.7.1.A Determine the probability of an event occurring. CC.2.7.1.D List or graph the possible results of an experiment. CC.2.7.1.E Answer questions about predictions and actual outcomes based on data. CC.2.8.1.A Use the concept of equality and concrete objects to demonstrate understanding of the commutative and associative properties. CC.2.8.1.B |
| 13-с | Identifies as a listener (LDs) the number of items (e.g., Which picture has 2 cars?) | Orally produce single-syllable words, including consonant blends and digraphs. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. Add or substitute individual sounds (phonemes) in one-syllable words to make new words. CC.2.7.1.A Determine the probability of an event occurring. CC.2.7.1.D List or graph the possible results of an experiment. CC.2.7.1.E Answer questions about predictions and actual outcomes based on data. CC.2.8.1.A Use the concept of equality and concrete objects to demonstrate understanding of the commutative and associative properties. CC.2.8.1.B Use concrete objects and trial and error to solve number sentences. |
| 13-с | Identifies as a listener (LDs) the number of items (e.g., Which picture has 2 cars?) | Orally produce single-syllable words, including consonant blends and digraphs. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. Add or substitute individual sounds (phonemes) in one-syllable words to make new words. CC.2.7.1.A Determine the probability of an event occurring. CC.2.7.1.D List or graph the possible results of an experiment. CC.2.7.1.E Answer questions about predictions and actual outcomes based on data. CC.2.8.1.A Use the concept of equality and concrete objects to demonstrate understanding of the commutative and associative properties. CC.2.8.1.B Use concrete objects and trial and error to solve number sentences. CC.2.8.1.C |
| 13-с | Identifies as a listener (LDs) the number of items (e.g., Which picture has 2 cars?) | Orally produce single-syllable words, including consonant blends and digraphs. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. Add or substitute individual sounds (phonemes) in one-syllable words to make new words. CC.2.7.1.A Determine the probability of an event occurring. CC.2.7.1.D List or graph the possible results of an experiment. CC.2.7.1.E Answer questions about predictions and actual outcomes based on data. CC.2.8.1.A Use the concept of equality and concrete objects to demonstrate understanding of the commutative and associative properties. CC.2.8.1.B Use concrete objects and trial and error to solve number sentences. |
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| 13-с | Identifies as a listener (LDs) the number of items (e.g., Which picture has 2 cars?) | Orally produce single-syllable words, including consonant blends and digraphs. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. Add or substitute individual sounds (phonemes) in one-syllable words to make new words. CC.2.7.1.A Determine the probability of an event occurring. CC.2.7.1.D List or graph the possible results of an experiment. CC.2.7.1.E Answer questions about predictions and actual outcomes based on data. CC.2.8.1.A Use the concept of equality and concrete objects to demonstrate understanding of the commutative and associative properties. CC.2.8.1.B Use concrete objects and trial and error to solve number sentences. CC.2.8.1.C Recognize, describe, extend, replicate and transfer number and geometric patterns. CC.2.8.1.D Use a rule to find a missing addend or symbol to make a number sentence true, with adult assistance. CC.2.8.1.E |
| 13-с | Identifies as a listener (LDs) the number of items (e.g., Which picture has 2 cars?) | Orally produce single-syllable words, including consonant blends and digraphs. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. Add or substitute individual sounds (phonemes) in one-syllable words to make new words. CC.2.7.1.A Determine the probability of an event occurring. CC.2.7.1.D List or graph the possible results of an experiment. CC.2.7.1.E Answer questions about predictions and actual outcomes based on data. CC.2.8.1.A Use the concept of equality and concrete objects to demonstrate understanding of the commutative and associative properties. CC.2.8.1.B Use concrete objects and trial and error to solve number sentences. CC.2.8.1.C Recognize, describe, extend, replicate and transfer number and geometric patterns. CC.2.8.1.D Use a rule to find a missing addend or symbol to make a number sentence true, with adult assistance. CC.2.8.1.E Use concrete objects, symbols and number to represent mathematical situations. |
| 13-с | Identifies as a listener (LDs) the number of items (e.g., Which picture has 2 cars?) | Orally produce single-syllable words, including consonant blends and digraphs. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. Add or substitute individual sounds (phonemes) in one-syllable words to make new words. CC.2.7.1.A Determine the probability of an event occurring. CC.2.7.1.D List or graph the possible results of an experiment. CC.2.7.1.E Answer questions about predictions and actual outcomes based on data. CC.2.8.1.A Use the concept of equality and concrete objects to demonstrate understanding of the commutative and associative properties. CC.2.8.1.B Use concrete objects and trial and error to solve number sentences. CC.2.8.1.D Use a rule to find a missing addend or symbol to make a number sentence true, with adult assistance. CC.2.8.1.E Use concrete objects, symbols and number to represent mathematical situations. CC.2.8.1.F |
| 13-с | Identifies as a listener (LDs) the number of items (e.g., Which picture has 2 cars?) | Orally produce single-syllable words, including consonant blends and digraphs. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. Add or substitute individual sounds (phonemes) in one-syllable words to make new words. CC.2.7.1.A Determine the probability of an event occurring. CC.2.7.1.D List or graph the possible results of an experiment. CC.2.7.1.E Answer questions about predictions and actual outcomes based on data. CC.2.8.1.A Use the concept of equality and concrete objects to demonstrate understanding of the commutative and associative properties. CC.2.8.1.B Use concrete objects and trial and error to solve number sentences. CC.2.8.1.C Recognize, describe, extend, replicate and transfer number and geometric patterns. CC.2.8.1.D Use a rule to find a missing addend or symbol to make a number sentence true, with adult assistance. CC.2.8.1.E Use concrete objects, symbols and number to represent mathematical situations. CC.2.8.1.F Describe and answer questions about data from classroom graphs and charts. |
| 13-с | Identifies as a listener (LDs) the number of items (e.g., Which picture has 2 cars?) | Orally produce single-syllable words, including consonant blends and digraphs. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. Add or substitute individual sounds (phonemes) in one-syllable words to make new words. CC.2.7.1.A Determine the probability of an event occurring. CC.2.7.1.E Answer questions about predictions and actual outcomes based on data. CC.2.8.1.A Use the concept of equality and concrete objects to demonstrate understanding of the commutative and associative properties. CC.2.8.1.B Use concrete objects and trial and error to solve number sentences. CC.2.8.1.C Recognize, describe, extend, replicate and transfer number and geometric patterns. CC.2.8.1.E Use concrete objects, symbols and number to represent mathematical situations. CC.2.8.1.F Describe and answer questions about data from classroom graphs and charts. CC.2.9.1.B |
| 13-с | Identifies as a listener (LDs) the number of items (e.g., Which picture has 2 cars?) | Orally produce single-syllable words, including consonant blends and digraphs. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. Add or substitute individual sounds (phonemes) in one-syllable words to make new words. CC.2.7.1.A Determine the probability of an event occurring. CC.2.7.1.D List or graph the possible results of an experiment. CC.2.7.1.E Answer questions about predictions and actual outcomes based on data. CC.2.8.1.A Use the concept of equality and concrete objects to demonstrate understanding of the commutative and associative properties. CC.2.8.1.B Use concrete objects and trial and error to solve number sentences. CC.2.8.1.C Recognize, describe, extend, replicate and transfer number and geometric patterns. CC.2.8.1.D Use a rule to find a missing addend or symbol to make a number sentence true, with adult assistance. CC.2.8.1.E Use concrete objects, symbols and number to represent mathematical situations. CC.2.8.1.F Describe and answer questions about data from classroom graphs and charts. |
| 13-с | Identifies as a listener (LDs) the number of items (e.g., Which picture has 2 cars?) | Orally produce single-syllable words, including consonant blends and digraphs. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. Add or substitute individual sounds (phonemes) in one-syllable words to make new words. CC.2.7.1.A Determine the probability of an event occurring. CC.2.7.1.D List or graph the possible results of an experiment. CC.2.7.1.E Answer questions about predictions and actual outcomes based on data. CC.2.8.1.A Use the concept of equality and concrete objects to demonstrate understanding of the commutative and associative properties. CC.2.8.1.B Use concrete objects and trial and error to solve number sentences. CC.2.8.1.C Recognize, describe, extend, replicate and transfer number and geometric patterns. CC.2.8.1.B Use a rule to find a missing addend or symbol to make a number sentence true, with adult assistance. CC.2.8.1.E Use concrete objects, symbols and number to represent mathematical situations. CC.2.8.1.F Describe and answer questions about data from classroom graphs and charts. CC.2.9.1.B Identify and draw lines of symmetry. |

| | | Order whole numbers, 0 to 100, with least to greatest value. |
|------|--|--|
| 14-M | Identifies as a listener 8 different comparisons involving measurement (e.g., show me more or less, big or little, | CC.2.7.1.A |
| | long or short, full or empty, loud or quiet) | Determine the probability of an event occurring. CC.2.7.1.D |
| 14-a | Correctly tacts a collection of 1-3 items as "1," "2," and "3" (e.g., How many are here?) | List or graph the possible results of an experiment. |
| 14-b | Identifies (LDs) a collection of items as more or less/fewer than a comparison group | CC.2.7.1.E |
| 14-c | Identifies (LDs) a container as full or empty | Answer questions about predictions and actual outcomes based on data. CC.2.8.1.A |
| 14-d | Identifies (LDs) an item as bigger or smaller than a comparison item | Use the concept of equality and concrete objects to demonstrate understanding of the commutative and associative properties. |
| 14-e | Identifies (LDs) an item as longer or shorter than a comparison item | CC.2.8.1.B |
| 1.0 | Adolitiles (228) an item as longer of shorter than a comparison item | Use concrete objects and trial and error to solve number sentences. CC.2.8.1.C |
| | | Recognize, describe, extend, replicate and transfer number and geometric patterns. |
| | | CC.2.8.1.D |
| | | Use a rule to find a missing addend or symbol to make a number sentence true, with adult assistance. |
| | | CC.2.8.1.E Use concrete objects, symbols and number to represent mathematical situations. |
| | | CC.2.8.1.F |
| | | Describe and answer questions about data from classroom graphs and charts. |
| | | CC.2.1.1.B.1 Extend the counting sequence to read and write numerals to represent objects. |
| | | CC.2.11.1.A |
| | | Order whole numbers, 0 to 100, with least to greatest value. |
| 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.1.1.1.C Demonstrate understanding of spoken words, syllables, and sounds (phonemes). |
| | matches the number 3 to a picture of 3 trucks) | Distinguish long from short vowel sounds in spoken single-syllable words. |
| 15-a | Performs an action a specified number of times up to 5 (e.g., Clap 3 times) | Count, pronounce, blend, and segment syllables in spoken and written words. |
| 15-b | Completes a sequence or pattern containing 2 elements (e.g., red-green; red-green) | Orally produce single-syllable words, including consonant blends and digraphs. |
| 15-c | Correctly Identifies (LDs) the ordinal terms "first" and "last" | Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. |
| 15-d | Correctly Identifies (LDs) and tacts morning time and night time | Add or substitute individual sounds (phonemes) in one-syllable words to make new words. |
| 15-е | Intraverbally responds to what number is next for numbers 1-9 | CC.1.2.1.B Ask and answer questions about key details in a text. |
| 15-f | Correctly Identifies (LDs) 3 different coins, and intraverbally states what to do with money | CC.1.3.1.A |
| | | Retell stories, including key details, and demonstrate understanding of their central message or lesson. |
| | | CC.1.4.1.C Develop the topic with two or more facts. |
| | | CC.2.7.1.A |
| | | Determine the probability of an event occurring. |
| | | CC.2.7.1.D List or graph the possible results of an experiment. |
| | | CC.2.7.1.E |
| | | Answer questions about predictions and actual outcomes based on data. |
| | | CC.2.8.1.A Use the concept of equality and concrete objects to demonstrate understanding of the commutative and associative properties. |
| | | CC.2.8.1.B |
| | | Use concrete objects and trial and error to solve number sentences. |
| | | CC.2.8.1.C |
| | | Recognize, describe, extend, replicate and transfer number and geometric patterns. CC.2.8.1.D |
| | | Use a rule to find a missing addend or symbol to make a number sentence true, with adult assistance. |
| | | CC.2.8.1.E |
| | | Use concrete objects, symbols and number to represent mathematical situations. CC.2.8.1.F |
| | | Describe and answer questions about data from classroom graphs and charts. |
| | | CC.2.1.1.B.1 |
| | | Extend the counting sequence to read and write numerals to represent objects. CC.2.1.1.B.2 |
| | | Use place value concepts to represent amounts of tens and ones and to compare two digit numbers. |
| | | CC.2.1.1.B.3 |
| | | Use place-value concepts and properties of operations to add and subtract within 100. CC.2.3.1.A.2 |
| | | U.L. J. I.H.L |

| Use the understanding of fractions to partition shapes into halves and quarters. |
|--|
| CC.2.4.1.A.1 |
| Order lengths and measure them both indirectly and by repeating length units. |
| CC.2.4.1.A.2 |
| Tell and write time to the nearest half hour using both analog and digital clocks. |
| CC.2.11.1.A |
| Order whole numbers, 0 to 100, with least to greatest value. |

2nd Grade

VB-MAPP Milestones Alignment to the PA Core Standards

MAND LEVEL 1

| | DE V DE I | |
|-------|---|--|
| 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.1.5.2.C Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, |
| | cracker, book) | or deepen understanding of a topic or issue. |
| 1-a | Makes eye contact (gaze shift) as a mand for attention or other reinforcers 2 times | |
| 1-b | Moves close to a reinforcing item to indicate the presence of an MO 2 times | |
| 1-c | Pulls an adult to get access to a reinforcing item 2 times | |
| 1-d | Points or gestures towards a reinforce in order to obtain it 2 times | |
| 2-M | Emits 4 different mands without prompts (except What do you want?) – the desired item can be present (e.g. music, | CC.1.2.2.J |
| | slinky, ball) | Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases. — CC.1.3.2.I |
| 2-a | Points to 2 different reinforcers in order to obtain them 2 times | Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade level reading |
| 2-b | Nods or says yes or no when offered a reinforce 2 times (not an early target) | and content, choosing from a range of strategies and tools. CC.1.5.2.C |
| 2-c | Emits 2 different mands without echoic prompts- can be with verbal or object prompts | Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, |
| 2-d | Spontaneously emits 1 mand without echoic or imitative prompts- can be with object prompts | or deepen understanding of a topic or issue. |
| 2-е | Generalizes 2 known mands across 2 different people and 2 settings | |
| | | |
| 3-M | Generalizes 6 mands across 2 people, 2 settings, and 2 different examples of a reinforcers (e.g., mands bubbles | CC.1.2.2.J |
| 3-a | Emits 2 spontaneous mands (no verbal prompt); — the object can be present | Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases. CC.1.5.2.C |
| 3-b | Emits 5 mands without echoic or imitative prompts — can be with verbal or object prompts | Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, |
| 3-с | Generalizes 3 mands across 2 examples of a desired item (e.g., mands slide for 2 different slides) | or deepen understanding of a topic or issue. |
| 3-d | Emits 6 different mands without echoic or imitative prompts — can be with verbal or object prompts | |
| | | |
| 4-M | Spontaneously emits (no verbal prompts) 5 mands — the desired item can be present | CC.1.3.2.I |
| 4-a | Mands for attention 2 times with some identifiable type of response (e.g., a tap on the arm) | Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade level reading and content, choosing from a range of strategies and tools. |
| 4-b | Emits 2 mands without an object present — can be with What do you want? | CC.1.5.2.A |
| 4-c | Emits 2 mands without verbal prompts — can be with object prompts | Participate in collaborative conversations with peers and adults in small and larger groups. |
| 4-d | Mands for others to attend to the same stimulus that he is attending to 5 times per day | CC.1.5.2.C Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, |
| 4-e | Emits 1 mand to remove an undesirable item or activity (e.g.no) | or deepen understanding of a topic or issue. |
| | | |
| 5-M | Emits 10 different mands without prompts (except, What do you want?) — the desired item can be present (e.g., | CC.1.2.2.B |
| | apple, swing, car, juice) | Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text. |
| 5-a | Emits 3 different mands without an object present — can be with a verbal prompt (e.g., mommy) | m a text. CC.1.2.2.J Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases. CC.1.3.2.D |
| 5-b | Emits 3 different mands without verbal prompts — can be with an object prompt | |
| 5-c | Mands contain intonations that vary and are appropriate to the current MO 2 times | |
| | | |

| 5-d | Acquires a new mand in less than 20 training trials | Acknowledge differences in the points of views of characters, including by speaking in a different voice for each |
|-----|---|---|
| 5-e | Continues to emit a mand 2 times if the reinforcer is not delivered (persistence) | character when reading dialogue aloud. |
| | 4 / | CC.1.3.2.I Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade level reading |
| | | and content, choosing from a range of strategies and tools. |
| | | CC.1.3.2.J |
| | | Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases. |
| | | CC.1.5.2.A |
| | | Participate in collaborative conversations with peers and adults in small and larger groups. |
| | | CC.1.5.2.C |
| | | Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. |

| | 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.1.2.2.B Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text. |
| 6-a 6-b 6-c | Spontaneously emits 5 mands without an object present and without verbal prompts Emits 10 different mands without echoic or imitative prompts — object can be present Mands for 5 different missing items without prompts (except a verbal prompt) | CC.1.2.2.J Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases. CC.1.3.2.I Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade level reading |
| 6-d 6-e | Generalizes 4 mands to 4 different people Maintains a newly acquired mand for a missing item after 24 hours of no contact with the item | and content, choosing from a range of strategies and tools. CC.1.5.2.A Participate in collaborative conversations with peers and adults in small and larger groups. CC.1.5.2.C Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, |
| 7-M | Mands for others to emit 5 different actions needed to enjoy a desired activity (e.g., open to get outside, push when on a swing) | or deepen understanding of a topic or issue. CC.1.2.2.J Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases. CC.1.3.2.D |
| 7-a 7-b | Mands 2 times with 2 words in a phrase or sentence (e.g., Drink juice.) Mands for other individuals to emit 2 different actions with verbal prompts (e.g., go, spin) | Acknowledge differences in the points of views of characters, including by speaking in a different voice for each character when reading dialogue aloud. |
| 7-c 7-d | Emits 2 mands to remove undesirable items or activities Demonstrates response generalization for two different mands (e.g., calls a filled cup both cup and drink; calls a dog both dog and Maggie) | CC.1.3.2.I Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade level reading and content, choosing from a range of strategies and tools. CC.1.5.2.A |
| 7-e | Mands contain varied intonation appropriate to both positive and negative MOs 5 times | Participate in collaborative conversations with peers and adults in small and larger groups. CC.1.5.2.C |
| 7-f 7-g | Mands for help or assistance 2 times Demonstrates a high frequency of manding (15 in a 5 minute period) | Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. |
| 8-M | Emits 5 different mands that contain 2 or more words (not including I want) (e.g., Go fast. My turn. Pour juice.) (TO: 60 min.) | CC.1.3.2.I Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade level reading and content, choosing from a range of strategies and tools. |
| 8-a | Mands 5 times with 2 words in a phrase or sentence | CC.1.5.2.A |
| 8-b | Mands for information 2 times using what questions (e.g., What's that?) | Participate in collaborative conversations with peers and adults in small and larger groups. CC.1.5.2.C |
| 8-c | Mands with a pronoun 2 times (e.g., My train. That's yours.) | Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, |
| 8-d | Mands occur with 3 different carrier phrases (e.g., I want It's my Can I That's my) | or deepen understanding of a topic or issue. |
| 8-e | Mands with yes and no 4 times (e.g., Do you want a ride? Yes.) | |
| 8-f | Mands for information 2 times using where questions (e.g., Where's Elmo?) | |

| 9-M | Spontaneously emits 15 different mands (e.g., Let's play. Open. I want book.) | CC.1.2.2.J |
|------|--|--|
| 9-a | Spontaneously emits 50 mands per day (can be with objects present, but without verbal prompts) | Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases. CC.1.3.2.J |
| 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 | Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases. |
| | giraffe) | CC.1.5.2.A Participate in collaborative conversations with peers and adults in small and larger groups. |
| 9-c | Mands for information 25 times using any type of question word | CC.1.5.2.C Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, |
| 9-d | Mands with an adjective 5 times (e.g., big chip, red car) | or deepen understanding of a topic or issue. |
| 9-е | Emits 5 mands in 30 seconds (e.g., during a game or fun activity such as water play) | |
| 9-f | Mands contain 3-word phrases 10 times (e.g., That's my horse.) | |
| | | |
| 10-M | Emits 10 new mands without specific mand training (e.g., spontaneously says Where kitty go? without formal mand | CC.1.2.2.B Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details |
| | training) | in a text. |
| 10-a | Emits 2 new mands without training (e.g., says I want hot cocoa without training) | CC.1.2.2.J |
| 10-b | Demonstrates response generalization for 2 different mands (e.g., Get me. Chase me. Run.) | Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases. |
| 10-с | Mands with an adjective 5 times — can use verbal and nonverbal prompts | CC.1.3.2.I Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade level reading |
| 10-d | Mands for information 3 times using who questions | and content, choosing from a range of strategies and tools. |
| 10-е | Spontaneously mands for others to emit 20 different actions (e.g., Run. Go. Push me.) | CC.1.3.2.J Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases. |
| 10-f | Spontaneously mands to novel and unfamiliar people 2 times | CC.1.5.2.A |
| | | Participate in collaborative conversations with peers and adults in small and larger groups. |
| | | |
| | | CC.1.5.2.C Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, |

| | MAND LEVEL 3 | |
|-------|--|--|
| Skill | VB-MAPP Milestones & Supporting Skills List | PA Core Standards |
| 11-M | Spontaneously mands for different verbal information using a WH question or question word 5 times (e.g., What's your name? Where do I go?) | CC.1.2.2.B Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text. CC.1.3.2.B Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text. CC.1.3.2.D Acknowledge differences in the points of views of characters, including by speaking in a different voice for each character when reading dialogue aloud. |
| 11-a | Mands to peers 5 times | CC.1.3.2.I Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade level reading |
| 11-b | Spontaneously mands for attention 5 times (e.g., Teacher! Hey! Excuse me.) | and content, choosing from a range of strategies and tools. |
| 11-c | The child emits 100 or more different mands in a one week period | CC.1.5.2.A |
| 11-d | Mands contain 3-word phrases 10 times (e.g, Can I see?) | Participate in collaborative conversations with peers and adults in small and larger groups. CC.1.5.2.C |
| 11-e | Mands for a specific quantity of reinforcers 2 times (e.g., two gummy bears) | Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, |

| | | or deepen understanding of a topic or issue. |
|------|--|--|
| 12-M | Politely mands to stop an undesirable activity or remove any aversive MO under 5 different circumstances (e.g., | CC.2.4.2.A.3 Solve problems and make change using coins and paper currency with appropriate symbols. |
| | Please stop pushing me. No thank you. Excuse me, can you move?) | CC.2.4.2.A.4 |
| 12-a | Mands to remove an aversive item or activity 2 times (e.g., Let go. Give it back.) | Represent and interpret data using line plots, picture graphs, and bar graphs. |
| 12-b | Mands for others to perform a two-step action 2 times (e.g., Come here and watch me.) | CC.2.1.2.B.1 Use place value concepts to represent amounts of tens and ones and to compare three digit numbers. |
| 12-c | Says please and thank you with indirect adult verbal prompts (e.g., What do you say?) | CC.2.1.2.B.2 |
| 12-d | Demonstrates MO generalization by asking for 2 different reinforcers with the same words (e.g., when wanting attention | Use place value concepts to read, write, and skip count to 1000. CC.2.1.2.B.3 |
| | saying let's draw, and when wanting to get out of work saying let's draw) | Use place value understanding and properties of operations to add and subtract within 1000. |
| 12-е | Mands for others to participate in an activity 2 times (e.g., Come play. Help dig.) | CC.2.2.2.A.1 |
| | | Represent and solve problems involving addition and subtraction within 100. CC.2.2.2.A.2 |
| | | Use mental strategies to add and subtract within 20. |
| 13-M | Mands with 10 different adjectives, prepositions, or adverbs (e.g., My crayon is broken. Don't take it out. Go fast.) | CC.1.2.2.J |
| | | Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases. CC.1.5.2.A |
| 12 . | | Participate in collaborative conversations with peers and adults in small and larger groups. |
| 13-a | Spontaneously mands to use the bathroom 2 times | CC.2.4.2.A.6 |
| 13-b | Mands for others to attend to his own nonverbal behavior 2 times (e.g., watch me) | Extend the concepts of addition and subtraction to problems involving length. |
| 13-c | Mands for others to attend to some aspect of the environment 2 times (e.g., Look, it's a truck.) | |
| 13-d | Mands with 2 different adjectives (e.g., I want the red gummy bear.) | |
| 13-е | Mands with 2 different prepositions (e.g., Put it in the house.) | |
| 13-f | Mands with 2 different adverbs (e.g., Slow down.) | |
| | | |
| 14-M | Gives directions, instructions, or explanations as to how to do something or how to participate in an activity 5 times | CC.1.2.2.C Describe the connection between a series of events, concepts, or steps in a procedure within a text. |
| | (e.g., You put the glue on first, then stick it. You sit here while I get a book.) | CC.1.3.2.B |
| 14-a | Mands for sympathy or other emotional support 2 times (e.g., He's mean.) | Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details |
| 14-b | Mands for others to deliver a specific object to another person 2 times (e.g., Give it to Sarah.) | in a text. CC.1.3.2.D |
| 14-c | Mands for instructions for completing a task 2 times (e.g., Where does it go? How do I do it?) | Acknowledge differences in the points of views of characters, including by speaking in a different voice for each |
| 14-d | Spontaneously mands with 3 different major parts of speech (e.g., noun-verb-adjective) in one sentence 2 times (e.g., Push | character when reading dialogue aloud. |
| | the big bike fast.) | CC.1.3.2.I Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade level reading |
| | | and content, choosing from a range of strategies and tools. |
| | | CC.1.5.2.A |
| | | Participate in collaborative conversations with peers and adults in small and larger groups. CC.1.5.2.D |
| | | Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in |
| | | coherent sentences. CC.2.4.2.A.3 |
| | | Solve problems and make change using coins and paper currency with appropriate symbols. |
| 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.1.2.2.J |
| | happened I'm telling the story) | Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases. CC.1.3.2.B |
| 15-a | Mands contain 5 word phrases or sentences 10 times | Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details |
| | | in a text. |
| 15-b | Mands for information about future events 2 times (e.g., When are we going to the party?) | CC.1.5.2.A Participate in collaborative conversations with poors and adults in small and larger groups |
| 15-с | Mands for attention to a private event 2 times (e.g., My stomach hurts.) | Participate in collaborative conversations with peers and adults in small and larger groups. CC.1.5.2.C |
| 15-d | Mands for information 5 times using why questions | Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, |
| 15-е | Mands for information 5 times using how questions | or deepen understanding of a topic or issue. CC.2.4.2.A.3 |
| | | Solve problems and make change using coins and paper currency with appropriate symbols. |
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| | TACT LEVEL 1 | |
|-------------------|---|--|
| Skill | VB-MAPP Milestones & Supporting Skills List | PA Core Standards |
| 1-M 1-A | Tacts 2 items with echoic and imitative prompts (e.g., people, pets, characters, or favorite objects) Tacts 1 familiar person, pet, or object with verbal prompts and motivation present (e.g. mama) | CC.1.4.2.N Establish a situation and introduce a narrator and/or characters. |
| 2-M | Tacts any 4 items without echoic or imitative prompts (e.g., people, pets, characters, or other objects) | |
| 3-M 3-A 3-B | Tacts 6 non-reinforcing items (e.g., shoe, hat, spoon, car, cup, bed) Generalizes known responses across 2 different people and 2 settings (e.g., tacts kitty for both mom and dad: tacts dada while in bed and in the kitchen) Generalizes tacts across 2 examples of an item for 2 items (e.g., tacts 2 different phones) | |
| 4-M 4-A 4-B | Spontaneously tacts (no verbal prompts) 2 different items Looks at family photos and, with verbal prompts, tacts 2 family members Tacts 2 pictures from a book or picture card (2d) (e.g., duck, ball) | CC.1.1.2.E Read with accuracy and fluency to support comprehension. CC.1.3.2.G Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot. CC.1.4.2.B Identify and introduce the topic. CC.1.4.2.M Write narratives to develop real or imagined experiences or events. CC.1.4.2.N Establish a situation and introduce a narrator and/or characters. CC.1.5.2.A Participate in collaborative conversations with peers and adults in small and larger groups. CC.1.5.2.B Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. |
| 5-M | Tacts 10 items (e.g., common objects, people, body parts, or pictures) | CC.1.1.2.D |
| 5-A | Tacts 5 pictures (2d) | Know and apply grade level phonics and word analysis skills in decoding words. CC.1.1.2.E |
| 5-B 5-C | Maintains a newly acquired tact after 24 hours without training 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. CC.1.2.2.A Identify the main idea of a multi-paragraph text as well as the focus of specific paragraphs within the text. CC.1.2.2.F Determine the meaning of words and phrases as they are used in grade level text including multiple-meaning words. CC.1.2.2.G Explain how graphic representations contribute to and clarify a text. CC.1.2.2.I Compare and contrast the most important points presented by two texts on the same topic. CC.1.2.2.J Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases. CC.1.3.2.B Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text. CC.1.3.2.I Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade level reading and content, choosing from a range of strategies and tools. CC.1.3.2.J Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases. CC.1.3.2.K Read and comprehend literature on grade level, reading independently and proficiently. CC.1.4.2.B Identify and introduce the topic. |

| CC.1.4.2.M |
|---|
| Write narratives to develop real or imagined experiences or events. |
| CC.1.5.2.A |
| Participate in collaborative conversations with peers and adults in small and larger groups. |
| CC.1.5.2.B |
| Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. |
| CC.1.5.2.C |
| Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, |
| or deepen understanding of a topic or issue. |
| CC.1.5.2.D |
| Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in |
| coherent sentences. |
| CC.2.3.2.A.1 |
| Analyze and draw two- and three-dimensional shapes having specified attributes. |
| CC.2.3.2.A.2 |
| Use the understanding of fractions to partition shapes into halves, quarters, and thirds. |
| CC.2.4.2.A.2 |
| Tell and write time to the nearest five minutes using both analog and digital clocks. |
| CC.2.4.2.A.3 |
| Solve problems and make change using coins and paper currency with appropriate symbols. |
| CC.2.4.2.A.4 |
| Represent and interpret data using line plots, picture graphs, and bar graphs. |
| CC.2.1.2.B.1 |
| Use place value concepts to represent amounts of tens and ones and to compare three digit numbers. |
| CC.2.1.2.B.2 |
| Use place value concepts to read, write, and skip count to 1000. |
| CC.2.1.2.B.3 |
| Use place value understanding and properties of operations to add and subtract within 1000. |
| CC.2.2.2.A.3 |
| Work with equal groups of objects to gain foundations for multiplication. |

| TACT LEVEL 2 | |
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| DA CODE STANDADOS | |
| CC.1.1.2.D Know and apply grade level phonics and word analysis skills in decoding words. CC.1.1.2.E Read with accuracy and fluency to support comprehension. CC.1.2.2.A Identify the main idea of a multi-paragraph text as well as the focus of specific paragraphs within the text. CC.1.2.2.B Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text. CC.1.2.2.F Determine the meaning of words and phrases as they are used in grade level text including multiple-meaning words. CC.1.2.2.G Explain how graphic representations contribute to and clarify a text. CC.1.2.2.I Compare and contrast the most important points presented by two texts on the same topic. CC.1.2.2.J Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases. | |
| | |

| 1 | | Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, |
|-----|---|--|
| | | setting, or plot. CC.1.3.2.I |
| | | Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade level reading |
| | | and content, choosing from a range of strategies and tools. |
| | | CC.1.3.2.K |
| | | Read and comprehend literature on grade level, reading independently and proficiently. |
| | | CC.1.4.2.B |
| | | Identify and introduce the topic. |
| | | CC.1.4.2.M |
| | | Write narratives to develop real or imagined experiences or events. |
| | | CC.1.4.2.N |
| | | Establish a situation and introduce a narrator and/or characters. |
| | | CC.1.5.2.A |
| | | Participate in collaborative conversations with peers and adults in small and larger groups. |
| | | CC.2.3.2.A.1 |
| | | Analyze and draw two- and three-dimensional shapes having specified attributes. CC.2.3.2.A.2 |
| | | Use the understanding of fractions to partition shapes into halves, quarters, and thirds. |
| | | CC.2.4.2.A.2 |
| | | Tell and write time to the nearest five minutes using both analog and digital clocks. |
| | | CC.2.4.2.A.3 |
| | | Solve problems and make change using coins and paper currency with appropriate symbols. |
| | | CC.2.4.2.A.4 |
| | | Represent and interpret data using line plots, picture graphs, and bar graphs. |
| | | CC.2.4.2.A.6 |
| | | Extend the concepts of addition and subtraction to problems involving length. |
| | | CC.2.1.2.B.1 |
| | | Use place value concepts to represent amounts of tens and ones and to compare three digit numbers. |
| | | CC.2.1.2.B.2 |
| | | Use place value concepts to read, write, and skip count to 1000. |
| | | CC.2.1.2.B.3 |
| | | Use place value understanding and properties of operations to add and subtract within 1000. |
| | | CC.2.2.2.A.2 |
| | | Use mental strategies to add and subtract within 20. |
| 7-M | Generalizes tacts across 3 examples of 50 items, or from a list of known generalizations | CC.1.1.2.D |
| 7-a | Tacts 3 body parts (e.g., nose, eyes, mouth) | Know and apply grade level phonics and word analysis skills in decoding words. CC.1.1.2.E |
| 7-b | Tacts 2 auditory stimuli (e.g., phone ringing, siren, dog barking) | Read with accuracy and fluency to support comprehension. |
| | | CC.1.2.2.A |
| 7-c | Spontaneously emits a tact containing two words for 5 different tacts (e.g., baby's crying) | Identify the main idea of a multi-paragraph text as well as the focus of specific paragraphs within the text. |
| 7-d | Tacts 2 different actions when asked What he doing? (e.g., drinking, swimming) | CC.1.2.2.I |
| 7-е | Tacts 40 items when asked What's that? (e.g., tree, bowl, sock, crayon, apple) | Compare and contrast the most important points presented by two texts on the same topic. |
| , с | Table to feeling when asked what s that. (e.g., fee, oowi, sock, erayon, appro) | |
| | | CC.1.2.2.J |
| | | |
| | | CC.1.2.2.J Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases. CC.1.2.2.K |
| | | Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases. CC.1.2.2.K Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade level reading |
| | | Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases. CC.1.2.2.K |
| | | Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases. CC.1.2.2.K Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade level reading and content, choosing from a range of strategies and tools. CC.1.3.2.H |
| | | Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases. CC.1.2.2.K Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade level reading and content, choosing from a range of strategies and tools. CC.1.3.2.H Compare and contrast two or more versions of the same story by different authors or from different culture. |
| | | Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases. CC.1.2.2.K Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade level reading and content, choosing from a range of strategies and tools. CC.1.3.2.H Compare and contrast two or more versions of the same story by different authors or from different culture. CC.1.4.2.M |
| | | Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases. CC.1.2.2.K Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade level reading and content, choosing from a range of strategies and tools. CC.1.3.2.H Compare and contrast two or more versions of the same story by different authors or from different culture. CC.1.4.2.M Write narratives to develop real or imagined experiences or events. |
| | | Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases. CC.1.2.2.K Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade level reading and content, choosing from a range of strategies and tools. CC.1.3.2.H Compare and contrast two or more versions of the same story by different authors or from different culture. CC.1.4.2.M Write narratives to develop real or imagined experiences or events. CC.1.5.2.A |
| | | Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases. CC.1.2.2.K Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade level reading and content, choosing from a range of strategies and tools. CC.1.3.2.H Compare and contrast two or more versions of the same story by different authors or from different culture. CC.1.4.2.M Write narratives to develop real or imagined experiences or events. CC.1.5.2.A Participate in collaborative conversations with peers and adults in small and larger groups. |
| | | Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases. CC.1.2.2.K Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade level reading and content, choosing from a range of strategies and tools. CC.1.3.2.H Compare and contrast two or more versions of the same story by different authors or from different culture. CC.1.4.2.M Write narratives to develop real or imagined experiences or events. CC.1.5.2.A Participate in collaborative conversations with peers and adults in small and larger groups. CC.2.3.2.A.1 |
| | | Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases. CC.1.2.2.K Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade level reading and content, choosing from a range of strategies and tools. CC.1.3.2.H Compare and contrast two or more versions of the same story by different authors or from different culture. CC.1.4.2.M Write narratives to develop real or imagined experiences or events. CC.1.5.2.A Participate in collaborative conversations with peers and adults in small and larger groups. CC.2.3.2.A.1 Analyze and draw two- and three-dimensional shapes having specified attributes. |
| | | Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases. CC.1.2.2.K Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade level reading and content, choosing from a range of strategies and tools. CC.1.3.2.H Compare and contrast two or more versions of the same story by different authors or from different culture. CC.1.4.2.M Write narratives to develop real or imagined experiences or events. CC.1.5.2.A Participate in collaborative conversations with peers and adults in small and larger groups. CC.2.3.2.A.1 Analyze and draw two- and three-dimensional shapes having specified attributes. CC.2.3.2.A.2 |
| | | Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases. CC.1.2.2.K Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade level reading and content, choosing from a range of strategies and tools. CC.1.3.2.H Compare and contrast two or more versions of the same story by different authors or from different culture. CC.1.4.2.M Write narratives to develop real or imagined experiences or events. CC.1.5.2.A Participate in collaborative conversations with peers and adults in small and larger groups. CC.2.3.2.A.1 Analyze and draw two- and three-dimensional shapes having specified attributes. CC.2.3.2.A.2 Use the understanding of fractions to partition shapes into halves, quarters, and thirds. |
| | | Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases. CC.1.2.2.K Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade level reading and content, choosing from a range of strategies and tools. CC.1.3.2.H Compare and contrast two or more versions of the same story by different authors or from different culture. CC.1.4.2.M Write narratives to develop real or imagined experiences or events. CC.1.5.2.A Participate in collaborative conversations with peers and adults in small and larger groups. CC.2.3.2.A.1 Analyze and draw two- and three-dimensional shapes having specified attributes. CC.2.3.2.A.2 Use the understanding of fractions to partition shapes into halves, quarters, and thirds. CC.2.4.2.A.1 |
| | | Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases. CC.1.2.2.K Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade level reading and content, choosing from a range of strategies and tools. CC.1.3.2.H Compare and contrast two or more versions of the same story by different authors or from different culture. CC.1.4.2.M Write narratives to develop real or imagined experiences or events. CC.1.5.2.A Participate in collaborative conversations with peers and adults in small and larger groups. CC.2.3.2.A.1 Analyze and draw two- and three-dimensional shapes having specified attributes. CC.2.3.2.A.2 Use the understanding of fractions to partition shapes into halves, quarters, and thirds. CC.2.4.2.A.1 Measure and estimate lengths in standard units using appropriate tools. |
| | | Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases. CC.1.2.2.K Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade level reading and content, choosing from a range of strategies and tools. CC.1.3.2.H Compare and contrast two or more versions of the same story by different authors or from different culture. CC.1.4.2.M Write narratives to develop real or imagined experiences or events. CC.1.5.2.A Participate in collaborative conversations with peers and adults in small and larger groups. CC.2.3.2.A.1 Analyze and draw two- and three-dimensional shapes having specified attributes. CC.2.3.2.A.2 Use the understanding of fractions to partition shapes into halves, quarters, and thirds. CC.2.4.2.A.1 |

| | | CC.2.4.2.A.3 |
|-------------|--|--|
| | | Solve problems and make change using coins and paper currency with appropriate symbols. CC.2.4.2.A.4 |
| | | Represent and interpret data using line plots, picture graphs, and bar graphs. |
| | | CC.2.4.2.A.6 |
| | | Extend the concepts of addition and subtraction to problems involving length. |
| | | CC.2.1.2.B.1 |
| | | Use place value concepts to represent amounts of tens and ones and to compare three digit numbers. CC.2.1.2.B.2 |
| | | Use place value concepts to read, write, and skip count to 1000. |
| | | CC.2.1.2.B.3 |
| | | Use place value understanding and properties of operations to add and subtract within 1000. |
| 8-M | Tacts 10 actions when asked, for example, What am I doing? (e.g., jumping, sleeping, eating) | CC.1.1.2.E |
| 8-a | Tacts 2 tactile stimuli (e.g., says ball when feeling a ball in a bag) | Read with accuracy and fluency to support comprehension. CC.1.2.2.B |
| 8-b | Tacts 5 noun-verb or verb-noun combinations (e.g., dog eating, rolling ball) | Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details |
| 8-c | Tacts two or more items from 10 different pages in a book when asked, What do you see here? | in a text. |
| | i v | - CC.1.2.2.C |
| 8-d | Glances at a listener while tacting on 5 occasions | Describe the connection between a series of events, concepts, or steps in a procedure within a text. |
| | | CC.1.2.2.I |
| | | Compare and contrast the most important points presented by two texts on the same topic. |
| | | CC.1.3.2.E |
| | | Describe the overall structure of a story, including describing how the beginning introduces the story and the ending |
| | | concludes the action. CC.1.3.2.K |
| | | Read and comprehend literature on grade level, reading independently and proficiently. |
| | | CC.1.4.2.M |
| | | Write narratives to develop real or imagined experiences or events. |
| | | CC.1.5.2.A |
| | | Participate in collaborative conversations with peers and adults in small and larger groups. |
| 9-M | Tacts 50 two-component verb-noun, or noun-verb combinations, tested or from a list of known two-component tacts | CC.1.1.2.E |
| 7 212 | (e.g., washing face, Joe swinging, baby sleeping) | Read with accuracy and fluency to support comprehension. |
| 0.0 | | CC.1.2.2.A |
| 9-a | Tacts 25 two-component noun-noun relations (e.g., paper and pencil; car and truck) | Identify the main idea of a multi-paragraph text as well as the focus of specific paragraphs within the text. |
| 9-b | Acquires a new tact in less than 15 training trials | CC.1.2.2.C Describe the connection between a series of events, concepts, or steps in a procedure within a text. |
| 9-c | Spontaneously tacts items in a book, on TV, or in a video 5 times (e.g., Cinderella) | CC.1.2.2.F |
| 9-d | Learns 2 new tacts without direct training (e.g., untrained echoic to tact transfer) | Determine the meaning of words and phrases as they are used in grade level text including multiple-meaning words. |
| 9-е | Shows response generalization for 5 items (i.e., tacts the same stimulus with two different words teacher and Katie; cat and | CC.1.2.2.G |
| <i>)</i> -c | | Explain how graphic representations contribute to and clarify a text. |
| | Garfield; dog and Maggie) | CC.1.2.2.I |
| | | Compare and contrast the most important points presented by two texts on the same topic. |
| | | CC.1.2.2.J |
| | | Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases. CC.1.2.2.K |
| | | Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade level reading |
| | | and content, choosing from a range of strategies and tools. |
| | | CC.1.3.2.E |
| | | Describe the overall structure of a story, including describing how the beginning introduces the story and the ending |
| | | concludes the action. |
| | | СС.1.3.2.Н |
| | | Compare and contrast two or more versions of the same story by different authors or from different culture. |
| | | CC.1.3.2.I Determine or clarify the meaning of unknown and multiple meaning word and physics based on grade level reading |
| | | Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade level reading and content, choosing from a range of strategies and tools. |
| | | CC.1.3.2.J |
| | | Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases. |
| | | CC.1.3.2.K |
| | | Read and comprehend literature on grade level, reading independently and proficiently. |
| | | |
| | | CC.1.4.2.M |
| | | Write narratives to develop real or imagined experiences or events. |
| | | |

| | | Participate in collaborative conversations with peers and adults in small and larger groups. |
|------|--|--|
| | | CC.2.2.A.3 Work with equal groups of objects to gain foundations for multiplication. |
| 10-M | Tacts 200 nouns and/or verbs (or other parts of speech), tested or from an accumulated list of known tacts | CC.1.1.2.D |
| 10-a | Tacts 10 actions (e.g., climbing, playing, coloring, swimming, washing) | Know and apply grade level phonics and word analysis skills in decoding words. |
| 10-b | Tacts 2 gustatory stimuli (e.g., tacts orange by tasting it) | CC.1.1.2.E Read with accuracy and fluency to support comprehension. |
| 10-с | Tacts 20 items in a 1 minute fluency test | CC.1.2.2.A |
| 10-d | Tacts 2 different colors (e.g., red, blue) | Identify the main idea of a multi-paragraph text as well as the focus of specific paragraphs within the text. |
| 10-е | Tacts 2 different shapes (e.g., circle, star) | CC.1.2.2.B Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text. |
| | | CC.1.1.2.D Know and apply grade level phonics and word analysis skills in decoding words. |
| | | CC.1.2.2.F Determine the meaning of words and phrases as they are used in grade level text including multiple-meaning words. |
| | | CC.1.2.2.G Explain how graphic representations contribute to and clarify a text. |
| | | CC.1.2.2.I Compare and contrast the most important points presented by two texts on the same topic. |
| | | CC.1.2.2.J Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases. CC.1.3.2.E |
| | | Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. CC.1.3.2.F |
| | | Describe how words and phrases supply rhythm and meaning in a story, poem, or song. CC.1.3.2.I |
| | | Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade level reading and content, choosing from a range of strategies and tools. |
| | | CC.1.3.2.J Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases. CC.1.3.2.K |
| | | Read and comprehend literature on grade level, reading independently and proficiently. CC.1.4.2.B |
| | | Identify and introduce the topic. CC.1.4.2.M Write powerties to develop real or imagined experiences or exerts |
| | | Write narratives to develop real or imagined experiences or events. CC.1.5.2.A |
| | | Participate in collaborative conversations with peers and adults in small and larger groups. CC.1.5.2.C |
| | | Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. CC.1.5.2.D |
| | | Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. |
| | | CC.2.3.2.A.1 Analyze and draw two- and three-dimensional shapes having specified attributes. CC.2.3.2.A.2 |
| | | Use the understanding of fractions to partition shapes into halves, quarters, and thirds. CC.2.4.2.A.1 |
| | | Measure and estimate lengths in standard units using appropriate tools. CC.2.4.2.A.2 |
| | | Tell and write time to the nearest five minutes using both analog and digital clocks. CC.2.4.2.A.3 Salve problems and make change using soins and paper currency with appropriate symbols. |
| | | Solve problems and make change using coins and paper currency with appropriate symbols. CC.2.4.2.A.4 Represent and interpret data using line plots, picture graphs, and bar graphs. |
| | | CC.2.4.2.A.6 Extend the concepts of addition and subtraction to problems involving length. |
| | | CC.2.2.A.2 Use mental strategies to add and subtract within 20. |

| | 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.1.1.2.D Know and apply grade level phonics and word analysis skills in decoding words. CC.1.1.2.E Read with accuracy and fluency to support comprehension. |
| 11-a | Tacts 2 olfactory stimuli (e.g., cookies, popcorn, flowers) | CC.1.2.2.A Identify the main idea of a multi-paragraph text as well as the focus of specific paragraphs within the text. |
| 11-b | Acquires 5 new tacts in a week without direct training | CC.1.2.2.B |
| 11-c | Tacts 2 people (not family members) by their first names | Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text. |
| 11-d | Tacts 5 categories or classes (e.g., animals, drinks, toys) | CC.1.2.2.H |
| 11-e | Tacts 5 locations (e.g., kitchen, bedroom, playground, grandma's house) | Describe how reasons support specific points the author makes in a text. CC.1.2.2.I |
| 11-f | Tacts 25 items and/or activities with yes and no (e.g., Are these your shoes? Is her name Becky?) (part intraverbal because of adding a verbal SD to the task) | CC.1.2.2.1 Compare and contrast the most important points presented by two texts on the same topic. CC.1.2.2.J |
| 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) | Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases. |
| 11-h | Tacts 2 specific features or parts of 25 items or people (e.g., wheels and doors on a car) | CC.1.2.2.K Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade level reading |
| 11-i | Generalization occurs to new examples of an item or action on the first trial, for 5 items | Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade level reading and content, choosing from a range of strategies and tools. CC.1.3.2.F Describe how words and phrases supply rhythm and meaning in a story, poem, or song. CC.1.3.2.G Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot. CC.1.3.2.J Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases. CC.1.4.2.M Write narratives to develop real or imagined experiences or events. CC.1.4.2.N Establish a situation and introduce a narrator and/or characters. CC.1.5.2.A Participate in collaborative conversations with peers and adults in small and larger groups. CC.2.3.2.A.1 Analyze and draw two- and three-dimensional shapes having specified attributes. CC.2.3.2.A.2 Use the understanding of fractions to partition shapes into halves, quarters, and thirds. CC.2.4.2.A.1 Measure and estimate lengths in standard units using appropriate tools. CC.2.4.2.A.2 Tell and write time to the nearest five minutes using both analog and digital clocks. CC.2.4.2.A.3 Solve problems and make change using coins and paper currency with appropriate symbols. CC.2.4.2.A.4 Represent and interpret data using line plots, picture graphs, and bar graphs. CC.2.4.2.A.6 Extend the concepts of addition and subtraction to problems involving length. CC.2.1.2.B.2 Use place value concepts to read, write, and skip count to 1000. CC.2.1.2.B.3 Use place value understanding and properties of operations to add and subtract within 1000. |

| | | Work with equal groups of objects to gain foundations for multiplication. |
|--------------|---|--|
| 12-M | Tacts 4 different prepositions (e.g., in, out, on, under) and 4 pronouns (e.g., I, you, me, mine) | CC.1.1.2.E |
| 12-a | Tacts the class of 25 items (e.g., an adult points to a dog and says A dog is an) (part intraverbal) | Read with accuracy and fluency to support comprehension. CC.1.2.2.C |
| 12-b | Tacts what's wrong or missing from 10 pictures or objects (e.g., a face without a nose) | Describe the connection between a series of events, concepts, or steps in a procedure within a text. |
| 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.1.2.2.G |
| | him, A cookie is a type of) (part intraverbal) | Explain how graphic representations contribute to and clarify a text. CC.1.2.2.H |
| 12-d | Tacts 2 prepositional relations (e.g., Where is Oscar?in the garbage can) (part intraverbal) | Describe how reasons support specific points the author makes in a text. |
| 12-e | Tacts people with 2 different pronouns (e.g., Who has the hat on?you do) (part intraverbal) | CC.1.2.2.K |
| 12-f | Spontaneously tacts the function, feature, or class of an item for 5 items (e.g., That goes in the swimming pool.) | Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade level reading and content, choosing from a range of strategies and tools. |
| 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.1.3.2.E |
| 12 8 | animals, the child tacts a bear as an animal on the first trial) | Describe the overall structure of a story, including describing how the beginning introduces the story and the ending |
| | difficults, the clinic decis a ocal as an animal on the first dial) | concludes the action. |
| | | Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases. |
| | | CC.1.4.2.C |
| | | Develop the topic with facts and/or definitions. CC.1.5,2,A |
| | | Participate in collaborative conversations with peers and adults in small and larger groups. |
| | | CC.2.3.2.A.1 Analyze and draw two- and three-dimensional shapes having specified attributes. |
| | | CC.2.3.2.A.2 Use the understanding of fractions to partition shapes into halves, quarters, and thirds. |
| | | CC.2.4.2.A.1 |
| | | Measure and estimate lengths in standard units using appropriate tools. |
| | | CC.2.4.2.A.3 Solve problems and make change using coins and paper currency with appropriate symbols. |
| | | CC.2.4.2.A.4 |
| | | Represent and interpret data using line plots, picture graphs, and bar graphs. |
| | | CC.2.1.2.B.2 Use place value concepts to read, write, and skip count to 1000. |
| | | CC.2.1.2.B.3 |
| | | Use place value understanding and properties of operations to add and subtract within 1000. |
| | | CC.2.2.A.3 Work with equal groups of objects to gain foundations for multiplication. |
| 13-M | Tacts 4 different adjectives, excluding colors and shapes (e.g., big, little, long, short) and 4 adverbs (e.g., fast, slow, | CC.1.1.2.E |
| 10 1/1 | quietly, gently) | Read with accuracy and fluency to support comprehension. |
| 13-a | Tacts people by gender using 4 different terms (girl, boy, man, woman) | CC.1.2.2.C Describe the connection between a series of events, concepts, or steps in a procedure within a text. |
| 13-b | Spontaneously tacts the behavior of others 2 times (e.g., He's crying.) | CC.1.2.2.I |
| 13-c | Tacts 2 pairs of relative adjectives (e.g., big and little; long and short) (part intraverbal if questions such as What size is this? | Compare and contrast the most important points presented by two texts on the same topic. |
| 15-0 | are used) | CC.1.3.2.G Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, |
| 13-d | Spontaneously tacts with 2 different adjectives | setting, or plot. |
| 13-u 13-e | Spontaneously tacts with 2 different adjectives Spontaneously tacts with 2 different adverbs | - CC.1.3.2.H |
| 13-e 13-f | Spontaneously tacts with 2 different advertos Spontaneously tacts possession of items 2 times (e.g., mine, yours) | Compare and contrast two or more versions of the same story by different authors or from different culture. CC.1.4.2.P |
| 13-1 | Spontaneously tacts possession of fields 2 times (e.g., finde, yours) | Organize a short sequence of events, using temporal words to signal event order; provide a sense of closure. |
| | | CC.1.5.2.A |
| | | Participate in collaborative conversations with peers and adults in small and larger groups. CC.1.3.2.D |
| | | Acknowledge differences in the points of views of characters, including by speaking in a different voice for each |
| | | character when reading dialogue aloud. |
| | | CC.1.3.2.B Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details |
| 1 | | in a text. |
| | | CC.1.2.2.I |
| 1 | | Compare and contrast the most important points presented by two texts on the same topic. CC.2.3.2.A.1 |
| | | Analyze and draw two- and three-dimensional shapes having specified attributes. |
| | | CC.2.3.2.A.2 |

| 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 are used) 14-b Tacts 5 adjective-noun combinations in a complete sentence (e.g., That is a big dog.) Tacts 5 verb-adverb combinations in a complete sentence (e.g., He is singing loud.) Tacts 5 preposition-noun combinations in a complete sentence (e.g., The girl is pulling the wagon.) Tacts 5 subject-verb-noun combinations in a complete sentence (e.g., The girl is pulling the wagon.) Use place value understanding and properties of operations to add and subtract within 1000. CC.1.1.2.E Read with accuracy and fluency to support comprehension. CC.1.2.2.C Describe the connection between a series of events, concepts, or steps in a procedure within a text contacter when reading dialogue aloud. CC.1.3.2.K Read and comprehend literature on grade level, reading independently and proficiently. CC.1.3.2.K Read and comprehend literature on grade level, reading independently and proficiently. CC.1.3.2.A Participate in collaborative conversations with peers and adults in small and larger groups. CC.1.5.2.D Tell a story or recount an experience with appropriate facts and relevant, descriptive details, specherent sentences. | |
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| Tacts people by relationship using 4 different terms (e.g., sister, brother, grandmother, uncle) (part intraverbal if questions are used) 14-b Tacts 5 adjective-noun combinations in a complete sentence (e.g., That is a big dog.) Tacts 5 verb-adverb combinations in a complete sentence (e.g., He is singing loud.) Tacts 5 preposition-noun combinations in a complete sentence (e.g., He is singing loud.) Tacts 5 subject-verb-noun combinations in a complete sentence (e.g., The girl is pulling the wagon.) Tacts 5 subject-verb-noun combinations in a complete sentence (e.g., The girl is pulling the wagon.) Read with accuracy and fluency to support comprehension. CC.1.2.2.C Describe the connection between a series of events, concepts, or steps in a procedure within a term concept. The connection between a series of events, concepts, or steps in a procedure within a term concept. The connection between a series of events, concepts, or steps in a procedure within a term considerable of the connection between a series of events, concepts, or steps in a procedure within a term considerable of the connection between a series of events, concepts, or steps in a procedure within a term considerable of the connection between a series of events, concepts, or steps in a procedure within a term considerable of the connection between a series of events, concepts, or steps in a procedure within a term considerable of the connection between a series of events, concepts, or steps in a procedure within a term considerable of the connection between a series of events, concepts, or steps in a procedure within a term considerable of the connection between a series of events, concepts, or steps in a procedure within a term considerable of the connection between a series of events, concepts in a procedure within a term considerable of the connection between a series of events, concepts in a procedure within a term considerable of the connection between a series of events, concepts in a procedure within a term considerable of the connec | |
| Tacts 5 adjective-noun combinations in a complete sentence (e.g., That is a big dog.) Tacts 5 verb-adverb combinations in a complete sentence (e.g., He is singing loud.) Tacts 5 preposition-noun combinations in a complete sentence (e.g., The girl is pulling the wagon.) Tacts 5 subject-verb-noun combinations in a complete sentence (e.g., The girl is pulling the wagon.) CC.1.2.2.C Describe the connection between a series of events, concepts, or steps in a procedure within a text CC.1.3.2.D Acknowledge differences in the points of views of characters, including by speaking in a difference of the dog's in the house.) CC.1.3.2.K Read and comprehend literature on grade level, reading independently and proficiently. CC.1.4.2.B Identify and introduce the topic. CC.1.5.2.A Participate in collaborative conversations with peers and adults in small and larger groups. CC.1.5.2.D Tell a story or recount an experience with appropriate facts and relevant, descriptive details, spe | |
| Tacts 5 adjective-noun combinations in a complete sentence (e.g., That is a big dog.) Tacts 5 verb-adverb combinations in a complete sentence (e.g., He is singing loud.) Tacts 5 preposition-noun combinations in a complete sentence (The dog's in the house.) Tacts 5 subject-verb-noun combinations in a complete sentence (e.g., The girl is pulling the wagon.) CC.1.3.2.K Read and comprehend literature on grade level, reading independently and proficiently. CC.1.4.2.B Identify and introduce the topic. CC.1.5.2.A Participate in collaborative conversations with peers and adults in small and larger groups. CC.1.5.2.D Tell a story or recount an experience with appropriate facts and relevant, descriptive details, spe | |
| Tacts 5 verb-adverb combinations in a complete sentence (e.g., He is singing loud.) Tacts 5 preposition-noun combinations in a complete sentence (The dog's in the house.) Tacts 5 subject-verb-noun combinations in a complete sentence (e.g., The girl is pulling the wagon.) Tacts 5 subject-verb-noun combinations in a complete sentence (e.g., The girl is pulling the wagon.) CC.1.3.2.K Read and comprehend literature on grade level, reading independently and proficiently. CC.1.4.2.B Identify and introduce the topic. CC.1.5.2.A Participate in collaborative conversations with peers and adults in small and larger groups. CC.1.5.2.D Tell a story or recount an experience with appropriate facts and relevant, descriptive details, specific processing in a difference of the points of views of characters, including by speaking in a difference of the points of views of characters, including by speaking in a difference of the points of views of characters, including by speaking in a difference of the points of views of characters, including by speaking in a difference of the points of views of characters, including by speaking in a difference of the points of views of characters, including by speaking in a difference of the points of views of characters, including by speaking in a difference of the points of views of characters, including by speaking in a difference of the points of views of characters, including by speaking in a difference of the points of views of characters, including by speaking in a difference of the points of views of characters, including by speaking in a difference of the points of views of characters, including by speaking in a difference of the points of views of characters, including by speaking in a difference of views of characters, including by speaking in a difference of views of characters, including by speaking in a difference of views of characters, including by speaking in a difference of views of characters, including by speaking in a difference of views of characters, including by | voice for each |
| Tacts 5 preposition-noun combinations in a complete sentence (The dog's in the house.) Tacts 5 subject-verb-noun combinations in a complete sentence (e.g., The girl is pulling the wagon.) CC.1.3.2.K Read and comprehend literature on grade level, reading independently and proficiently. CC.1.4.2.B Identify and introduce the topic. CC.1.5.2.A Participate in collaborative conversations with peers and adults in small and larger groups. CC.1.5.2.D Tell a story or recount an experience with appropriate facts and relevant, descriptive details, specific properties of the control of th | |
| Tacts 5 subject-verb-noun combinations in a complete sentence (e.g., The girl is pulling the wagon.) Read and comprehend literature on grade level, reading independently and proficiently. CC.1.4.2.B Identify and introduce the topic. CC.1.5.2.A Participate in collaborative conversations with peers and adults in small and larger groups. CC.1.5.2.D Tell a story or recount an experience with appropriate facts and relevant, descriptive details, specific properties of the prope | |
| Identify and introduce the topic. CC.1.5.2.A Participate in collaborative conversations with peers and adults in small and larger groups. CC.1.5.2.D Tell a story or recount an experience with appropriate facts and relevant, descriptive details, spo | |
| CC.1.5.2.A Participate in collaborative conversations with peers and adults in small and larger groups. CC.1.5.2.D Tell a story or recount an experience with appropriate facts and relevant, descriptive details, spe | |
| CC.1.5.2.D Tell a story or recount an experience with appropriate facts and relevant, descriptive details, spe | |
| Tell a story or recount an experience with appropriate facts and relevant, descriptive details, sp | |
| | aking audibly in |
| | |
| Has a total tact vocabulary of 1000 words (nouns, verbs, adjectives, etc.), tested or from an accumulated list of known Know and apply grade level phonics and word analysis skills in decoding words. | |
| cc112E | |
| Tacts 3 emotional states of self or others (e.g., sad, happy, mad) (part intraverbal if questions such as How do you feel? are used) Read with accuracy and fluency to support comprehension. CC.1.2.2.A | |
| 15 h Toots 5 frequently used gostures that have a workel function (e.g., pinching their pass for a had small, finger ever the line for | n the text. |
| quiet, thumbs up for a good job, a fake yawn for being tired) CC.1.2.2.B Ask and answer questions such as who, what, where, when, why, and how to demonstrate under | standing of key details |
| 15-c Tacts 5 community helpers (e.g., policeman, fireman, nurse, doctor, garbage man) | tanding of key details |
| 15 1 T + 14 0 1100 + 14 10 10 10 10 + 14 10 10 10 + 14 10 10 10 + 14 10 10 10 + 14 10 10 10 10 + 14 10 10 10 10 + 14 10 10 10 10 + 14 10 10 10 10 + 14 10 10 10 10 + 14 10 10 10 10 + 14 10 10 10 10 10 + 14 10 10 10 10 10 10 10 10 10 10 10 10 10 | |
| 15-d Tacts with 2 different negation words 5 times (e.g., That's not a cat.) 15-e Tacts 5 social, community, or group events (e.g., parade, party, emergency) Describe the connection between a series of events, concepts, or steps in a procedure within a text of the connection between a series of events, concepts, or steps in a procedure within a text of the connection between a series of events, concepts, or steps in a procedure within a text of the connection between a series of events, concepts, or steps in a procedure within a text of the connection between a series of events, concepts, or steps in a procedure within a text of the connection between a series of events, concepts, or steps in a procedure within a text of the connection between a series of events, concepts, or steps in a procedure within a text of the connection between a series of events, concepts, or steps in a procedure within a text of the connection between a series of events, concepts, or steps in a procedure within a text of the connection between a series of events, concepts, or steps in a procedure within a text of the connection between a series of events, concepts, or steps in a procedure within a text of the connection between a series of events, concepts, or steps in a procedure within a text of the connection between a series of events, concepts, or steps in a procedure within a text of the connection between a series of events, concepts, or steps in a procedure within a text of the connection between a series of events, concepts, or steps in a procedure within a text of the connection between a series of events, concepts, or steps in a procedure within a text of the connection between a series of events, concepts, or steps in a procedure within a text of the connection between a series of events, concepts, or steps in a procedure within a text of the connection between a series of events, concepts, and the connection between a series of events. | į. |
| 15-f Spontaneously tacts 2 different social circumstances (e.g., They are busy. They are arguing.) Determine the meaning of words and phrases as they are used in grade level text including mult | ple-meaning words. |
| 15-g Spontaneously emits untrained tacts in sentences containing at least 5 words, 5 times CC.1.2.2.G Explain how graphic representations contribute to and clarify a text. | |
| CC.1.2.2.I | |
| Compare and contrast the most important points presented by two texts on the same topic. CC.1.2.2.J | |
| Acquire and use grade-appropriate conversational, general academic, and domain-specific word | s and phrases. |
| CC.1.3.2.B | standing of key details |
| Ask and answer questions such as who, what, where, when, why, and how to demonstrate under in a text. | tanding of key details |
| CC.1.3.2.D | |
| Acknowledge differences in the points of views of characters, including by speaking in a difference character when reading dialogue aloud. | voice for each |
| CC.1.3.2.E | |
| Describe the overall structure of a story, including describing how the beginning introduces the concludes the action. | tory and the ending |
| CC.1.3.2.F | |
| Describe how words and phrases supply rhythm and meaning in a story, poem, or song. CC.1.3.2.G | |
| Use information from illustrations and words, in print or digital text, to demonstrate understand | |
| setting, or plot. CC.1.3.2.H | ing of characters, |
| CC.1.5.2.H Compare and contrast two or more versions of the same story by different authors or from diffe | ing of characters, |

| CC.1.3.2.I |
|--|
| Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade level reading |
| and content, choosing from a range of strategies and tools. |
| CC.1.3.2.J |
| Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases. |
| CC.1.3.2.K |
| Read and comprehend literature on grade level, reading independently and proficiently. |
| CC.1.4.2.B |
| Identify and introduce the topic. |
| CC.1.4.2.C |
| Develop the topic with facts and/or definitions. |
| CC.1.4.2.E |
| Choose words and phrases for effect. |
| CC.1.4.2.G |
| Write opinion pieces on familiar topics or texts. |
| CC.1.4.2.K |
| Use a variety of words and phrases to appeal to the audience. |
| CC.1.4.2.M |
| Write narratives to develop real or imagined experiences or events. |
| CC.1.4.2.N |
| Establish a situation and introduce a narrator and/or characters. |
| CC.1.4.2.O |
| Include thoughts and feeling to describe experience and events to show the response of characters to situations. |
| CC.1.5.2.A |
| Participate in collaborative conversations with peers and adults in small and larger groups. |
| CC.1.5.2.C |
| Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, |
| or deepen understanding of a topic or issue. |
| CC.1.5.2.D |
| Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in |
| coherent sentences. |
| CC.2.3.2.A.1 |
| Analyze and draw two- and three-dimensional shapes having specified attributes. |
| CC.2.3.2.A.2 |
| Use the understanding of fractions to partition shapes into halves, quarters, and thirds. |
| CC.2.4.2.A.4 |
| Represent and interpret data using line plots, picture graphs, and bar graphs. |
| CC.2.4.2.A.6 |
| Extend the concepts of addition and subtraction to problems involving length. |
| CC.2.1.2.B.1 |
| Use place value concepts to represent amounts of tens and ones and to compare three digit numbers. |
| CC.2.1.2.B.2 |
| Use place value concepts to read, write, and skip count to 1000. |
| CC.2.1.2.B.3 |
| Use place value understanding and properties of operations to add and subtract within 1000. |

| | 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.1.2.2.B Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details | |
| 1-a | Turns head to locate the source of a sound (e.g., bell, squeaky toy, a cell phone ringing) | in a text. CC.1.5.2.A | |
| | | Participate in collaborative conversations with peers and adults in small and larger groups. | |

| | | CC.1.5.2.C |
|--------------|---|---|
| | | Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, |
| | | or deepen understanding of a topic or issue. |
| 2-M | Responds to hearing his own name 5 times (e.g., looks at the speaker) | CC.1.5.2.A |
| 2-a | Smiles at the sound of the caretaker's voice 2 times | Participate in collaborative conversations with peers and adults in small and larger groups. |
| 2 u | Shines at the sound of the edictate 5 voice 2 times | |
| 3-M | Looks at, touches, or points to the correct family member, pet, or other reinforcer when presented in an array of 2, | CC.1.1.2.D |
| 3-1VI | | Know and apply grade level phonics and word analysis skills in decoding words. |
| 2 | for 5 different reinforcers (e.g., Where's Elmo? Where's mommy?) | CC.1.2.2.I |
| 3-a | Interrupts a play activity when his name is called | Compare and contrast the most important points presented by two texts on the same topic. CC.1.3,2.D |
| 3-b | Responds to no, hot, stop or other commands in the appropriate context | Acknowledge differences in the points of views of characters, including by speaking in a different voice for each |
| 3-с | Attends to an object or picture when named (without discrimination) 5 times | character when reading dialogue aloud. |
| 3-d | Responds to 2 simple (1 part) verbal instructions in context (e.g., sit down, when by a chair) | CC.1.4.2.M |
| 3-е | Discriminates between 2 family members and/or pets when named (e.g., Where's daddy?) | Write narratives to develop real or imagined experiences or events. CC.1.4.2.N |
| 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 | Establish a situation and introduce a narrator and/or characters. |
| | a ball and a shoe and asked touch ball) | CC.1.5.2.A |
| | , | Participate in collaborative conversations with peers and adults in small and larger groups. |
| | | CC.2.3.2.A.1 Analyze and draw two- and three-dimensional shapes having specified attributes. |
| 4-M | Performs 4 different motor actions on command without a visual prompt (e.g., Can you jump? Show me clapping.) | CC.1.1.2.D |
| 4-1 1 | Selects the correct item from an array of 2 for 10 different objects or pictures | Know and apply grade level phonics and word analysis skills in decoding words. |
| | V V 1 | CC.1.2.2.B |
| 4-b | Maintains eye contact to a speaker for 2 seconds | Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text. |
| 4-c | Touches 2 body parts (e.g., Touch your nose. Where's your ears?) | CC.1.2.2.I |
| 4-d | Performs 2 motor actions (e.g., Show me clapping. Can you spin around?) | Compare and contrast the most important points presented by two texts on the same topic. |
| 4-e | Selects the correct item from an array of 3 when named, for 10 different items (e,g. dog, hat, book) | CC.1.2.2.J |
| 4-f | Generalizes in a listener discrimination (LD) task across 2 examples of 5 different items (e.g., can identify 2 different dogs, 2 | Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases. CC.1.2.2.K |
| | different cups, 2 different balls) | Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade level reading |
| | | and content, choosing from a range of strategies and tools. |
| | | CC.2.2.A.3 Work with equal groups of objects to gain foundations for multiplication. |
| 5 M | Sologia the compact item from an approx of 4 for 20 different chiests on nictures (e.g. Show me set Touch shoe) | CC.1.1.2.D |
| 5-M | Selects the correct item from an array of 4, for 20 different objects or pictures (e.g., Show me cat. Touch shoe.) | Know and apply grade level phonics and word analysis skills in decoding words. |
| 5-a | Identifies (LD) 5 items in a 10 second period (fluency test) | CC.1.2.2.A |
| 5-b | Demonstrates 6 different motor actions on command without a visual prompt | Identify the main idea of a multi-paragraph text as well as the focus of specific paragraphs within the text. |
| 5-c | Maintains an acquired listener skill after 24 hours without training | CC.1.2.2.B Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details |
| 5-d | Spontaneously emits (no direct prompts to respond) a listener response (LD) 2 times | in a text. |
| 5-e | Generalizes known listener tasks across 3 different people, 3 settings, and 3 times of day | CC.1.2.2.F |
| | | Determine the meaning of words and phrases as they are used in grade level text including multiple-meaning words. |
| | | CC.1.2.2.G Explain how graphic representations contribute to and clarify a text. |
| 1 | | CC.1.2.2.I |
| | | Compare and contrast the most important points presented by two texts on the same topic. |
| | | CC.1.2.2.J Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases. |
| | | CC.1.3.2.B |
| | | Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details |
| | | in a text. |
| | | CC.1.3.2.H Compare and contrast two or more versions of the same stary by different authors or from different culture |
| | | Compare and contrast two or more versions of the same story by different authors or from different culture. CC.1.3.2.I |
| | | Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade level reading |
| | | and content, choosing from a range of strategies and tools. |
| | | CC.1.3.2.J |
| | | Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases. CC.1.3.2.K |
| | | CONCENT |

| Read and comprehend literature on grade level, reading independently and proficiently. |
|---|
| CC.1.4.2.B |
| Identify and introduce the topic. |
| CC.1.4.2.M |
| Write narratives to develop real or imagined experiences or events. |
| CC.1.5.2.A |
| Participate in collaborative conversations with peers and adults in small and larger groups. |
| CC.1.5.2.B |
| Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. |
| CC.1.5.2.C |
| Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, |
| or deepen understanding of a topic or issue. |
| CC.2.3.2.A.1 |
| Analyze and draw two- and three-dimensional shapes having specified attributes. |
| CC.2.3.2.A.2 |
| Use the understanding of fractions to partition shapes into halves, quarters, and thirds. |
| CC.2.4.2.A.2 |
| Tell and write time to the nearest five minutes using both analog and digital clocks. |
| CC.2.4.2.A.3 |
| Solve problems and make change using coins and paper currency with appropriate symbols. |
| CC.2.4.2.A.4 |
| Represent and interpret data using line plots, picture graphs, and bar graphs. |
| CC.2.2.2.A.2 |
| Use mental strategies to add and subtract within 20. |
| CC.2.2.2.A.3 |
| Work with equal groups of objects to gain foundations for multiplication. |

| | LISTENER RESPONDING LEVEL 2 | | |
|---------------------------------|---|---|--|
| Skill | VB-MAPP Milestones & Supporting Skills | PA Core Standards | |
| 6-M 6-a 6-b 6-c 6-d | Selects the correct item from a messy array of 6, for 40 different objects or pictures (e.g., Find cat. Touch ball.) Selects the correct item from a messy array of 5, for 25 different items (e.g., book, car, dog, shoe) Acquires a new listener skill in less than 25 training trials Discriminates among 6 people, pets, or characters by name (e.g., Find Oscar.) Generalizes in a listener task across 3 examples of 25 different items | CC.1.2.D Know and apply grade level phonics and word analysis skills in decoding words. CC.1.2.2.I Compare and contrast the most important points presented by two texts on the same topic. CC.1.2.2.J Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases. CC.1.3.2.G Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot. CC.1.4.2.M Write narratives to develop real or imagined experiences or events. CC.1.4.2.N Establish a situation and introduce a narrator and/or characters. CC.1.5.2.A Participate in collaborative conversations with peers and adults in small and larger groups. CC.2.3.2.A.1 Analyze and draw two- and three-dimensional shapes having specified attributes. CC.2.3.2.A.2 Use the understanding of fractions to partition shapes into halves, quarters, and thirds. CC.2.4.2.A.1 Measure and estimate lengths in standard units using appropriate tools. CC.2.4.2.A.2 Tell and write time to the nearest five minutes using both analog and digital clocks. CC.2.4.2.A.3 | |

| | | Solve problems and make change using coins and paper currency with appropriate symbols. |
|-------|--|--|
| | | CC.2.4.2.A.4 Represent and interpret data using line plots, picture graphs, and bar graphs. |
| | | CC.2.4.2.A.6 |
| | | Extend the concepts of addition and subtraction to problems involving length. CC.2.2.2.A.3 |
| | | Work with equal groups of objects to gain foundations for multiplication. |
| 7-M | Generalizes listener discriminations (LDs) in a messy array of 8, for 3 different examples of 50 items (e.g., the child | CC.1.1.2.D |
| | can find 3 examples of a train) | Know and apply grade level phonics and word analysis skills in decoding words. |
| 7-a | Goes to 3 specified people on command (e.g., Go to Debbie) | CC.1.2.2.B Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details |
| 7-b | Points to a named item in a book for 5 items (e.g., Where's the fire truck?) | in a text. |
| 7-c | Selects 5 items in the natural environment on command (e.g., get the spoon, while at the table) | CC.1.2.2.I Compare and contrast the most important points presented by two texts on the same topic. |
| 7-d | Spontaneously demonstrates (no prompts to respond) 5 listener skills in the natural environment (e.g., when someone in the | СС.1.3.2.Н |
| /-u | room mentions the rocking horse, the child spontaneously goes to the horse) | Compare and contrast two or more versions of the same story by different authors or from different culture. CC.1.3.2.I |
| | Toom mentions the focking noise; the clinic spontaneously goes to the noise) | Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade level reading |
| | | and content, choosing from a range of strategies and tools. |
| | | CC.1.3.2.J Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases. |
| | | CC.1.3.2.K |
| | | Read and comprehend literature on grade level, reading independently and proficiently. CC.1.4.2.M |
| | | Write narratives to develop real or imagined experiences or events. |
| | | CC.1.4.2.N |
| | | Establish a situation and introduce a narrator and/or characters. CC.1.5.2.A |
| | | Participate in collaborative conversations with peers and adults in small and larger groups. |
| | | CC.1.5.2.B |
| | | Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. CC.2.3.2.A.1 |
| | | Analyze and draw two- and three-dimensional shapes having specified attributes. |
| | | CC.2.3.2.A.2 Use the understanding of fractions to partition shapes into halves, quarters, and thirds. |
| | | CC.2.4.2.A.2 |
| | | Tell and write time to the nearest five minutes using both analog and digital clocks. |
| | | CC.2.4.2.A.3 Solve problems and make change using coins and paper currency with appropriate symbols. |
| | | CC.2.4.2.A.4 |
| | | Represent and interpret data using line plots, picture graphs, and bar graphs. |
| | | CC.2.4.2.A.6 Extend the concepts of addition and subtraction to problems involving length. |
| 8-M | Performs 10 specific motor actions on command (e.g., Show me clapping. Can you hop?) | CC.1.1.2.D |
| 8-a | Goes to 3 specified locations on command (e.g., Go to the kitchen. Show me your bedroom.) | Know and apply grade level phonics and word analysis skills in decoding words. CC.1.2.2.I |
| 8-b | Selects the correct item from an array of 8 containing 2 similar stimuli (e.g., same color), for 20 items | Compare and contrast the most important points presented by two texts on the same topic. |
| 8-c | Selects an item when given the sound that the item makes for 5 items (e.g., barking: dog, siren: fire truck) | CC.1.3.2.K |
| 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?) | Read and comprehend literature on grade level, reading independently and proficiently. CC.1.4.2.M |
| | | Write narratives to develop real or imagined experiences or events. |
| | | CC.2.4.2.A.2 Tell and write time to the nearest five minutes using both analog and digital clocks. |
| 9-M | Follows 25 two-component noun-verb and/or verb-noun instructions (e.g., Show me the baby sleeping. Push the | CC.1.1.2.D |
|) IVI | swing.) | Know and apply grade level phonics and word analysis skills in decoding words. |
| 9-a | Acquires 2 new listener responses without formal training (e.g., someone asks another person to turn on a light, and the child | CC.1.2.2.C Describe the connection between a series of events, concepts, or steps in a procedure within a text. |
| | goes over to the light, and no one knew that she knew the word light) | CC.1.2.2.J |
| 9-b | Appropriately responds to 5 different gestures (e.g., finger to the lips for quiet, palm out for stop) | Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases. CC.1.3.2.I |
| 9-c | Demonstrates 3 specified actions to 3 different people (e.g., Hug Grandma. Give Laura a high-five.) | Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade level reading |
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| 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 | and content, choosing from a range of strategies and tools. |
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| | elephant and giraffe?) | CC.1.3.2.J Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases. |
| | 1 | CC.1.4.2.M |
| | | Write narratives to develop real or imagined experiences or events. |
| | | CC.1.5.2.B |
| | | Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. |
| | | CC.2.2.2.A.2 |
| | | Use mental strategies to add and subtract within 20. |
| 10-M | Selects the correct item in a book, picture scene, or natural environment when named for 250 items, tested or from an | CC.1.1.2.D |
| | accumulated list of known words | Know and apply grade level phonics and word analysis skills in decoding words. CC.1.2.2.A |
| 10-a | Performs two consecutive actions for 10 different sets of actions (verb-verb) (e.g., Show me jumping and clapping. | Identify the main idea of a multi-paragraph text as well as the focus of specific paragraphs within the text. |
| 10-b | Discriminates between 2 colors from an array of 4 different colored objects | CC.1.2.2.B |
| | · J | Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details |
| 10-c | Discriminates between 2 shapes from an array of 4 different shapes | in a 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 | CC.1.2.2.F |
| | and rolling a pencil, the child correctly spins and rolls a straw on the first trial) | Determine the meaning of words and phrases as they are used in grade level text including multiple-meaning words. CC.1.2.2.G |
| | | Explain how graphic representations contribute to and clarify a text. |
| | | CC.1.2.2.I |
| 10-е | Generalizes in a noun-verb listener task with a new action for 5 objects (e.g., can spin any item) | Compare and contrast the most important points presented by two texts on the same topic. |
| 10-6 | Generalizes in a noun-vero listener task with a new action for 5 objects (e.g., can spin any item) | CC.1.2.2.J |
| | | Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases. |
| | | CC.1.2.2.K |
| | | Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade level reading and content, choosing from a range of strategies and tools. |
| | | CC.1.3.2.J |
| | | Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases. |
| | | CC.1.4.2.B |
| | | Identify and introduce the topic. |
| | | CC.1.5.2.C |
| | | Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, |
| | | or deepen understanding of a topic or issue. CC.1.5.2.D |
| | | Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in |
| | | coherent sentences. |
| | | CC.2.3.2.A.1 |
| | | Analyze and draw two- and three-dimensional shapes having specified attributes. |

| | LISTENER RESPONDING | | |
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| | 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.1.1.2.D Know and apply grade level phonics and word analysis skills in decoding words. CC.1.2.2.G | |
| 11-a | Puts 5 specified items where they belong (e.g., Put the hairbrush away.) | Explain how graphic representations contribute to and clarify a text. | |
| 11-b | Discriminates among 4 colors in an array of 4 different colored objects | CC.1.2.2.I | |
| 11-c | Discriminates among 4 shapes in an array of 4 different shapes | Compare and contrast the most important points presented by two texts on the same topic. CC.1.5.2.A | |
| 11-d | Discriminates between 2 different prepositions (e.g., in, on, under) | Participate in collaborative conversations with peers and adults in small and larger groups. | |
| 11-е | Discriminates between self and others given a pronoun (e.g., your, my) | CC.2.3.2.A.1 Analyze and draw two- and three-dimensional shapes having specified attributes. | |
| 11-f | Selects two different colors or shapes from an array of 8 for 10 pairs (e.g., Give me red and blue.) | CC.2.3.2.A.2 | |
| | | Use the understanding of fractions to partition shapes into halves, quarters, and thirds. | |

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| | | CC.2.4.2.A.1 |
| | | Measure and estimate lengths in standard units using appropriate tools. CC.2.4.2.A.4 |
| | | Represent and interpret data using line plots, picture graphs, and bar graphs. |
| | | CC.2.4.2.A.6 |
| | | Extend the concepts of addition and subtraction to problems involving length. |
| | | CC.2.1.2.B.1 |
| | | Use place value concepts to represent amounts of tens and ones and to compare three digit numbers. CC.2.1.2.B.3 |
| | | Use place value understanding and properties of operations to add and subtract within 1000. |
| | | CC.2.2.2.A.3 |
| 10.75 | | Work with equal groups of objects to gain foundations for multiplication. |
| 12-M | Follows 2 instructions involving 6 different prepositions (e.g., Stand behind the chair.) and 4 different pronouns (e.g., | CC.1.2.2.I Compare and contrast the most important points presented by two texts on the same topic. |
| | Touch my ear.) | CC.1.5.2.A |
| 12-a | Follows instructions to take an item to 5 different locations (e.g., Take the tray to the sink.) | Participate in collaborative conversations with peers and adults in small and larger groups. |
| 12-b | Goes to 5 different locations and retrieves specific objects (e.g., Go to the kitchen and get a cup.) | CC.2.3.2.A.2 |
| 12-c | Selects items from an array of similar stimuli based on an adjective (e.g., Touch the little bird?) | Use the understanding of fractions to partition shapes into halves, quarters, and thirds. CC.2.4.2.A.4 |
| 12-d | Discriminates between the genders for girl and boy and man and woman (e.g., Where's the girl?) | Represent and interpret data using line plots, picture graphs, and bar graphs. |
| 12-e | Discriminates between males and females given a pronoun (e.g., he and she) | |
| 12-c 12-f | Demonstrates actions modified by 2 different adverbs (e.g., Walk slow. Walk fast.) | |
| 12-1 | Demonstrates actions modified by 2 different adverbs (e.g., wark slow. wark fast.) | |
| | | CCIAAX |
| 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.1.2.2.I Compare and contrast the most important points presented by two texts on the same topic. |
| | demonstrates actions based on 4 pairs of relative adverbs (e.g., quiet-loud, fast-slow) | CC.1.2.2.J |
| 13-a | Demonstrates 3 pretend emotions on command (e.g., Show me a sad face. Make a happy face.) | Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases. |
| 13-b | Identifies (LDs) 10 items based on a subject, adjective, and noun (e.g., Show me the girl's red hair.) | CC.1.3.2.G Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, |
| 13-c | Performs 10 actions based on a subject, preposition, and noun (e.g., Put the horse in the barn.) | setting, or plot. |
| 13-d | Identifies (LDs) 10 items based on a verb, pronoun, and noun (e.g., Brush his hair.) | CC.1.4.2.K Use a variety of words and phrases to appeal to the audience. |
| 13-е | Generalizes a pronoun and a preposition to a new situation (e.g., uses his correctly with a new friend) | CC.1.4.2.M |
| | | Write narratives to develop real or imagined experiences or events. |
| | | CC.1.4.2.N Establish a situation and introduce a narrator and/or characters. |
| | | CC.1.5.2.A |
| | | Participate in collaborative conversations with peers and adults in small and larger groups. |
| | | CC.2.3.2.A.2 |
| | | Use the understanding of fractions to partition shapes into halves, quarters, and thirds. CC.2.4.2.A.1 |
| | | Measure and estimate lengths in standard units using appropriate tools. |
| | | CC.2.4.2.A.4 |
| | | Represent and interpret data using line plots, picture graphs, and bar graphs. |
| | | CC.2.4.2.A.6 Extend the concepts of addition and subtraction to problems involving length. |
| 14 M | Follows 3-step directions for 10 different directions (e.g., Get your coat, hang it up, and sit down.) | Extend the concepts of addition and subtraction to problems involving length. CC.1.2.2.C |
| | Performs 10 actions based on a subject, verb, and adverb (e.g., Show me the frog jumping high.) | Describe the connection between a series of events, concepts, or steps in a procedure within a text. |
| 14-a | | CC.1.4.2.B |
| 14-b | Performs 10 actions based on a subject, adjective, and verb (e.g., Show me the big bear dancing.) | Identify and introduce the topic. CC.1.4.2.P |
| 14-c | Discriminates among 6 community helpers by category (e.g., nurse, doctor, mailman, bus driver) | Organize a short sequence of events, using temporal words to signal event order; provide a sense of closure. |
| 14-d | Correctly responds to 10 tasks involving "one" vs. "two" vs. "all" of something | CC.1.5.2.A |
| | | Participate in collaborative conversations with peers and adults in small and larger groups. |
| | | CC.2.1.2.B.1 Use place value concepts to represent amounts of tens and ones and to compare three digit numbers. |
| | | CC.2.1.2.B.2 Use place value concepts to read, write, and skip count to 1000. |
| | | CC.2.1.2.B.3 |
| | | Use place value understanding and properties of operations to add and subtract within 1000. |
| | | CC.2.2.2.A.2 |
| | | Use mental strategies to add and subtract within 20. |

| | | CC.2.2.2.A.3 |
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| 15 N/ | | Work with equal groups of objects to gain foundations for multiplication. CC.1.1.2.D |
| 15-M | Has a total listener repertoire of 1200 words (nouns, verbs, adjectives, etc.), tested or from an accumulated list of known words | Know and apply grade level phonics and word analysis skills in decoding words. CC.1.2.2.A |
| 15-a | Discriminates among items given negation words for 10 tasks (e.g., Which one is not a food?) | Identify the main idea of a multi-paragraph text as well as the focus of specific paragraphs within the text. |
| 15-b | Discriminates 5 attributes of peers in a small group (e.g., Who is wearing blue shoes? Who has red hair? Who is wearing | CC.1.2.2.B |
| | glasses?) | Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details |
| 15-c | Correctly responds to 10 singular vs. plural tasks (e.g., Touch the dog. vs. Touch the dogs.) | in a text. CC.1.2.2.C |
| 15-d | Generalizes 5 adjectives to new nouns (e.g., says, Sticky fly stuff when first encounters a fly trap) | Describe the connection between a series of events, concepts, or steps in a procedure within a text. |
| | | CC.1.2.2.F |
| 15-е | Generalizes 5 adverbs to new verbs (e.g., says, Lava moves slow when first encountering lava) | Determine the meaning of words and phrases as they are used in grade level text including multiple-meaning words. CC.1.2.2.G |
| | | Explain how graphic representations contribute to and clarify a text. CC.1.2.2.I |
| | | Compare and contrast the most important points presented by two texts on the same topic. CC.1.2.2.J |
| | | Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases. CC.1.2.2.K |
| | | Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade level reading |
| | | and content, choosing from a range of strategies and tools. |
| | | CC.1.3.2.H Compare and contrast two or more versions of the same story by different authors or from different culture. |
| | | CC.1.3.2.I |
| | | Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade level reading and content, choosing from a range of strategies and tools. |
| | | CC.1.3.2.J |
| | | Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases. CC.1.3.2.K |
| | | Read and comprehend literature on grade level, reading independently and proficiently. CC.1.4.2.B |
| | | Identify and introduce the topic. |
| | | CC.1.4.2.M |
| | | Write narratives to develop real or imagined experiences or events. |
| | | CC.1.5.2.A Participate in collaborative conversations with peers and adults in small and larger groups. CC.1.5.2.C |
| | | Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, |
| | | or deepen understanding of a topic or issue. |
| | | CC.2.3.2.A.1 |
| | | Analyze and draw two- and three-dimensional shapes having specified attributes. CC.2.3.2.A.2 |
| | | Use the understanding of fractions to partition shapes into halves, quarters, and thirds. CC.2.4.2.A.4 |
| | | Represent and interpret data using line plots, picture graphs, and bar graphs. CC.2.1.2.B.1 |
| | | Use place value concepts to represent amounts of tens and ones and to compare three digit numbers. |
| | | CC.2.1.2.B.2 Use place value concepts to read, write, and skip count to 1000. |
| | | CC.2.1.2.B.3 |
| | | Use place value understanding and properties of operations to add and subtract within 1000. |
| | | CC.2.2.2.A.3 |
| | | Work with equal groups of objects to gain foundations for multiplication. |

| | 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.1.2.2.I | |
| 1-a | Visually attends to faces and people 5 times | Compare and contrast the most important points presented by two texts on the same topic. | |
| 1-b | Visually attends to reinforcing objects 5 times | | |
| | | | |
| 2-M | Grasps small objects with thumb and index finger (pincer grasp) 5 times | CC.1.2.2.F Determine the meaning of words and phrases as they are used in grade level text including multiple-meaning words. | |
| 2-a | Reaches for and successfully grabs objects 5 times | CC.1.2.2.G | |
| 2-b | Uses index finger to poke things or for other uses 5 times | Explain how graphic representations contribute to and clarify a text. | |
| 2-c | Manipulates toys and objects in a variety of ways for 10 seconds, 5 times | CC.1.2.2.I Compare and contrast the most important points presented by two texts on the same topic. | |
| | | CC.1.4.2.A | |
| | | Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. CC.1.4.2.F | |
| | | Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. CC.1.4.2.E | |
| | | Choose words and phrases for effect. | |
| | | CC.1.4.2.H Identify the topic and state an opinion. | |
| | | CC.1.4.2.N | |
| | | Establish a situation and introduce a narrator and/or characters. CC.1.4.2.O | |
| | | Include thoughts and feeling to describe experience and events to show the response of characters to situations. CC.1.4.2.P | |
| | | Organize a short sequence of events, using temporal words to signal event order; provide a sense of closure. | |
| | | CC.1.4.2.Q Choose words and phrases for effect. | |
| | | CC.1.4.2.R Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. | |
| | | CC.1.4.2.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.1.5.2.F | |
| 2 M | 2 M Visually effords to a few on healt few 20 seconds (not a self atim item) | Add drawings or other visual displays to presentations when appropriate to clarify ideas, thoughts, and feelings. CC.1.2.2.I | |
| 3-M | 3-M Visually attends to a toy or book for 30 seconds (not a self-stim item) Transfers objects from one hand to another 5 times | Compare and contrast the most important points presented by two texts on the same topic. | |
| 3-a | | CC.1.3.2.G | |
| 3-b | Looks for an object that has fallen out of sight 5 times | Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot. | |
| | | CC.2.2.2.A.2 | |
| 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 | Use mental strategies to add and subtract within 20. CC.1.4.2.J | |
| 4-1 v1 | Dumps things out of containers, or pulls items out of cupboards 5 times | Create an organizational structure that includes reasons and includes a concluding statement. | |
| | | CC.2.1.2.B.3 Use place value understanding and properties of operations to add and subtract within 1000. | |
| 4-b | Pushes and/or pulls objects 5 times | CC.2.2.A.1 | |
| 7 D 5 | | Represent and solve problems involving addition and subtraction within 100. | |
| 5-M | Matches any 10 identical items (e.g., inset puzzles, toys, objects, or pictures) | CC.1.2.2.E Use various text features and search tools to locate key facts or information in a text efficiently. | |
| 5-a | Visually attends to toys or books for 1 minute, 2 times | CC.1.2.2.I | |
| 5-b | Successfully uses a spoon 5 times during a meal | Compare and contrast the most important points presented by two texts on the same topic. CC.1.3.2.H | |
| 5-c | Completes a 3-piece in-set puzzle without physical prompts | Compare and contrast two or more versions of the same story by different authors or from different culture. | |
| 5-d | Attempts to scribble with any writing instrument | CC.1.4.2.B | |

| 5-e | Puts two similar items together 2 times (e.g., picks up a matching toy) | Identify and introduce the topic. |
|-----|---|---|
| | | CC.1.4.2.M |
| | | Write narratives to develop real or imagined experiences or events. |
| | | CC.1.5.2.B |
| | | Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. |
| | | CC.2.2.2.A.3 |
| | | Work with equal groups of objects to gain foundations for multiplication. |

| Matches identical objects or pictures that are different sizes in a messy array of 6, for 10 items (e.g., matches a big red ball to a little red ball) Places 5 items where they belong or in an appropriate context (e.g., puts a cup in the sink) Description of the similar colors and shapes for 10 different colors or shapes given models (e.g., given red, blue, and green bowls and a pile of red, blue, and green bears the child sorts the items by color Matches similar colors and shapes for 10 different cultors or promptise. CC.1.3.2.B. CC.1.3.2.B. CC.1.3.2.B. CC.2.3.2.A.1 Analyze and daw two- and three-dimensional shapes having specified attributes. CC.2.3.2.A.2 Use the understanding of fractions to partition shapes into halves, quarters, and thirds. CC.2.3.2.A.3 Solve problems and make change using coins and paper currency with appropriate symbols. CC.2.3.2.A.3 Solve problems and make change using coins and paper currency with appropriate symbols. CC.2.3.2.A.3 Use place value concepts to read, write, and skip count to 1000. CC.2.2.2.A.1 Represent and interpret data using line plots, picture graphs, and bar graphs. CC.2.1.2.B.3 Use place value understanding and properties of operations to add and subtract within 1000. CC.2.2.2.A.1 Represent and salve problems involving addition and subtract within 100. CC.2.2.2.A.2 Use mental strategies to add and subtract within 20. CC.2.2.2.A.3 Work with equal groups of objects to gain foundations for multiplication. CC.1.2.1.B. CC.1.2.1.B. Use place value understanding and properties of operations to add and subtract within 100. CC.2.2.2.A.2 Use mental strategies to add and subtract within 20. CC.2.2.2.A.3 Work with equal groups of objects to gain foundations for multiplication. CC.1.2.3.1 Co.1.2.3.2 CC.2.1.2.1.3 CC.2.1.2.1.3 Use place value understanding and properties of operations to add and subtract within 100. CC.2.2.2.A.2 Use mental strategies to add and subtract within 20. CC.2.2.2.A.3 Work with equal groups of objects to gain foun | VISUAL PERCEPTUAL SKILLS AND MATCHING-TO-SAMPLE | | |
|--|---|--|--|
| Matches identical objects or pictures in a messy array of 6, for 25 items Connects 2 items or toys together (e.g. Duplos) 6-b Nests identical objects in a stack 2 times (e.g., bowls, cups, plates 6-c Turns 2 pages in a book 6-d Completes 3 different inset puzzles containing 3-4 pieces without prompts 6-s Stacks 4 blocks without help 6-d Stacks 4 blocks without help 6-f Matches identical objects or pictures in a neat array of 3, for 10 items (e.g., matches a hat to a hat) 6-g Matches identical objects or pictures that are different sizes in a messy array of 6, for 10 items (e.g., matches a big red ball to a little red ball) 6-h Places 5 items where they belong or in an appropriate context (e.g., puts a cup in the sink) 6-h Places 5 items where they belong or in an appropriate context (e.g., puts a cup in the sink) 6-c C.2.3.2.A.2 6-c C.2.3.2.A.2 6-c C.3.3.2.A.2 6-d Matches identical objects or pictures that are different sizes in a messy array of 6, for 10 items (e.g., matches a big red ball to a little red ball) 6-h Places 5 items where they belong or in an appropriate context (e.g., puts a cup in the sink) 6-h Places 5 items where they belong or in an appropriate context (e.g., puts a cup in the sink) 6-c C.3.3.2.A.2 6-c C.3.3.2.A.2 6-c C.3.3.2.A.2 9-c C.3.3.2.A.2 1-c D.3.2 | | | |
| 6-a Comnects 2 items or toys together (e.g. Duplos) 6-b Nests identical objects in a stack 2 times (e.g., bowls, cups, plates 6-c Turns 2 pages in a book 6-d Completes 3 different inset puzzles containing 3-4 pieces without prompts 6-e Stacks 4 blocks without help 6-f Matches identical objects or pictures in a neat array of 3, for 10 items (e.g., matches a hat to a hat) 6-g Matches identical objects or pictures that are different sizes in a messy array of 6, for 10 items (e.g., matches a big red ball to a little red ball) 6-h Places 5 items where they belong or in an appropriate context (e.g., puts a cup in the sink) 6-h Places 5 items where they belong or in an appropriate context (e.g., puts a cup in the sink) 6-c L3.2.3.4. 6-c L3.2.3.4. 6-d Matches identical objects or pictures that are different sizes in a messy array of 6, for 10 items (e.g., matches a big red ball to a little red ball) 6-h Places 5 items where they belong or in an appropriate context (e.g., puts a cup in the sink) 6-h Places 5 items where they belong or in an appropriate context (e.g., puts a cup in the sink) 6-c L3.2.3.4. 6-c L3.2.3.4. 6-c L3.2.3.4. 6-d Matches identical objects or pictures that are different sizes in a messy array of 6, for 10 items (e.g., matches a big red ball to a little red ball) 6-d Matches identical objects or pictures that are different sizes in a messy array of 6, for 10 items (e.g., matches a big red ball to a little red ball) 6-d Matches identical objects or pictures that are different sizes in a messy array of 6, for 10 items (e.g., matches a big red ball to a little red ball) 6-d Matches identical objects or pictures that are different sizes in a messy array of 6, for 10 items (e.g., matches a big red ball to a little red ball) 6-d Matches identical objects or pictures that are different sizes in a messy array of 6, for 10 items (e.g., matches a big red ball to a little red ball) 6-d Matches identical objects or pictures that are different sizes in a messy array of 6, for 10 items (e.g., matches | Skill | VB-MAPP Milestones & Supporting Skills | PA Core Standards |
| Competes 2 different inset puzzles containing 3-4 pieces without prompts Competes 3 different inset puzzles containing 3-4 pieces without prompts Competes 3 different inset puzzles containing 3-4 pieces without prompts Competes 3 different inset puzzles containing 3-4 pieces without prompts Competes 3 different inset puzzles containing 3-4 pieces without prompts Matches identical objects or pictures in a neat array of 3, for 10 items (e.g., matches a hat to a hat) Compare and contrest the most important points presented by two texts on the same topic. Compare and contrest the most important points presented by two texts on the same topic with the same topic of th | 6-M | Matches identical objects or pictures in a messy array of 6, for 25 items | |
| Nests identical objects in a stack 2 times (e.g., bowls, cups, plates | 6-a | Connects 2 items or toys together (e.g. Duplos) | |
| Turns 2 pages in a book Completes 3 different inset puzzles containing 3-4 pieces without prompts Stacks 4 blocks without help Matches identical objects or pictures in a neat array of 3, for 10 items (e.g., matches a hat to a hat) Matches identical objects or pictures that are different sizes in a messy array of 6, for 10 items (e.g., matches a big red ball to a little red ball) Places 5 items where they belong or in an appropriate context (e.g., puts a cup in the sink) CC.2.4.2.A. Beautiful and introduce the topic. CC.2.3.2.A. CC.2.4.2.A. CC.2.4.2.A. CC.2.4.2.A. Beautiful and introduce the opic. CC.2.3.2.A. CC.2.4.2.A. CC.2.4.2.A. CC.2.4.2.A. Beautiful and introduce the opic. CC.2.2.3.A. CC.2.4.2.A. CC.2.4.2.A. Beginned and one transition shapes into halves, quarters, and thirds. CC.2.4.2.A. Beautiful and introduce the opic. CC.2.4.2.A. CC.2.4.2.A. CC.2.4.2.A. Beginned and introduce the opic. CC.2.4.2.A. CC.2.4.2.A. CC.2.4.2.A. Beginned and introduce the opic. CC.2.4.2.A. Beginned and introduce the opic. CC.2.4.2.A. Beginned and introduce the opic. CC.2.4.2.A. Beginned and introduce the opic. CC.2.4.2.A. Beautiful and introduce the opic. CC.2.4.2.A. Beginned and introduce the opic. CC.2.4.2.A. Beginned and introduce the opic. CC.2.4.2.A. Beginned and introduce the opic. CC.2.4.2.A. Beginned and introduce the opic. CC.2.4.2.A. Beginned and introduce the opic. CC.2.4.2.A. Beginned and introduce the opic. CC.2.4.2.A. Beginned and introduce the opic. CC.2.4.2.A. Beginned and introduce the opic. CC.2.4.2.A. Beginned and introduce the opic. CC.2.4.2.A. Beginned and introduce the opic. CC.2.4.2.A. Beginned and introduce the opic. CC.2.4.2.A. Beginned and introduce the opic. CC.2.4.2.A. Beginned and introduce the opic. CC.2.4.2.A. Beginned and introduce the opic. CC.2.4.2.A. Beginned and introduce the opic. CC.2.4.2.A. Beginned and introduce the opic. CC.2.4.2.A. Beginned and introduce the opic. CC.2.4.2.A. Beginned and introduce the opic. CC.2.4.2.A. Beginned and introduce t | 6-b | Nests identical objects in a stack 2 times (e.g., bowls, cups, plates | Describe the connection between a series of events, concepts, or steps in a procedure within a text. |
| Completes 3 different inset puzzles containing 3-4 pieces without prompts Stacks 4 blocks without help Matches identical objects or pictures in a neat array of 3, for 10 items (e.g., matches a bat to a hat) Matches identical objects or pictures that are different sizes in a messy array of 6, for 10 items (e.g., matches a big red ball to a little red ball) Places 5 items where they belong or in an appropriate context (e.g., puts a cup in the sink) CC1.3.2.1 CC2.3.2.3.4 Analyze and draw two- and three-dimensional shapes having specified attributes. CC2.3.2.3.4 Analyze and draw two- and three-dimensional shapes having specified attributes. CC2.3.2.3.4 Analyze and draw two- and three-dimensional shapes having specified attributes. CC2.3.2.3.4 Regressent and interpret data using line plots, picture graphs, and bar graphs. CC2.3.2.3.4 Regressent and oncepts to read, write, and ship count to 1000. CC2.3.2.3.4 Regressent and solve problems involving addition and subtract within 1000. CC2.3.2.3.4 Regressent and solve problems involving addition and subtract within 1000. CC2.3.2.3.4 Regressent and solve problems involving addition and subtraction within 100. CC2.3.2.3.4 Regressent and solve problems involving addition and subtraction within 100. CC2.3.2.3.4 Regressent and solve problems involving addition and subtraction within 100. CC2.3.2.3.4 Regressent and solve problems involving addition and subtraction within 100. CC2.3.2.3.4 Regressent and solve problems involving addition and subtraction within 100. CC2.3.2.3.4 Regressent and solve problems involving addition and subtraction within 100. CC2.3.2.3.4 Regressent and solve problems involving addition and subtraction within 100. CC2.3.2.3.4 Regressent and solve problems involving addition and subtraction within 100. CC2.3.2.3.4 Regressent and solve problems involving addition and subtraction within 100. CC2.3.2.3.4 Regressent and solve problems involving addition and subtraction within 100. CC2.3.2.3.4 Regressent and solve prob | -c | | |
| Stacks 4 blocks without help Matches identical objects or pictures in a neat array of 3, for 10 items (e.g., matches a hat to a hat) a little red hall) Places 5 items where they belong or in an appropriate context (e.g., puts a cup in the sink) CC.1.3.2.K Red and compare and contrast two or more versions of the same story by different authors or from different cult CC.1.3.2.K Red and compare and contrast two or more versions of the same story by different authors or from different cult CC.1.3.2.K Red and compare and contrast two or more versions of the same story by different authors or from different cult CC.1.3.2.K Red and compare and contrast two or more versions of the same story by different authors or from different cult CC.1.3.2.K Red and compare two or more versions of the same story by different authors or from different cult CC.1.3.2.K Red and compare two or more versions of the same story by different authors or from different cult CC.1.3.2.K Red and compare two or more versions of the same story by different authors or from different cult CC.1.3.2.K Red and compare two or more versions of the same story by different authors or from different cult CC.1.3.2.K Red and comprehend literature on grade level, reading independently and proficiently. CC.1.3.2.K Red and comprehend literature on grade level, reading independently and proficiently. CC.1.3.2.K Red and comprehend literature on grade level, reading independently and proficiently. CC.1.3.2.K Red and comprehend literature on grade level, reading independently and proficiently. CC.1.3.2.K Red and comprehend literature on grade level, reading independently and proficiently. CC.1.3.2.K Red and comprehend literature on grade level, reading independently and proficiently. CC.1.3.2.K Red and comprehend literature on grade level, reading independently and proficiently. CC.1.3.2.K Red and comprehend literature on grade level, reading independently and proficiently. CC.1.3.2.K Red and comprehend literature on grade level, reading | -d | Completes 3 different inset puzzles containing 3-4 pieces without prompts | CC.1.2.2.I |
| Matches identical objects or pictures in a neat array of 3, for 10 items (e.g., matches a hat to a hat) Matches identical objects or pictures that are different sizes in a messy array of 6, for 10 items (e.g., matches a big red ball to a little red ball) Places 5 items where they belong or in an appropriate context (e.g., puts a cup in the sink) Places 5 items where they belong or in an appropriate context (e.g., puts a cup in the sink) Left the similar todace the topic. CC.3.2.A.1 Analyze and draw two- and three-dimensional shapes having specified attributes. CC.2.4.2.A.3 Solve problems and make change using coins and paper currency with appropriate symbols. CC.2.1.2.B.1 Use place value concepts to represent amounts of tens and ones and to compare three digit numbers. CC.2.1.2.B.3 Use place value concepts to read, write, and skip count to 1000. CC.2.2.2.A.2.2.A.2.A.3 When the similar colors and shapes for 10 different colors or shapes given models (e.g., given red, blue, and green bowls and a pile of red, blue, and green bears the child sorts the items by color Completes 5 items where they belong or in an appropriate context (e.g., matches a big red ball to a little red ball) Compare and contrast two or more versions of the same story by different authors or from different colors or pictures that are different sizes in a messy array of 6, for 10 items (e.g., matches a big red ball to C.1.2.B.2.B.1 Compare and contrast two or more versions of the same story by different authors or from different colors or pictures and an appropriate conversations, and compared the deal of contrast two or more versions of the same story by different authors or from different colors or shapes given models (e.g., given red, blue, and green boars the child sorts the items by color Completes 5 different puzzles containing 6 or more pieces without prompts Compare and contrast two or more versions of the same story by different authors or from different cultered authors or from different cultered authors or from dif | -e | | |
| Matches identical objects or pictures that are different sizes in a messy array of 6, for 10 items (e.g., matches a big red ball to a little red ball) Analyze and draw two- and three-dimensional shapes having specified attributes. CC.23.23.4.1 Analyze and draw two- and three-dimensional shapes into halves, quarters, and thirds. CC.24.24.3.3 Solve problems and make change using coins and paper currency with appropriate symbols. CC.2.12.12.11 Use the understanding of fractions to partition shapes into halves, quarters, and thirds. CC.2.12.12.13 Use piece value concepts to represent amounts of tens and ones and to compare three digit numbers. CC.2.12.13.13 Use piece value concepts to read, write, and skip count to 1000. CC.2.2.14.18 Use piece value understanding and properties of operations to add and subtract within 1000. CC.2.2.14.18 Use piece value understanding and properties of operations to add and subtract within 1000. CC.2.2.2.14.18 Use piece value understanding and properties of operations to add and subtract within 1000. CC.2.2.2.14.18 Use piece value understanding and properties of operations to add and subtract within 1000. CC.2.2.2.14.18 Use piece value understanding and properties of operations to add and subtract within 1000. CC.2.2.2.14.18 Use piece value understanding and properties of operations to add and subtract within 1000. CC.2.2.2.14.18 Use piece value understanding and properties of operations to add and subtract within 1000. CC.2.2.2.14.18 Use piece value understanding and properties of operations to add and subtract within 1000. CC.2.2.2.14.18 Use piece value understanding and properties of operations to add and subtract within 1000. CC.2.2.2.14.18 Use piece value understanding and properties of operations to add and subtract within 1000. CC.2.2.2.14.18 Use piece value understanding and properties of operations to add and subtract within 1000. CC.2.2.2.14.18 Use piece value understanding and properties of operations to add and subtract within 1000. CC. | -f | | Compare and contrast two or more versions of the same story by different authors or from different culture. |
| Places 5 items where they belong or in an appropriate context (e.g., puts a cup in the sink) CC.2.3.2.A.1 Analyze and draw two- and three-dimensional shapes having specified attributes. CC.2.3.2.A.2 Use the understanding of fractions to partition shapes into halves, quarters, and thirds. CC.2.4.2.A.2 Use the understanding of fractions to partition shapes into halves, quarters, and thirds. CC.2.4.2.A.2 Use the understanding of fractions to partition shapes into halves, quarters, and thirds. CC.2.1.2.B.1 Use place value concepts to represent amounts of tens and ones and to compare three digit numbers. CC.2.1.2.B.2 Use place value concepts to read, write, and skip count to 1000. CC.2.1.2.B.3 Use place value understanding and properties of operations to add and subtract within 100. CC.2.2.2.A.1 Analyze and draw two- and three-dimensional shapes having specified attributes. CC.2.1.2.B.3 Use the understanding of fractions to partition shapes into halves, quarters, and thirds. CC.2.1.2.B.3 Use place value concepts to read, write, and skip count to 1000. CC.2.1.2.B.3 Use place value concepts to read, write, and skip count to 1000. CC.2.2.2.A.1 Analyze and draw two- and three-dimensional shapes having specified attributes. CC.2.1.2.B.1 Use the understanding of fractions to partition shapes into halves, quarters, and thirds. CC.2.1.2.B.1 Use place value concepts to read, write, and skip count to 1000. CC.2.2.2.A.1 Analyze and draw two- and three-dimensional shapes having specified attributes. CC.2.1.2.B.1 Use the understanding of fractions to partition shapes into halves, quarters, and thirds. CC.2.1.2.B.1 Use place value concepts to read, write, and skip count to 1000. CC.2.2.2.A.1 Analyze and draw two- and three-dimensional shapes into halves, quarters, and thirds. CC.2.1.2.B.1 Use the understanding of fractions to partition shapes into halves, quarters, and thirds. CC.2.1.2.B.1 Use place value concepts to read, write, and skip count to 1000. CC.2.2.2.A.1 Analyze and draw two- | j-g | | Read and comprehend literature on grade level, reading independently and proficiently. |
| Matches similar colors and shapes for 10 different colors or shapes given models (e.g., given red, blue, and green bowls and a pile of red, blue, and green bears the child sorts the items by color Completes 5 different puzzles containing 6 or more pieces without prompts CC.1.2.2.J Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phenomenate conversational general academic, and domain-specific words and phenomenate conversational general academic, and domain-specific words and phenomenate conversational general academic, and domain-specific words and phenomenate conversational general academic, and domain-specific words and phenomenate conversational general academic, and domain-specific words and phenomenate conversational general academic, and domain-specific words and phenomenate conversational general academic, and domain-specific words and phenomenate conversational general academic, and domain-specific words and phenomenate conversational general academic, and domain-specific words and phenomenate conversational general academic, and domain-specific words and phenomenate conversational general academic, and domain-specific words and phenomenate conversational general academic, and domain-specific words and phenomenate conversational general academic, and domain-specific words and phenomenate conversational general academic, and domain-specific words and phenomenate conversational general academic, and domain-specific words and phenomenate conversational general academic, and domain-specific words and phenomenate conversational general academic, and domain-specific words and phenomenate conversational general academic, and domain-specific words and phenomenate conversational general academic, and domain-specific words are conversational general academic, and domain-specific words are conversational general academic, and domain-specific words are conversational general academic general academic general general general general general general general general | <u>5-h</u> | Places 5 items where they belong or in an appropriate context (e.g., puts a cup in the sink) | CC.2.3.2.A.1 Analyze and draw two- and three-dimensional shapes having specified attributes. CC.2.3.2.A.2 Use the understanding of fractions to partition shapes into halves, quarters, and thirds. CC.2.4.2.A.3 Solve problems and make change using coins and paper currency with appropriate symbols. CC.2.4.2.A.4 Represent and interpret data using line plots, picture graphs, and bar graphs. CC.2.1.2.B.1 Use place value concepts to represent amounts of tens and ones and to compare three digit numbers. CC.2.1.2.B.2 Use place value concepts to read, write, and skip count to 1000. CC.2.1.2.B.3 Use place value understanding and properties of operations to add and subtract within 1000. CC.2.2.2.A.1 Represent and solve problems involving addition and subtraction within 100. CC.2.2.2.A.2 Use mental strategies to add and subtract within 20. CC.2.2.2.A.3 |
| 7-a Completes 5 different puzzles containing 6 or more pieces without prompts Compare and contrast two or more versions of the same story by different authors or from different cultures. CC.1.2.2.E | 7-M | | Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases. |
| 7 h Matabas identical phicats or pictures in a massy array of 2 for 25 phicats | 7-a | | CC.1.3.2.H Compare and contrast two or more versions of the same story by different authors or from different culture. |
| I les varions text features and search tools to locate key facts or information in a text afficiently | | | CC.1.2.2.E |
| 7-c Matches identical pictures that have different backgrounds in a messy array of 8, for 25 pictures CC.1.2.2.H | | | Use various text features and search tools to locate key facts or information in a text efficiently. CC.1.2.2.H |

| 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 | Describe how reasons support specific points the author makes in a text. CC.2.3.2.A.1 |
|-----|---|--|
| | Thomas the Train to a toy Thomas the Train | Analyze and draw two- and three-dimensional shapes having specified attributes. |
| 7-е | Spontaneously matches 2 items together in play or other situations (e.g., picks up a Hulk figurine and selects a matching Hulk from a bin of figurines) | CC.2.3.2.A.2 Use the understanding of fractions to partition shapes into halves, quarters, and thirds. |
| 7-f | Completes identical matches in an array of 8, for 10 matches in less than 20 seconds (fluency) | CC.2.4.2.A.4 Represent and interpret data using line plots, picture graphs, and bar graphs. |
| | | CC.2.4.2.A.6 |
| | | Extend the concepts of addition and subtraction to problems involving length. |
| 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.1.1.2.D Know and apply grade level phonics and word analysis skills in decoding words. |
| | dog to a dog in an array that also contains a cat, a pig, and a pony | CC.1.2.2.E |
| 8-a | Generalizes to 5 new identical matching tasks without formal | Use various text features and search tools to locate key facts or information in a text efficiently. |
| 8-b | Matches identical objects or pictures to corresponding items in a book for 25 items | CC.1.2.2.H Describe how reasons support specific points the author makes in a text. |
| 8-c | Matches identical objects or pictures to corresponding items in the natural environment for 25 | CC.1.2.2.I |
| 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 | Compare and contrast the most important points presented by two texts on the same topic. |
| | containing other toys) | CC.1.2.2.K Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade level reading |
| 8-e | Successfully assembles 5 parts of 5 connecting toys (e.g., Duplos, trains, Mr. Potato Head) | and content, choosing from a range of strategies and tools. |
| 0.0 | successivity assembles 5 parts of 5 connecting toys (e.g., Duplos, tains, Mr. 1 outo fread) | CC.1.3.2.H |
| | | Compare and contrast two or more versions of the same story by different authors or from different culture. |
| | | CC.1.3.2.K Read and comprehend literature on grade level, reading independently and proficiently. |
| | | CC.1.4.2.B |
| | | Identify and introduce the topic. |
| | | CC.1.4.2.M Write narratives to develop real or imagined experiences or events. |
| | | CC.1.5.2.B |
| | | Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. |
| | | CC.2.3.2.A.2 Use the understanding of fractions to partition shapes into halves, quarters, and thirds. |
| | | CC.2.4.2.A.3 |
| | | Solve problems and make change using coins and paper currency with appropriate symbols. |
| | | CC.2.4.2.A.4 Represent and interpret data using line plots, picture graphs, and bar graphs. |
| | | CC.2.1.2.B.1 |
| | | Use place value concepts to represent amounts of tens and ones and to compare three digit numbers. CC.2.1.2.B.2 |
| | | Use place value concepts to read, write, and skip count to 1000. |
| | | CC.2.1.2.B.3 |
| | | Use place value understanding and properties of operations to add and subtract within 1000. CC.2.2.2.A.1 |
| | | Represent and solve problems involving addition and subtraction within 100. |
| | | CC.2.2.2.A.2 |
| | | Use mental strategies to add and subtract within 20. CC.2.2.2.A.3 |
| | | Work with equal groups of objects to gain foundations for multiplication. |
| 9-M | Matches non-identical objects or non-identical pictures in a messy array of 10 containing 3 similar stimuli, for 25 | CC.1.1.2.D |
| | items (e.g., matches a Ford truck to a Toyota truck) | Know and apply grade level phonics and word analysis skills in decoding 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 | CC.1.2.2.E Use various text features and search tools to locate key facts or information in a text efficiently. |
| | Ford Mustang to a blue Ford Mustang | CC.1.2.2.F |
| 9-b | Matches non-identical objects or pictures in a messy array of 8 containing 2 similar stimuli, for 25 items | Determine the meaning of words and phrases as they are used in grade level text including multiple-meaning words. CC.1.2.2.G |
| 9-c | Matches non-identical objects or pictures to corresponding items in a book for 25 items | Explain how graphic representations contribute to and clarify a text. |
| 9-d | Matches non-identical objects or pictures to corresponding items in the natural environment for 25 items | CC.1.2.2.H |
| 9-e | Demonstrates spontaneous functional matching-to-sample in the natural environment 2 times (e.g., finds a matching shoe) | Describe how reasons support specific points the author makes in a text. |
| - | Demonstrates openanted to functional matering to sample in the natural environment 2 times (e.g., finds a matering shoe) | CC.1.2.2.I Compare and contrast the most important points presented by two texts on the same topic. |
| | | CC.1.3.2.H |
| | | Compare and contrast two or more versions of the same story by different authors or from different culture. |

| | | CC.1.3.2.K |
|--------|--|--|
| | | Read and comprehend literature on grade level, reading independently and proficiently. |
| | | CC.1.4.2.M |
| | | Write narratives to develop real or imagined experiences or events. CC.1.5.2.B |
| | | Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. CC.2.3.2.A.1 |
| | | Analyze and draw two- and three-dimensional shapes having specified attributes. CC.2.3.2.A.2 |
| | | Use the understanding of fractions to partition shapes into halves, quarters, and thirds. |
| | | CC.2.4.2.A.2 Tell and write time to the nearest five minutes using both analog and digital clocks. |
| | | CC.2.4.2.A.3 Solve problems and make change using coins and paper currency with appropriate symbols. |
| | | CC.2.4.2.A.4 Represent and interpret data using line plots, picture graphs, and bar graphs. |
| | | CC.2.1.2.B.1 Use place value concepts to represent amounts of tens and ones and to compare three digit numbers. |
| | | CC.2.1.2.B.2 Use place value concepts to read, write, and skip count to 1000. CC.2.1.2.B.3 |
| | | Use place value understanding and properties of operations to add and subtract within 1000. CC.2.2.2.A.1 |
| | | Represent and solve problems involving addition and subtraction within 100. CC.2.2.2.A.2 |
| | | Use mental strategies to add and subtract within 20. CC.2.2.2.A.3 |
| | | Work with equal groups of objects to gain foundations for multiplication. |
| 10-M | 10-M Matches non-identical objects (3D) to pictures (2D) and/or vice versa, in a messy array of 10 containing 3 | CC.1.2.2.C |
| 10 111 | similar stimuli, for 25 items | Describe the connection between a series of events, concepts, or steps in a procedure within a text. |
| 10-a | Assembles, collects, or groups 5 different toys, characters, or items that go together (e.g., a tea set) | CC.1.2.2.E |
| | | Use various text features and search tools to locate key facts or information in a text efficiently. CC.1.2.2.H |
| 10-b | Matches a picture of a body part to his own body part for 5 body parts | Describe how reasons support specific points the author makes in a text. |
| 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.1.2.2.I |
| | swimming to a picture of a boy swimming in a different pool) | Compare and contrast the most important points presented by two texts on the same topic. |
| 10-d | Colors pictures in a coloring book although doesn't always stay in the | CC.1.3.2.E Describe the overall structure of a story, including describing how the beginning introduces the story and the ending |
| 10-е | Matches 10 different items that are associated with each other (e.g., a shoe to a sock) | concludes the action. |
| 100 | | СС.1.3.2.Н |
| | | Compare and contrast two or more versions of the same story by different authors or from different culture. CC.1.4.2.D |
| | | Group information and provide a concluding statement or section. |
| | | CC.1.4.2.M |
| | | Write narratives to develop real or imagined experiences or events. CC.2.4.2.A.1 |
| | | Measure and estimate lengths in standard units using appropriate tools. |
| | | CC.2.4.2.A.2 Tell and write time to the nearest five minutes using both analog and digital clocks. |
| | | CC.2.4.2.A.3 Solve problems and make change using coins and paper currency with appropriate symbols. |
| | | CC.2.4.2.A.4 Represent and interpret data using line plots, picture graphs, and bar graphs. |
| | | CC.2.4.2.A.6 Extend the concepts of addition and subtraction to problems involving length. |
| | | CC.2.1.2.B.1 Use place value concepts to represent amounts of tens and ones and to compare three digit numbers. |
| | | CC.2.1.2.B.2 Use place value concepts to read, write, and skip count to 1000. |
| | | CC.2.1.2.B.3 |
| | | Use place value understanding and properties of operations to add and subtract within 1000. CC.2.2.2.A.1 |

| Represent and solve problems involving addition and subtraction within 100. |
|---|
| CĈ.2.2.2.A.2 |
| Use mental strategies to add and subtract within 20. |
| CC.2.2.2.A.3 |
| Work with equal groups of objects to gain foundations for multiplication. |

| | 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.2.3.2.A.2 Use the understanding of fractions to partition shapes into halves, quarters, and thirds. | |
| 11-a | Completes 5 different interlocking puzzles with 10 pieces | | |
| 11-b | Completes a 4-component block design with a 2D sample and 3D blocks for 4 designs | | |
| 11-c | Uses glue to make things stick together without physical prompts 2 times | | |
| 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) | | |
| 12-M | Demonstrates generalized non-identical matching in a messy array of 10 with 3 similar stimuli, for 25 items (i.e., | CC.1.2.2.C Describe the connection between a series of events, concepts, or steps in a procedure within a text. | |
| 12 0 | matches new items on the first trial) Sorts 5 related items from 3 different categories with a sample (e.g., pulls all the vehicles out of a bin of toys) | CC.1.2.2.E | |
| 12-a | | Use various text features and search tools to locate key facts or information in a text efficiently. CC.1.2.2.I | |
| 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 | Compare and contrast the most important points presented by two texts on the same topic. | |
| 12-c | remove the tiger, wait 5 seconds, and present the array Completes a 6-component block design with a 2D sample and 3D blocks for 8 designs | CC.1.3.2.H Compare and contrast two or more versions of the same story by different authors or from different culture. | |
| 12-d | Matches a 3D block design with 4 blocks (e.g., a house, tower) | CC.1.4.2.D Group information and provide a concluding statement or section. | |
| 12 0 | Tracenes a 3D block design with 1 blocks (e.g., a nouse, tower) | CC.2.3.2.A.1 | |
| | | Analyze and draw two- and three-dimensional shapes having specified attributes. | |
| | | CC.2.3.2.A.2 Use the understanding of fractions to partition shapes into halves, quarters, and thirds. | |
| | | CC.2.4.2.A.2 | |
| | | Tell and write time to the nearest five minutes using both analog and digital clocks. CC.2.4.2.A.3 | |
| | | Solve problems and make change using coins and paper currency with appropriate symbols. | |
| | | CC.2.4.2.A.4 Represent and interpret data using line plots, picture graphs, and bar graphs. | |
| | | CC.2.4.2.A.6 Extend the concepts of addition and subtraction to problems involving length. | |
| | | CC.2.1.2.B.1 | |
| | | Use place value concepts to represent amounts of tens and to compare three digit numbers. | |
| | | CC.2.1.2.B.2 Use place value concepts to read, write, and skip count to 1000. | |
| | | CC.2.1.2.B.3 | |
| | | Use place value understanding and properties of operations to add and subtract within 1000. CC.2.2.2.A.1 | |
| | | Represent and solve problems involving addition and subtraction within 100. CC.2.2.2.A.2 | |
| | | Use mental strategies to add and subtract within 20. CC.2.2.2.A.3 | |
| | | Work with equal groups of objects to gain foundations for multiplication. | |

| 13-M | Completes 20 different block designs, parquetry, shape puzzles, or similar tasks with at least 8 different pieces | CC.1.2.2.C |
|------|---|---|
| 13-a | Uses scissors to cut out 5 different patterns or items without physical prompts | Describe the connection between a series of events, concepts, or steps in a procedure within a text. CC.1.2.2.I |
| 13-b | Sets a table for two people with 6 dishes and utensils | Compare and contrast the most important points presented by two texts on the same topic. |
| 13-c | Place 3 sets of items in order by size (seriation) | CC.1.4.2.B Identify and introduce the topic. |
| 13-d | Imitates a model block structure or similar assembly of objects with at least 6 parts | CC.1.4.2.M |
| 13-4 | initiates a model block structure of similar assembly of objects with at least o parts | Write narratives to develop real or imagined experiences or events. |
| | | CC.1.5.2.B Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. |
| | | CC.2.3.2.A.1 |
| | | Analyze and draw two- and three-dimensional shapes having specified attributes. |
| | | CC.2.3.2.A.2 Use the understanding of fractions to partition shapes into halves, quarters, and thirds. |
| | | CC.2.4,2.A.1 |
| | | Measure and estimate lengths in standard units using appropriate tools. CC.2.4.2.A.2 |
| | | Tell and write time to the nearest five minutes using both analog and digital clocks. |
| | | CC.2.4.2.A.3 |
| | | Solve problems and make change using coins and paper currency with appropriate symbols. CC.2.4.2.A.4 |
| | | Represent and interpret data using line plots, picture graphs, and bar graphs. |
| | | CC.2.4.2.A.6 |
| | | Extend the concepts of addition and subtraction to problems involving length. CC.2.1.2.B.1 |
| | | Use place value concepts to represent amounts of tens and ones and to compare three digit numbers. |
| | | CC.2.1.2.B.2 |
| | | Use place value concepts to read, write, and skip count to 1000. CC.2.1.2.B.3 |
| | | Use place value understanding and properties of operations to add and subtract within 1000. |
| | | CC.2.2.2.A.1 Represent and solve problems involving addition and subtraction within 100. |
| | | CC.2.2.2.A.2 |
| | | Use mental strategies to add and subtract within 20. |
| | | CC.2.2.A.3 Work with equal groups of objects to gain foundations for multiplication. |
| 14-M | Sorts 5 items from 5 different categories without a model (e.g., animals, clothing, furniture) | CC.1.2.2.E |
| 14-a | Successfully completes a human figure puzzle with at least 6 parts | Use various text features and search tools to locate key facts or information in a text efficiently. |
| 14-b | Matches 25 items that are associated with each other in a messy array of 6 with 3 similar stimuli | CC.1.2.2.H Describe how reasons support specific points the author makes in a text. |
| | | CC.1.2.2.I |
| 14-c | Completes 10 different seriation tasks (i.e., part-to-whole, small-to-large, etc.) | Compare and contrast the most important points presented by two texts on the same topic. CC.1.3.2.E |
| 14-d | Plays a short "concentration" or memory game with identical pictures | Describe the overall structure of a story, including describing how the beginning introduces the story and the ending |
| | | concludes the action. |
| | | CC.1.3.2.H Compare and contrast two or more versions of the same story by different authors or from different culture. |
| | | CC.1.4.2.B |
| | | Identify and introduce the topic. |
| | | CC.1.4.2.C Develop the topic with facts and/or definitions. |
| | | CC.1.4.2.D |
| | | Group information and provide a concluding statement or section. CC.1.4.2.H |
| | | Identify the topic and state an opinion. |
| | | CC.1.4.2.J |
| | | Create an organizational structure that includes reasons and includes a concluding statement. CC.2.3.2.A.1 |
| | | Analyze and draw two- and three-dimensional shapes having specified attributes. |
| | | CC.2.3.2.A.2 |
| | | Use the understanding of fractions to partition shapes into halves, quarters, and thirds. |
| | | CC.2.4.2.A.1 |

| | | Measure and estimate lengths in standard units using appropriate tools. |
|------|---|---|
| | | CC.2.4.2.A.2 |
| | | Tell and write time to the nearest five minutes using both analog and digital clocks. |
| | | CC.2.4.2.A.3 |
| | | Solve problems and make change using coins and paper currency with appropriate symbols. |
| | | CC.2.4.2.A.4 |
| | | Represent and interpret data using line plots, picture graphs, and bar graphs. CC.2.4.2.A.6 |
| | | Extend the concepts of addition and subtraction to problems involving length. |
| | | CC.2.1.2.B.1 |
| | | Use place value concepts to represent amounts of tens and ones and to compare three digit numbers. |
| | | CC.2.1.2.B.2 |
| | | Use place value concepts to read, write, and skip count to 1000. CC.2.1.2.B.3 |
| | | Use place value understanding and properties of operations to add and subtract within 1000. |
| | | CC.2.2.2.A.1 |
| | | Represent and solve problems involving addition and subtraction within 100. |
| | | CC.2.2.2.A.2 |
| | | Use mental strategies to add and subtract within 20. |
| | | CC.2.2.A.3 Work with equal groups of objects to gain foundations for multiplication. |
| 15 M | Continues 20 three stan nottenns segrences or societion today (e.g. stan trionale beaut stan trionale) | CC.1.2.2.A |
| 15-M | Continues 20 three-step patterns, sequences, or seriation tasks (e.g., star, triangle, heart, star, triangle) | Identify the main idea of a multi-paragraph text as well as the focus of specific paragraphs within the text. |
| 15-a | Completes an A-B pattern for 5 different color or shape patterns | CC.1.2.2.C |
| 15-b | Completes an A-B pattern for 5 different picture patterns | Describe the connection between a series of events, concepts, or steps in a procedure within a text. |
| | Places 3 pictures in the correct sequential order for 5 sets | CC.1.3.2.B |
| 15-c | | Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details |
| 15-d | Constructs 5 felt (or similar material) scenes with 5 parts (e.g., farm, party) | in a text. CC.1.3.2.E |
| | | Describe the overall structure of a story, including describing how the beginning introduces the story and the ending |
| | | concludes the action. |
| | | CC.1.3.2.G |
| | | Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, |
| | | setting, or plot. CC.1.3.2.H |
| | | Compare and contrast two or more versions of the same story by different authors or from different culture. |
| | | CC.1.4.2.A |
| | | Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. |
| | | CC.1.4.2.B |
| | | Identify and introduce the topic. |
| | | CC.1.4.2.D Group information and provide a concluding statement or section. |
| | | CC.1.4.2.J |
| | | Create an organizational structure that includes reasons and includes a concluding statement. |
| | | CC.1.5.2.B |
| | | Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. |
| | | CC.1.5.2.D |
| | | Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. |
| | | CC.2.3.2.A.2 |
| | | Use the understanding of fractions to partition shapes into halves, quarters, and thirds. |
| | | CC.2.4.2.A.2 |
| | | Tell and write time to the nearest five minutes using both analog and digital clocks. |
| | | CC.2.4.2.A.3 |
| | | Solve problems and make change using coins and paper currency with appropriate symbols. CC.2.4.2.A.4 |
| | | Represent and interpret data using line plots, picture graphs, and bar graphs. |
| | | CC.2.4.2.A.6 |
| | | Extend the concepts of addition and subtraction to problems involving length. |
| | | CC.2.1.2.B.1 |
| | | Use place value concepts to represent amounts of tens and ones and to compare three digit numbers. |
| | | CC.2.1.2.B.2 |

| Use place value concepts to read, write, and skip count to 1000. CC.2.1.2.B.3 Use place value understanding and properties of operations to add and subtract within 1000. |
|---|
| CC.2.2.2.A.1 Represent and solve problems involving addition and subtraction within 100. CC.2.2.2.A.2 |
| Use mental strategies to add and subtract within 20. CC.2.2.A.3 Work with equal groups of objects to gain foundations for multiplication. |

| | 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.1.3.2.K | |
| 1-a | Has a favorite comfort item that he might sleep with or carry (e.g., a blanket, stuffed animal) | Read and comprehend literature on grade level, reading independently and proficiently. | |
| 1-b | Reaches for objects of interest (e.g., keys, cup, ball) | | |
| 1-c | Transfers items from one hand to another | | |
| 1-d | Looks at a toy when it is picked up by an adult | | |
| 2-M | Shows variation in play by independently interacting with 5 different items (e.g., plays with rings, then a ball, then a block) | CC.1.5.2.D Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. | |
| 2-a | Points to a toy or object of interest | CC.1.5.2.E | |
| 2-b | Drops items to watch them fall, or demonstrates other interests in cause-and-effect | Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. | |
| 2-c | Opens cupboard doors, toy boxes, or reaches in a toy container | CC.1.5.2.G Demonstrate command of the conventions of standard English when speaking based on grade 2 level and content. | |
| 2-d | Repeats a play behavior that produces an auditory sound (e.g., squeezes toys, bangs items) | | |
| 2-е | Makes eye contact with others 3 times during play | | |
| | | | |
| 3-M | Demonstrates generalization by engaging in exploratory movement and playing with the toys in a novel environment for 2 minutes (e.g., in a new playroom) | CC.1.2.2.J Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases. | |
| 3-a | Brings a toy or object of interest to an adult | | |
| 3-b | Dumps containers of items on floor | | |
| 3-с | Transfers items in or out of a container | | |
| 3-d | Generalizes known play behaviors to a novel environment | | |
| 3-е | Carries toys or objects from one place to another | | |
| 4.74 | | CC.1.5.2.D | |
| 4-M | Independently engages in movement play for 2 minutes (e.g., swinging, dancing, rocking, jumping, climbing) | Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent | |
| 4-a | Enters a playhouse or similar play structure without adult verbal prompting | sentences. | |
| 4-b | Learns to work a toy correctly after an adult demonstrates its use (e.g., push buttons on a pop-up toy) | CC.1.5.2.E Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. | |
| 4-c | Mands to an adult for assistance with an item (e.g., child holds up something he can't open) | CC.1.5.2.G | |
| 4-d | Spontaneously dances when music is played | Demonstrate command of the conventions of standard English when speaking based on grade 2 level and content. | |
| 4-e | Enjoys being pulled or pushed in a wagon, on a tricycle, or other toy vehicle | | |
| 5-M | Independently engages in cause-and-effect play for 2 minutes (e.g., dumping containers, playing with pop-up toys, | CC.1.2.2.C | |

| | pulling toys, etc.) | Describe the connection between a series of events, concepts, or steps in a procedure within a text. |
|-----|--|--|
| 5-a | Takes pieces of a set apart (e.g., Duplos, Bristle blocks) | CC.1.4.2.C Develop the topic with facts and/or definitions. |
| 5-b | Spontaneously pulls and pushes items around | CC.1.4.2.J |
| 5-c | Carries a large play object to a new location (e.g., a toy car garage) | Create an organizational structure that includes reasons and includes a concluding statement. CC.2.3.2.A.2 |
| 5-d | Emits sounds or words associated with toys (e.g., says vroom vroom with a car) | Use the understanding of fractions to partition shapes into halves, quarters, and thirds. |
| 5-e | Connects things or puts them together (e.g., a car on a track, Duplos) | CC.2.4.2.A.3 |
| | | Solve problems and make change using coins and paper currency with appropriate symbols. CC.2.1.2.B.3 |
| | | Use place value understanding and properties of operations to add and subtract within 1000. |
| | | CC.2.2.2.A.1 |
| | | Represent and solve problems involving addition and subtraction within 100. |
| | | CC.2.2.2.A.2 Use mental strategies to add and subtract within 20. |
| | | CC.2.2.2.A.3 |
| | | Work with equal groups of objects to gain foundations for multiplication. |

| | 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.1.5.2.D Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. | | |
| 6-a | Carries 2 or more toys while walking | CC.1.5.2.E | | |
| 6-b | Independently plays with in-set puzzles for 1 minute | Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. CC.1.5.2.G | | |
| 6-c | Engages in sensory play for 2 minutes (e.g., scoops sand, or rice from a tray, plays in shaving cream) | Demonstrate command of the conventions of standard English when speaking based on grade 2 level and content. | | |
| 6-d | Splashes water and plays with objects in a swimming or wading pool | CC.2.3.2.A.2 | | |
| 6-e | Plays with sets of toys that have multiple parts for 2 minutes (e.g., farm animals, form ball) | Use the understanding of fractions to partition shapes into halves, quarters, and thirds. CC.2.4.2.A.3 | | |
| | | Solve problems and make change using coins and paper currency with appropriate symbols. CC.2.4.2.A.4 | | |
| | | Represent and interpret data using line plots, picture graphs, and bar graphs. CC.2.1.2.B.3 | | |
| | | Use place value understanding and properties of operations to add and subtract within 1000. | | |
| | | Represent and solve problems involving addition and subtraction within 100. CC.2.2.2.A.2 | | |
| | | Use mental strategies to add and subtract within 20. | | |
| | | CC.2.2.2.A.3 | | |
| | | Work with equal groups of objects to gain foundations for multiplication. | | |
| 7-M | Independently demonstrates the use of toys or objects according to their function for 5 items (e.g., placing a train on | CC.1.2.2.I | | |
| | a track, pulling a wagon, holding a telephone to the ear) | Compare and contrast the most important points presented by two texts on the same topic. | | |
| 7-a | Scribbles on a Magna Doodle, white board, or paper | Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases. | | |
| 7-b | Waits while an activity is being set up | CC.1.3.2.K | | |
| 7-c | Independently plays for 2 minutes without adult interaction | Read and comprehend literature on grade level, reading independently and proficiently. CC.1.4.2.B | | |
| 7-d | Sorts or separates preferred toy items from others in a bin (e.g., pulls out the Thomas trains) | Identify and introduce the topic. | | |
| 7-е | Spontaneously imitates an adult's use of objects (e.g., brushing hair) | CC.1.4.2.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.1.5.2.F Add drawings or other visual displays to presentations when appropriate to clarify ideas, thoughts, and feelings. |
|---------------------------------|---|---|
| 8-M 8-a 8-b 8-c 8-d | Plays with everyday items in creative ways 2 times (e.g., uses a bowl as a drum or a box as an imaginary car) Independently plays on a playground for 2 minutes without adult prompts Observes, then imitates other children on play structures (e.g., going down a slide) Strings large beads, laces, or similar fine motor leisure activities for 1 minute Plays with 2 toy sets as designed (e.g., hammer and tool bench set, kitchen set) | CC.1.5.2.D Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. CC.1.5.2.E Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. CC.1.5.2.G Demonstrate command of the conventions of standard English when speaking based on grade 2 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.1.5.2.D Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. |
| 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) | CC.1.5.2.E Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. |
| 9-b | Completes 5 inset puzzles with 5 or more pieces | CC.1.5.2.G Demonstrate command of the conventions of standard English when speaking based on grade 2 level and content. |
| 9-с | Repeatedly plays with specific components of a play structure (e.g., goes down a slide several times, goes back and forth on a rope bridge) | |
| 9-d | Spontaneously kicks a ball forward | |
| 10-M | Assembles toys that have multiple parts for 5 different sets of materials | CC.1.5.2.D |
| 10-a | Plays with toy sets as designed (e.g., birthday set, tea set) | Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. |
| 10-b | Allows others to play in close proximity | CC.1.5.2.E |
| 10-с | Demonstrates interest in a peer's completed project (e.g., a sand castle, Lego structure) | Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. |
| 10-d | Mands to peers to not disturb his structure or toy assembly | CC.1.5.2.G Demonstrate command of the conventions of standard English when speaking based on grade 2 level and content. |
| 10-е | Improvises when parts are missing (e.g., still plays with a car that is missing a wheel) | CC.2.4.2.A.3 |
| 10-f | Helps to pick up toys after an activity with adult prompts | Solve problems and make change using coins and paper currency with appropriate symbols. CC.2.4.2.A.4 Represent and interpret data using line plots, picture graphs, and bar graphs. |

| | INDEPENDENT PLAY | | |
|-------|--|---|--|
| | LEVEL 3 | | |
| Skill | VB-MAPP Milestones & Supporting Skills | PA Core Standards | |
| 11-M | Spontaneously engages in pretend or imaginary play on 5 occasions (e.g., dressing up, a pretend party with stuffed animals, pretends to cook) | CC.1.5.2.D Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. | |
| 11-a | Navigates a riding toy around obstructions (e.g., moving a tricycle or big wheel around a pole) | CC.1.5.2.E | |
| 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 | Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. | |
| | bottle) | CC.1.5.2.G Demonstrate command of the conventions of standard English when speaking based on grade 2 level and content. | |
| 11-c | Will get toys and play independently for 2 minutes | CC.2.1.2.B.3 | |
| 11-d | Sings, hums, or recites a few words to familiar songs while engaged in an activity | Use place value understanding and properties of operations to add and subtract within 1000. | |
| | | | |
| 12-M | Repeats a gross motor behavior to obtain a better effect for 2 activities (e.g., throwing a ball in a basket, swinging a bat at a T-ball, foot stomping to launch a rocket, pumping a swing) | CC.1.2.2.C Describe the connection between a series of events, concepts, or steps in a procedure within a text. CC.1.3.2.K | |
| 12-a | Brings an assembly activity to completion (e.g., builds a structure out of blocks, strings beads to make a necklace and wears | Read and comprehend literature on grade level, reading independently and proficiently. | |
| | it) | CC.1.4.2.B | |
| 12-b | Colors in a picture in a coloring book or on paper | Identify and introduce the topic. | |
| 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.1.4.2.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.1.5.2.A |
| 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) | Participate in collaborative conversations with peers and adults in small and larger groups. |
| 13-с | Independently draws recognizable items | CC.1.5.2.F Add drawings or other visual displays to presentations when appropriate to clarify ideas, thoughts, and feelings. |
| 13-d | Shows a completed project to an adult or peer (e.g., an art project) | CC.2.3.2.A.1 |
| 13-е | Colors items mostly within their boundaries in a coloring book | Analyze and draw two- and three-dimensional shapes having specified attributes. |
| 14-M | Independently engages in sustained play activities for 10 minutes without adult prompts or reinforcement (e.g., playing with an Etch-a-sketch, playing dress-up) | CC.1.3.2.B Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text. |
| 14-a | Demonstrates an appropriate response when an activity is interrupted or stopped (e.g., the child will stop playing when told to do so by an adult) | CC.1.4.2.M Write narratives to develop real or imagined experiences or events. |
| 14-b | Follows safety rules (e.g., does not throw objects at other children or climb too high on play structures) | CC.1.4.2.N Establish a situation and introduce a narrator and/or characters. |
| 14-c | Will pretend to write a note | CC.1.4.2.X |
| 14-d | Independently gets, sets-up, completes, and (with prompts) puts away a play activity | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences. |
| 15-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.1.2.2.E Use various text features and search tools to locate key facts or information in a text efficiently. CC.1.3.2.B |
| 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) | Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text. |
| 15-b | Spontaneously assists in daily activities (e.g., setting the table, planting seeds in a garden, sorting socks) | CC.1.4.2.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single |
| 15-с | Will engage in a non-preferred activity to earn a preferred activity | sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences. |
| 15-d | Plays computer or video games and properly operates the equipment | CC.2.3.2.A.1 |
| 15-е | Will independently solve problems encountered in play (e.g., pulling on a toy that is stuck) | Analyze and draw two- and three-dimensional shapes having specified attributes. CC.2.4.2.A.3 |
| | | Solve problems and make change using coins and paper currency with appropriate symbols. |
| | | CC.2.4.2.A.6 |
| | | Extend the concepts of addition and subtraction to problems involving length. CC.2.1.2.B.2 |
| | | Use place value concepts to read, write, and skip count to 1000. CC.2.1.2.B.3 |
| | | Use place value understanding and properties of operations to add and subtract within 1000. CC.2.2.2.A.2 Use mental strategies to add and subtract within 20. |
| | | Ose mental strategies to add and subtract within 20. |

| | SOCIAL BEHAVIOR AND SOCIAL PLAY LEVEL 1 | | |
|-------|---|--|--|
| Skill | | | |
| 1-M | Makes eye contact as a type of mand 5 times | CC.1.5.2.A | |
| 1-a | Smiles when hearing familiar voices 3 times (e.g., his mom or dad's voice) | Participate in collaborative conversations with peers and adults in small and larger groups. CC.1.5.2.C | |
| 1-b | Looks at the faces of familiar people at least 3 times | Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, | |
| 1-c | Orients towards or makes eye contact with familiar people 5 times | or deepen understanding of a topic or issue. | |
| | | | |
| 2-M | Indicates that he wants to be held or physically played with 2 times (e.g., climbs up on his mom's lap) | CC.1.5.2.D | |

| 2-a | Smiles or laughs during physical play 5 times | Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent |
|--------------------------|---|--|
| 2-b | Participates and smiles in reciprocal social play 2 times (e.g., patty cake, peek-a-boo) | sentences. CC.1.5.2.E |
| 2-c | Seeks out adult attention using eye gaze, sounds, or gestures 3 times (e.g., pointing) | Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. |
| | | CC.1.5.2.G |
| | | Demonstrate command of the conventions of standard English when speaking based on grade 2 level and content. |
| 3-M | Spontaneously makes eye contact with other children 5 times | CC.1.5.2.A |
| 3-a | Takes a desired item from an adult 3 times (e.g., takes a toy when offered) | Participate in collaborative conversations with peers and adults in small and larger groups. |
| 3-b | Reacts positively to being approached by other children 2 times (can be siblings) | |
| 3-с | Responds to greetings from others with 2 seconds of eye contact 2 times | |
| | | |
| | | |
| 4-M | Spontaneously engages in parallel play near other children for a total of 2 minutes (e.g., sits in the sandbox near | CC.1.5.2.A Participate in collaborative conversations with neers and adults in small and larger groups. |
| 4-M | other children) | Participate in collaborative conversations with peers and adults in small and larger groups. |
| 4-M 4-a | | |
| | other children) | |
| 4-a | other children) Approaches other children 2 times with an adult prompt | |
| 4-a 4-b | other children) Approaches other children 2 times with an adult prompt Appropriately stands close by other children in group activities 2 times | |
| 4-a 4-b 4-c | other children) Approaches other children 2 times with an adult prompt Appropriately stands close by other children in group activities 2 times Imitates a wave "bye-bye" to others when prompted 2 times | |
| 4-a 4-b 4-c | other children) Approaches other children 2 times with an adult prompt Appropriately stands close by other children in group activities 2 times Imitates a wave "bye-bye" to others when prompted 2 times | Participate in collaborative conversations with peers and adults in small and larger groups. CC.1.3.2.J |
| 4-a 4-b 4-c 4-d | other children) Approaches other children 2 times with an adult prompt Appropriately stands close by other children in group activities 2 times Imitates a wave "bye-bye" to others when prompted 2 times Sits next to other children in group activities 2 times when prompted by an adult | Participate in collaborative conversations with peers and adults in small and larger groups. |
| 4-a 4-b 4-c 4-d | other children) Approaches other children 2 times with an adult prompt Appropriately stands close by other children in group activities 2 times Imitates a wave "bye-bye" to others when prompted 2 times Sits next to other children in group activities 2 times when prompted by an adult Spontaneously follows peers or imitates their motor behavior 2 times (e.g., follows a peer into a playhouse) | Participate in collaborative conversations with peers and adults in small and larger groups. CC.1.3.2.J |

| | SOCIAL BEHAVIOR AND SOCIAL PLAY LEVEL 2 | | |
|--|--|--|--|
| Skill | VB-MAPP Milestones & Supporting Skills | PA Core Standards | |
| 6-M 6-a 6-b 6-c 6-d 6-e | Initiates a physical interaction with a peer 2 times (e.g., a push in a wagon, hand holding, Ring Around the Rosy) Looks at a peer when he talks 2 times Chases peers in play with adult prompts 2 times Sits with peers in a group activity (e.g., music) without disruptive behavior for 2 minutes Engages in physical play with peers (e.g., rolling down a hill) with adult prompts 2 times Spontaneously imitates 5 different behaviors of peers | CC.1.4.2.K Use a variety of words and phrases to appeal to the audience. | |
| 7-M 7-a 7-b 7-c 7-d | Spontaneously mands to peers 5 times (e.g., My turn. Push me. Look! Come on.) Mands to peers with adult prompts 5 times (e.g., Ask Katie for a cookie.) Echoes a peer's sounds or words with adult prompts 2 times (e.g., What did he say?) Spontaneously joins other children in a play activity 2 times (e.g., a playhouse) Spontaneously offers a reinforcer to a peer 1 time | CC.1.2.2.F Determine the meaning of words and phrases as they are used in grade level text including multiple-meaning words. CC.1.2.2.G Explain how graphic representations contribute to and clarify a text. CC.1.5.2.A Participate in collaborative conversations with peers and adults in small and larger groups. | |

| | | CC.1.5.2.C Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, |
|------|--|--|
| 8-M | Engages in sustained social play with peers for 3 minutes without adult prompts or reinforcement (e.g., cooperatively setting up a play set, water play) | or deepen understanding of a topic or issue. CC.1.2.2.J Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases. CC.1.5.2.A |
| 8-a | Spontaneously greets others with a wave or vocal response 1 time | Participate in collaborative conversations with peers and adults in small and larger groups. |
| 8-b | Spontaneously imitates a peer's actions with objects 2 times (e.g., blowing a pinwheel) | |
| 8-c | Responds to the mands of peers with adult prompts 2 times (e.g., Give him the car.) | |
| 8-d | Spontaneously echoes a peer's words 2 times | |
| | | |
| 9-M | Spontaneously responds to the mands from peers 5 times (e.g., Pull me in the wagon. I want the train.) | CC.1.2.2.A Identify the main idea of a multi-paragraph text as well as the focus of specific paragraphs within the text. |
| 9-a | Spontaneously copies a peer's assembly of toys or other items 1 time (e.g., Duplo) | CC.1.4.2.K |
| 9-b | Responds appropriately to mands from peers for an object 2 times (e.g., Give me the truck.) | Use a variety of words and phrases to appeal to the audience. |
| 9-c | Responds appropriately to mands from peers for an action 2 times (e.g., Push me.) | CC.1.5.2.A Participate in collaborative conversations with peers and adults in small and larger groups. |
| 9-d | Responds to the mands of peers to stop a behavior 1 time (e.g., Stop pushing me.) | CC.1.5.2.C |
| 9-е | Spontaneously mands for help from adults 1 time | Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, |
| 9-f | Tacts items for the benefit of peers with adult prompts, 2 times (e.g., There's your car.) | or deepen understanding of a topic or issue. |
| 10 M | | CC.1.5.2.A |
| 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.) | Participate in collaborative conversations with peers and adults in small and larger groups. CC.1.5.2.C |
| 10-a | Spontaneously mands to peers to follow directions 2 times (e.g., Put the bike here.) | Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, |
| 10-b | Spontaneously mands for others to attend to what he is attending to (e.g., Look at this!) | or deepen understanding of a topic or issue. |
| 10-с | Spontaneously mands for others to attend to his behavior 2 times (e.g., Watch me.) | |
| 10-d | Mands for attention from peers 2 times (e.g., Hey Johnny!) | |
| 10-е | Spontaneously imitates a peer riding on a tricycle, toy car, or other riding toy 2 times | |

| | SOCIAL BEHAVIOR AND SOCIAL PLAY LEVEL 3 | | |
|-------|---|--|--|
| Skill | VB-MAPP Milestones & Supporting Skills | PA Core Standards | |
| 11-M | Spontaneously cooperates with a peer to accomplish a specific outcome 5 times (e.g., one child holds a bucket while the other pours in water) | CC.1.5.2.A Participate in collaborative conversations with peers and adults in small and larger groups. | |
| 11-a | Participates in cooperation activities with adult prompts 2 times (e.g., parachute holding) | | |
| 11-b | Appropriately mands to peers to stop an undesirable behavior 2 times | | |
| 11-c | Waits for a turn with a reinforcer without negative behavior 2 times | | |
| 11-d | Accepts an invitation to join a social play activity with a peer 2 times | | |
| 11-e | Mands to peers with a WH question 2 times (e.g., Where the shovel? What's your name?) | | |
| | | | |
| 12-M | Spontaneously mands to peers with a WH question 5 times (e.g., Where are you going? What's that? Who are you being?) | CC.1.3.2.B Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text. | |
| 12-a | Spontaneously imitates a peer's behavior in a pretend play activity 2 times | CC.1.3.2.J | |
| 12-b | Spontaneously mands using where for the location of a missing peer 2 times | Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases. | |
| 12-c | Spontaneously mands using what related to the behavior of a peer 2 times | CC.1.5.2.A | |

| 12-d | Spontaneously mands using who evoked by an unknown person 2 times | Participate in collaborative conversations with peers and adults in small and larger groups. CC.1.5.2.C |
|------|---|---|
| 12-е | Has a "best friend" (i.e., will repeatedly play with a specific child) | Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, |
| 12-f | Engages in at least 3 verbal exchanges with a peer | or deepen understanding of a topic or issue. |
| | | |
| 13-M | Intraverbally responds to 5 different questions or statements from peers (e.g., verbally responds to What do you want to play?) | CC.1.2.2.F Determine the meaning of words and phrases as they are used in grade level text including multiple-meaning words. CC.1.2.2.G |
| 13-a | Spontaneously uses please and thank you with an adult or peer 2 times | Explain how graphic representations contribute to and clarify a text. |
| 13-b | Demonstrates any reciprocal verbal exchanges with a peer 2 times | CC.1.5.2.A |
| 13-с | Follows directions given by a peer in a social play activity 2 times | Participate in collaborative conversations with peers and adults in small and larger groups. CC.1.5.2.C |
| 13-d | Gives directions to a peer in a social play activity 2 times | Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, |
| 13-е | Spontaneously offers a reinforcer (sharing) to a peer 2 times | or deepen understanding of a topic or issue. |
| | | |
| 14-M | Engages in pretend social play activities with peers for 5 minutes without adult prompts or reinforcement (e.g., dress | CC.1.4.2.K |
| | up play, acting out videos, playing house) | Use a variety of words and phrases to appeal to the audience. |
| 14-a | Participates in a social play game directed by a peer (e.g., red light/green light) 2 times | |
| 14-b | Spontaneously mands for a new or unfamiliar child's name 1 time | |
| 14-c | Takes turns and shares reinforcers with peers without prompts 2 times | |
| 14-d | Laughs or smiles at the jokes or humor of peers 2 times | |
| 14-e | Asks questions about the interests of peers 1 time | |
| | | |
| 15-M | Engages in 4 verbal exchanges on 1 topic with peers for 5 topics (e.g., the children go back and forth talking about making a creek in a sandbox) | CC.1.2.2.A Identify the main idea of a multi-paragraph text as well as the focus of specific paragraphs within the text. CC.1.2.2.F |
| 15-a | Engages in at least 3 verbal exchanges with a peer 2 times | Determine the meaning of words and phrases as they are used in grade level text including multiple-meaning words. |
| 15-b | Engages in a verbal exchange with two or more peers in one setting 2 times | CC.1.2.2.G |
| 15-c | Demonstrates coping behavior when a peer takes a reinforcer 2 times | Explain how graphic representations contribute to and clarify a text. CC.1.3.2.B |
| 15-d | Attends to a peer telling a story for 10 seconds, 2 times | Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details |
| 15-е | Narrates the activity of a peer with at least 2 tacts, 2 times | in a text. - CC.1.5.2.A |
| 15-f | Spontaneously provides sympathy to a peer when hurt 2 times | Participate in collaborative conversations with peers and adults in small and larger groups. |
| 15-g | Negotiates time with a reinforcer with a peer 2 times | CC.1.5.2.C Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. |

| | 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.1.5.2.D Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. CC.1.5.2.E Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. CC.1.5.2.G Demonstrate command of the conventions of standard English when speaking based on grade 2 level and content. | |
| 2-M | Imitates 4 gross motor movements when prompted with, Do this | CC.1.4.2.B | |

| 2-a | Imitates 2 actions with an object (e.g., pounding with a toy hammer, rolling a ball) | Identify and introduce the topic. |
|-----|--|---|
| 2-b | Spontaneously imitates 2 different fun activities (e.g., peek-a boo, patty cake) | |
| 2-c | Makes eye contact while imitating 3 times | |
| | | |
| 3-M | Imitates 8 motor movements, 2 of which involve objects (e.g., shaking a maraca, tapping sticks together) | CC.1.5.2.D |
| 3-a | Imitates 2 fine motor movements (e.g., wiggles fingers, opens and closes fist) | Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. |
| 3-b | Spontaneously imitates 2 gross motor movements of another person (e.g., arms up) | CC.1.5.2.E |
| 3-с | Imitates side-to-side body rocking | Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. CC.1.5.2.G |
| 3-d | Generalizes known imitation responses to 2 additional people (e.g., claps for 2 new adults) | Demonstrate command of the conventions of standard English when speaking based on grade 2 level and content. |
| | | |
| 4-M | Spontaneously imitates the motor behaviors of others on 5 occasions | CC.1.5.2.D |
| 4-a | Imitates pointing at people or objects | Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. |
| 4-b | Imitates transferring an object from one hand to another | CC.1.5.2.E |
| 4-c | Imitates 5 actions that produce an outcome (e.g., pushing buttons on a pop-up toy) | Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. CC.1.5.2.G |
| 4-d | Imitates 2 head movements (e.g., nods yes and no) | Demonstrate command of the conventions of standard English when speaking based on grade 2 level and content. |
| | | |
| 5-M | Imitates 20 motor movements of any type (e.g., fine motor, gross motor, imitation with objects) | CC.1.2.2.F |
| 5-a | Imitates 5 different fine motor movements (e.g., pokes clay with index finger, a pincer grasp) | Determine the meaning of words and phrases as they are used in grade level text including multiple-meaning words. CC.1.2.2.G |
| 5-b | Imitates the gross motor behavior of other children 2 times when prompted (e.g., running) | Explain how graphic representations contribute to and clarify a text. |
| 5-c | Spontaneously imitates the behavior of others on 2 occasions (e.g., filling containers) | CC.1.2.2.J |
| 5-d | Demonstrates generalization of 10 imitative responses to 3 new people | Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases. |

| | MOTOR IMITATION LEVEL 2 | V |
|-------|--|--|
| 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.1.2.2.C Describe the connection between a series of events, concepts, or steps in a procedure within a text. CC.1.2.2.I |
| 6-a | Imitates blowing 2 times (e.g., bubbles, candles, balloons) | Compare and contrast the most important points presented by two texts on the same topic. |
| 6-b | Imitates 5 common gestures (e.g., shrugging shoulders, thumbs up, finger to closed lips) | CC.1.3.2.K Read and comprehend literature on grade level, reading independently and proficiently. |
| 6-c | Imitates turning a page in a book | |
| 6-d | Imitates 5 actions with a specific object selected from an array of 2 (e.g., imitates hugging puppy from an array of a doll and a puppy) | |
| 6-е | Imitates pulling 5 different items apart (e.g., Duplos, Kid K'Nex, lids on containers) | |
| | | |
| 7-M | Imitates 20 different fine motor actions when prompted, Do this (e.g., wiggling fingers, pinching, making a fist, making a butterfly) | CC.1.1.2.D Know and apply grade level phonics and word analysis skills in decoding words. CC.1.2.2.C |
| 7-a | Imitates 3 play behaviors in the natural environment (e.g., pushing a car down a ramp) | Describe the connection between a series of events, concepts, or steps in a procedure within a text. |

| This Imitates Stwo-step behaviors (e.g., touch head and touch shoulders) CC.1.2.2.1 |
|--|
| Total Contraction Contract |
| Admintains a newly acquired imitative behavior after 24 hours without training CC.1.4.2.M |
| 7-f Imitates a new behavior correctly on the first trial 7-g Imitates 5 examples of finger play (e.g., pretend walking on two fingers, finger dancing) 8-M Imitates 10 different three-component sequences of actions when prompted, Do this (e.g., clapping, jumping, touching toes; pick up a doll, place her in a crib and rock the crib) 8-a Imitates 5 actions in a 10-second fluency test 8-b Imitates 5 actions in a 10-second fluency test 8-c Imitates 5 pretend play activities (e.g., a monster, pouring tea, shooting spider webs) 8-d Spontaneously imitates 5 fine motor arts and crafts activities (e.g., cutting, pasting, drawing) 8-e Acquires 5 new listener skills through transfer of control from imitation to listener (e.g., the child learns to cast a toy fishing pole by first being shown how, then told how) 8-f Imitates of the children during daily activities on 2 occasions (e.g., lining up, pulling a wagon) 8-g Repeats a fun behavior previously observed (delayed imitation) (e.g., squirting water) 8-g Repeats a fun behavior previously observed (delayed imitation) (e.g., squirting water) 8-to Imitates of the connection between a series of events, concepts, or steps in a procedure within a text. CC.14.2.18.16 8-to Imitates of the children during daily activities on 2 occasions (e.g., lining up, pulling a wagon) 8-to Imitates of the children during daily activities on 2 occasions (e.g., lining up, pulling a wagon) 8-to Imitates of the children during daily activities on 2 occasions (e.g., squirting water) 8-to Imitates of the connection between a series of events, concepts, or steps in a procedure within a text. CC.14.2.18.16 8-to Imitates of the connection between a series of events, concepts, or steps in a procedure within a text. CC.12.2.1.4.18 8-to Imitates of the connection between a series of events, concepts, or steps in a procedure within a text. CC.12.2.1.4.18 8-to Imitates of the connection between a series of events, concepts, or steps in a procedure within a text. CC.12.2.1.4.18 8-to Imitates 10 dif |
| Imitates 5 examples of finger play (e.g., pretend walking on two fingers, finger dancing) CC.14.2.0 Include thoughts and feeling to describe experience and events to show the response of characters to situations. CC.1.5.2.B Recount or describe key ideas or details from a text read aloud or information presented orally or through other m CC.1.5.2.B Recount or describe key ideas or details from a text read aloud or information presented orally or through other m CC.1.2.A Initiates 5 actions in a 10-second fluency test Initiates drawing a circle on 2 occasions Initiates 5 pretend play activities (e.g., a monster, pouring tea, shooting spider webs) CC.1.2.2.C Recount or describe key ideas or details from a text read aloud or information presented orally or through other m CC.1.2.D Know and apply grade level phonics and word analysis skills in decoding words. CC.1.2.2.C Identity the main idea of a multi-paragraph text as well as the focus of specific paragraphs within the text. CC.1.2.2.C Describe the connection between a series of events, concepts, or steps in a procedure within a text. CC.1.2.2.C Describe the connection between a series of events, concepts, or steps in a procedure within a text. CC.1.2.2.I Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases. CC.1.4.2.B Identity and introduce the topic. CC.1.4.2.B Identity and introduce the topic. CC.1.4.2.B Identity and introduce the topic. CC.1.2.2.I Analyze and draw two- and three-dimensional shapes having specified attributes. CC.2.3.2.A.1 Analyze and draw two- and three-dimensional shapes having specified attributes. CC.2.1.2.B.2 Use place value concepts to read, write, and skip count to 1000. |
| Include thoughts and feeling to describe experience and events to show the response of characters to situations. |
| Recount or describe key ideas or details from a text read aloud or information presented orally or through other models (e.g., clapping, jumping, touching toes; pick up a doll, place her in a crib and rock the crib) Sea |
| Imitates 10 different three-component sequences of actions when prompted, Do this (e.g., clapping, jumping, touching toes; pick up a doll, place her in a crib and rock the crib) Sea |
| touching toes; pick up a doll, place her in a crib and rock the crib) 8-a Imitates 5 actions in a 10-second fluency test 8-b Imitates drawing a circle on 2 occasions 8-c Imitates 5 pretend play activities (e.g., a monster, pouring tea, shooting spider webs) 8-d Spontaneously imitates 5 fine motor arts and crafts activities (e.g., cutting, pasting, drawing) 8-e Acquires 5 new listener skills through transfer of control from imitation to listener (e.g., the child learns to cast a toy fishing pole by first being shown how, then told how) 8-f Imitates other children during daily activities on 2 occasions (e.g., lining up, pulling a wagon) 8-g Repeats a fun behavior previously observed (delayed imitation) (e.g., squirting water) 8-g Repeats a fun behavior previously observed (delayed imitation) (e.g., squirting water) 8-g Leg and use grade-appropriate conversational, general academic, and domain-specific words and phrases. CC.1.4.2.M 8-g Repeats a fun behavior previously observed (delayed imitation) (e.g., squirting water) 8-g Leg and use grade-appropriate to clarify ideas, thoughts, and feelings. CC.2.1.2.B.1 8-g Leg and use grade-appropriate to clarify ideas, thoughts, and feelings. CC.2.2.2.A.1 8-g Add drawings or other visual displays to presentations when appropriate to clarify ideas, thoughts, and feelings. CC.2.1.2.B.1 8-g Leg and use grade-appropriate to clarify ideas, thoughts, and feelings. CC.2.1.2.B.1 8-g Leg and use grade-appropriate to clarify ideas, thoughts, and feelings. CC.2.1.2.B.1 8-g Leg and draw two- and three-dimensional shapes having specified attributes. CC.2.1.2.B.1 8-g Leg and use grade-appropriate to cast a toy in the properties of the connection between a series of events, concepts to represent amounts of tens and ones and to compare three digit numbers. CC.2.1.2.B.1 8-g Leg and use grade-appropriate in the text. CC.1.2.2.B.1 8-g Leg and use grade-appropriate conversational, general academic, and domain-specific words and phrases. CC.1.4.2.B.1 8-g Leg and grade level |
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| 8-e Acquires 5 new listener skills through transfer of control from imitation to listener (e.g., the child learns to cast a toy fishing pole by first being shown how, then told how) 8-f Imitates other children during daily activities on 2 occasions (e.g., lining up, pulling a wagon) 8-g Repeats a fun behavior previously observed (delayed imitation) (e.g., squirting water) 8-g Repeats a fun behavior previously observed (delayed imitation) (e.g., squirting water) 8-g Repeats a fun behavior previously observed (delayed imitation) (e.g., squirting water) 8-g Repeats a fun behavior previously observed (delayed imitation) (e.g., squirting water) 8-g Repeats a fun behavior previously observed (delayed imitation) (e.g., squirting water) 8-g Repeats a fun behavior previously observed (delayed imitation) (e.g., squirting water) 8-g Repeats a fun behavior previously observed (delayed imitation) (e.g., squirting water) 8-g Repeats a fun behavior previously observed (delayed imitation) (e.g., squirting water) 8-g Repeats a fun behavior previously observed (delayed imitation) (e.g., squirting water) 8-g Repeats a fun behavior previously observed (delayed imitation) (e.g., squirting water) 8-g Repeats a fun behavior previously observed (delayed imitation) (e.g., squirting water) 8-g Repeats a fun behavior previously observed (delayed imitation) (e.g., squirting water) 8-g Repeats a fun behavior previously observed (delayed imitation) (e.g., squirting water) 8-g Repeats a fun behavior previously observed (delayed imitation) (e.g., squirting water) 8-g Repeats a fun behavior previously observed (delayed imitation) (e.g., squirting water) 8-g Repeats a fun behavior previously observed (delayed imitation) (e.g., squirting water) 8-g Repeats a fun behavior previously observed (delayed imitation) (e.g., squirting water) 8-g Repeats a fun behavior previously observed (delayed imitation) (e.g., squirting water) 8-g Repeats a fun behavior previously observed (delayed imitation) (e.g., squirting water) 8-g Repeats |
| 8-e Acquires 5 new listener skills through transfer of control from limitation to listener (e.g., the child learns to cast a toy fishing pole by first being shown how, then told how) 8-f Imitates other children during daily activities on 2 occasions (e.g., lining up, pulling a wagon) 8-g Repeats a fun behavior previously observed (delayed imitation) (e.g., squirting water) CC.1.4.2.M Write narratives to develop real or imagined experiences or events. CC.1.5.2.F Add drawings or other visual displays to presentations when appropriate to clarify ideas, thoughts, and feelings. CC.2.1.2.B.1 Le place value concepts to represent amounts of tens and ones and to compare three digit numbers. CC.2.1.2.B.2 Use place value concepts to read, write, and skip count to 1000. |
| Fishing pole by first being shown how, then told how) 8-f Imitates other children during daily activities on 2 occasions (e.g., lining up, pulling a wagon) 8-g Repeats a fun behavior previously observed (delayed imitation) (e.g., squirting water) CC.1.5.2.F Add drawings or other visual displays to presentations when appropriate to clarify ideas, thoughts, and feelings. CC.2.3.2.A.1 Analyze and draw two- and three-dimensional shapes having specified attributes. CC.2.1.2.B.1 Use place value concepts to represent amounts of tens and ones and to compare three digit numbers. CC.2.1.2.B.2 Use place value concepts to read, write, and skip count to 1000. |
| Repeats a fun behavior previously observed (delayed imitation) (e.g., squirting water) Add drawings or other visual displays to presentations when appropriate to clarify ideas, thoughts, and feelings. CC.2.3.2.A.1 Analyze and draw two- and three-dimensional shapes having specified attributes. CC.2.1.2.B.1 Use place value concepts to represent amounts of tens and ones and to compare three digit numbers. CC.2.1.2.B.2 Use place value concepts to read, write, and skip count to 1000. |
| Repeats a fun behavior previously observed (delayed imitation) (e.g., squirting water) Add drawings or other visual displays to presentations when appropriate to clarify ideas, thoughts, and feelings. CC.2.3.2.A.1 Analyze and draw two- and three-dimensional shapes having specified attributes. CC.2.1.2.B.1 Use place value concepts to represent amounts of tens and ones and to compare three digit numbers. CC.2.1.2.B.2 Use place value concepts to read, write, and skip count to 1000. |
| CC.2.3.2.A.1 Analyze and draw two- and three-dimensional shapes having specified attributes. CC.2.1.2.B.1 Use place value concepts to represent amounts of tens and ones and to compare three digit numbers. CC.2.1.2.B.2 Use place value concepts to read, write, and skip count to 1000. |
| CC.2.1.2.B.1 Use place value concepts to represent amounts of tens and ones and to compare three digit numbers. CC.2.1.2.B.2 Use place value concepts to read, write, and skip count to 1000. |
| Use place value concepts to represent amounts of tens and ones and to compare three digit numbers. CC.2.1.2.B.2 Use place value concepts to read, write, and skip count to 1000. |
| CC.2.1.2.B.2 Use place value concepts to read, write, and skip count to 1000. |
| |
| CC2.12B3 |
| Use place value understanding and properties of operations to add and subtract within 1000. |
| CC.2.2.2.A.1 |
| Represent and solve problems involving addition and subtraction within 100. |
| CC.2.2.2.A.2 Use mental strategies to add and subtract within 20. |
| 9-M Spontaneously imitates 5 functional skills in the natural environment (e.g., eating with a spoon, putting on a coat, |
| removing shoes) Spontaneously initiates 3 functional skins in the natural environment (e.g., eating with a spoon, putting on a coat, removing shoes) |
| 9-a Imitates a socio-dramatic play activity modeled by peers on 2 occasions |
| 9-b Spontaneously imitates 5 behaviors in a group activity (e.g., sits when other children sit) |
| 9-c Imitates 10 two-component actions (e.g., pretend pouring and drinking) |
| 9-c initiates to two-component actions (e.g., pretend pouring and drinking) 9-d Imitates the same behavior going fast and slow for 5 behaviors (e.g., arms up fast then slow) |
| 9-d Inflitates the same behavior going fast and slow for 3 behaviors (e.g., arms up fast then slow) |
| 10-M Imitates (or attempts to with approximations) any novel motor action modeled by an adult with and without objects CC.1.2.2.C |
| Describe the connection between a conjugate of events connection between a con |
| (i.e., a "generalized imitative repertoire") |
| 10-a Imitates building items or the construction of a toy set (e.g., Legos, a train set, Lincoln Logs) Recount or describe key ideas or details from a text read aloud or information presented orally or through other m |
| 10-b Imitates 5 sequences of multi-step functional self-care skills (e.g., brushing teeth, washing face, putting on shoes) CC.2.2.2.A.1 Represent and solve problems involving addition and subtraction within 100. |
| 10-c Imitates 5 functional activities of daily living skills (e.g., setting the table, sweeping the floor) |
| |
| 10-d Demonstrates delayed imitation of adult behavior in pretend play (e.g., driving a car, typing) Use mental strategies to add and subtract within 20. 10-e Imitates 50 different motor behaviors on command |

| | ECHOIC | |
|-------|--|---|
| | LEVEL 1 | |
| Skill | VB-MAPP Milestones & Supporting Skills | |
| | Intentionally left blank | Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. CC.1.5.2.E Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. CC.1.5.2.G Demonstrate command of the conventions of standard English when speaking based on grade 2 level and content. |

| | ECHOIC LEVEL 2 | |
|-------|--|---|
| Skill | VB-MAPP Milestones & Supporting Skills | PA Core Standards |
| | Intentionally left blank | CC.1.5.2.D Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. CC.1.5.2.E Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. CC.1.5.2.G Demonstrate command of the conventions of standard English when speaking based on grade 2 level and content. |

| | SPONTANEOUS VOCAL BEHAVIOR | |
|-------|--|---|
| | LEVEL 1 | |
| Skill | VB-MAPP Milestones & Supporting Skills | PA Core Standards |
| | Intentionally left blank | CC.1.5.2.D Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. CC.1.5.2.E Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. CC.1.5.2.G Demonstrate command of the conventions of standard English when speaking based on grade 2 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.1.5.2.D Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent |
| 6.0 | Selects an animal from an array of 3 for 5 different sounds made by animals (e.g., Meow says a) | sentences. |
| 6-a | Selects an object from an array of 3 for 5 different sounds made by objects (e.g., Toot, toot goes the) | CC.1.5.2.E Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. |
| 6-b | | CC.1.5.2.G |
| 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) | Demonstrate command of the conventions of standard English when speaking based on grade 2 level and content. |
| 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.1.2.2.I Compare and contrast the most important points presented by two texts on the same topic. |
| 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) | CC.1.4.2.B Identify and introduce the topic. |
| 7-b | Selects an item from an array of 5 for 5 different spoken associated sets of words (e.g., Shoes and) | CC.2.3.2.A.1 |
| 7-c | Reverses 5 previously acquired associations in an LRFFC format (e.g., Shoes and, Socks and) | Analyze and draw two- and three-dimensional shapes having specified attributes. |
| 7-d | Generalizes 10 known LRFFC responses to different tones of voice, volumes, prosody, etc. | CC.2.4.2.A.3 Solve problems and make change using coins and paper currency with appropriate symbols. |
| 7-e | Generalizes 10 known LRFFC responses to unretent tones of voice, volumes, prosody, etc. Generalizes 10 known LRFFC responses to new carrier phrases without training (e.g., Let's sit on aTime to sit on a) | CC.2.4.2.A.4 |
| 7-c 7-f | Generalizes 10 known LRFFC responses to hew earner phrases without training (e.g., Let's sit on a) Generalizes 10 known LRFFC responses to 2 different pictures or objects (e.g., two different shoes) | Represent and interpret data using line plots, picture graphs, and bar graphs. |
| 7-1 | Generalizes 10 known ERTTC responses to 2 different pictures of objects (e.g., two different snoes) | CC.2.4.2.A.6 Extend the concepts of addition and subtraction to problems involving length. |
| 8-M | Selects the correct item from an array of 10 (or from a book) for 25 different verb-noun what, which, or who | CC.1.2.2.B |
| 0-141 | questions (e.g., What do you ride? Which one barks? Who can hop?) | Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in |
| 8-a | Selects an item from an array of 8 for 10 fill-in function statements (e.g., You draw with a) | a text. CC.1.2.2.H |
| 8-b | Selects an item from an array of 8 for 10 fill-in feature statements (e.g., You find wheels on a) | Describe how reasons support specific points the author makes in a text. |
| 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.1.2.2.I |
| 8-d | Selects an item from an array of 8 for 10 different what questions (e.g., What do you eat?) | Compare and contrast the most important points presented by two texts on the same topic. CC.1.3.2.G |
| 8-e | Selects an item from an array of 8 for 10 different what questions (e.g., which one flies?) | Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, |
| 8-f | Selects an item from an array of 8 for 10 different which questions (e.g., Who builds a nest?) | setting, or plot. CC.1.3.2.K |
| 0.1 | beteets an item from an array of 6 for 10 different which questions (e.g., who bands a nest.) | Read and comprehend literature on grade level, reading independently and proficiently. |
| | | CC.1.4.2.B |
| | | Identify and introduce the topic. CC.2.4.2.A.1 |
| | | Measure and estimate lengths in standard units using appropriate tools. |
| | | CC.2.4.2.A.3 Solve problems and make change using coins and paper currency with appropriate symbols. |
| | | CC.2.4.2.A.4 |
| | | Represent and interpret data using line plots, picture graphs, and bar graphs. CC.2.2.2.A.3 |
| 0.14 | | Work with equal groups of objects to gain foundations for multiplication. CC.1.2.2.F |
| 9-M | Selects an item given 3 different verbal statements about each item when independently presented (e.g., Find an animal. What barks? What has paws?) for 25 items | Determine the meaning of words and phrases as they are used in grade level text including multiple-meaning words. CC.1.2.2.G |
| 9-a | Demonstrates LRFFC class generalization with 5 examples (e.g., 5 different animals) for 10 classes | Explain how graphic representations contribute to and clarify a text. |
| 9-b | Emits 10 known LRFFC responses in an array of 10 in less than 1 minute (fluency) | CC.1.2.2.H |
| 9-c | Selects an item given 2 different verbal statements about each item when independently presented (e.g., Find a food. | Describe how reasons support specific points the author makes in a text. CC.1.2.2.I |
| | What do you eat?) for 10 different items | Compare and contrast the most important points presented by two texts on the same topic. |
| 9-d | Selects an item from an array of 10 for 10 different LRFFC where questions (e.g., Where do you find the milk?) | CC.1.3.2.G |
| 9-е | Demonstrates 10 LRFFC responses in the natural environment | Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot. |
| | | CC.1.4.2.B |
| | | Identify and introduce the topic. CC.2.3.2.A.1 |
| | | Analyze and draw two- and three-dimensional shapes having specified attributes. |
| | | CC.2.4.2.A.4 |
| | | Represent and interpret data using line plots, picture graphs, and bar graphs. |

| | | Use mental strategies to add and subtract within 20. CC.2.2.A.3 Work equal groups of objects to gain foundations for multiplication. |
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| 10-M | Spontaneously tacts the item on 50% of the LRFFC trials (e.g., says Dog given the verbal statement Find an animal and a visual array containing a picture of a dog) | CC.1.2.2.K Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade level reading and content, choosing from a range of strategies and tools. |
| 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 | content, choosing from a range of strategies and tools |
| | 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-с | 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.) | |
| | | |

| | 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 Selects 2 members of a class (e.g., Find two body parts.) from an array of 10, for 25 classes | CC.1.2.2.H Describe how reasons support specific points the author makes in a text. CC.1.3.2.G Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, | |
| 11-b 11-c | Selects 50 items from a book given any type of LRFFC task Selects 50 items from the natural environment or in a functional activity (e.g., setting the table) given any type of LRFFC task | setting, or plot. CC.1.4.2.B Identify and introduce the topic. CC.1.4.2.P | |
| 11-d 11-e 11-f | Demonstrates 200 different LRFFC response, tested or obtained from an accumulated list of known responses 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 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 | Organize a short sequence of events, using temporal words to signal event order; provide a sense of closure. CC.2.3.2.A.1 Analyze and draw two- and three-dimensional shapes having specified attributes. CC.2.4.2.A.4 Represent and interpret data using line plots, picture graphs, and bar graphs. CC.2.1.2.B.1 Use place value concepts to represent amounts of tens and ones and to compare three digit numbers. CC.2.1.2.B.3 Use place value understanding and properties of operations to add and subtract within 1000. CC.2.2.2.A.3 | |
| 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?) | Work with equal groups of objects to gain foundations for multiplication. CC.1.2.2.B Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text. | |
| 12-a | Selects an item from an array of 10 given a color and class (e.g., a yellow animal) for 25 items | CC.1.2.2.H | |
| 12-b | Selects an item from an array of 10 given a shape and class (e.g., a round food) for 25 items | Describe how reasons support specific points the author makes in a text. CC.1.2.2.I | |
| 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.) | Compare and contrast the most important points presented by two texts on the same topic. CC.1.3.2.G | |
| 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?) | Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot. CC.1.4.2.B | |
| 12-e | Selects an item from an array of 10 given any adjective (but not color or shape) and a function (e.g., It's hot and you eat it spaghetti) for 25 LRFFC tasks | Identify and introduce the topic. CC.2.4.2.A.1 Measure and estimate lengths in standard units using appropriate tools. | |
| 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 13-a 13-b 13-c 13-d 13-e 13-f | Selects items from a page in a book or in the natural environment based on 3 verbal components (e.g. verb, adjective, preposition, pronoun), for 25 WH-question LRFFC tasks (e.g. Which fruit grows on trees?) | CC.1.2.2.B Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text. CC.1.2.2.H Describe how reasons support specific points the author makes in a text. CC.1.2.2.I Compare and contrast the most important points presented by two texts on the same topic. CC.1.3.2.G Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot. CC.1.3.2.K Read and comprehend literature on grade level, reading independently and proficiently. CC.1.4.2.B Identify and introduce the topic. CC.1.4.2.C |
| 13-h | locations 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.) | Develop the topic with facts and/or definitions. |
| 14-M 14-a 14-b 14-c 14-d 14-e 14-f | Selects the correct items from a book or the natural environment given 4 different rotating LRFFC questions about a single topic (Where does the cow live? What does the cow eat? Who milks the cow?) for 25 different topics 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 Selects an item from a book given a when question (e.g., When do you need a towel?) for 10 items Selects an item from a book given a how question (e.g., How do you get to school?) for 10 items Selects an item from an array of 10 given a preposition after a verb (e.g., eat with, eat at, write on, write with) for 25 verb-preposition combinations 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 Selects an item from an array of 10 when asked What is missing? from a picture (e.g., a car without wheels, an airplane without wings) for 25 items | CC.1.2.2.B Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text. CC.1.2.2.I Compare and contrast the most important points presented by two texts on the same topic. CC.1.3.2.G Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot. CC.1.3.2.K Read and comprehend literature on grade level, reading independently and proficiently. CC.1.4.2.B Identify and introduce the topic. CC.1.4.2.C Develop the topic with facts and/or definitions. CC.1.4.2.M |
| 15-M 15-a 15-b 15-c 15-d | Demonstrates 1000 different LRFFC responses, tested or obtained from an accumulated list of known responses Selects an item from an array of 10 relating to past events (e.g., Where did you go yesterday?) for 5 events Selects an item relating to future events (e.g., What's happening tomorrow?) for 5 events Selects an item from an array of 10 when asked Which one can't? in an LRFFC format for 10 items (e.g., Which one can't fly?) 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 Selects items from a page in a book or in the natural environment based on 4 verbal components (e.g., verb, adjective, preposition, pronoun) for 25 LRFFC tasks (e.g., Whose bed did Goldilocks sleep in?) | Write narratives to develop real or imagined experiences or events. CC.1.2.2.I Compare and contrast the most important points presented by two texts on the same topic. CC.1.3.2.B Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text. CC.1.3.2.K Read and comprehend literature on grade level, reading independently and proficiently. CC.1.4.2.B Identify and introduce the topic. CC.1.4.2.C Develop the topic with facts and/or definitions. CC.1.4.2.M Write narratives to develop real or imagined experiences or events. CC.2.2.2.A.2 Use mental strategies to add and subtract within 20. |

INTRAVERBAL

| | LEVEL 2 | |
|---|---|---|
| Skill | VB-MAPP Milestones & Supporting Skills | PA Core Standards |
| 6-M 6-a 6-b 6-c 6-d | 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) Provides the sound made by 2 animals or objects (e.g., A dog says A horn goes) Gives 2 animal names when given the sounds they make (e.g., Meow says a) Completes 5 different song fill-ins (e.g., The wheels on the Twinkle, twinkle little) Completes 2 different verbal fill-ins involving fun activities (e.g., Peek-a Ready, set) | CC.1.2.2.B Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text. CC.1.4.2.M Write narratives to develop real or imagined experiences or events. CC.1.5.2.A Participate in collaborative conversations with peers and adults in small and larger groups. CC.1.5.2.C Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. CC.2.1.2.B.2 Use place value concepts to read, write, and skip count to 1000. |
| 7-M 7-a 7-b 7-c 7-d | Provides first name when asked, What is your name? (T) Completes 5 different in-context fill-ins (e.g., You sleep in your while at his bed) Correctly responds to 5 in-context fill-ins when they are reversed (e.g., In your bed you go to) Completes 5 different out of context fill-in-the-blank phrases (e.g., You wash your) Generalizes 10 known intraverbal responses to a different adult and setting | CC.1.2.2.I Compare and contrast the most important points presented by two texts on the same topic. CC.1.2.2.J Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases. CC.1.4.2.M Write narratives to develop real or imagined experiences or events. CC.1.5.2.A Participate in collaborative conversations with peers and adults in small and larger groups. |
| 8-M 8-a 8-b 8-c 8-d | Completes 25 different fill-in-the-blank phrases (not including songs) (e.g., You eat You sleep in a Shoes and) Completes 2 eat and 2 drink classification fill-ins (e.g., You eat You drink) Completes 5 different noun-noun association fill-in-the-blank phrases (e.g., mommy and) Completes 5 song fill-ins with 2 or more words (e.g., Old McDonald had a farm) Generalizes 10 intraverbal responses to new carrier phrases (e.g., We bounce a Let's bounce a) | CC.1.2.2.A Identify the main idea of a multi-paragraph text as well as the focus of specific paragraphs within the text. CC.1.2.2.B Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text. CC.1.2.2.I Compare and contrast the most important points presented by two texts on the same topic. CC.1.2.2.J Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases. CC.1.3.2.B Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text. CC.1.5.2.A Participate in collaborative conversations with peers and adults in small and larger groups. CC.1.5.2.C Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. CC.2.3.2.A.2 Use the understanding of fractions to partition shapes into halves, quarters, and thirds. CC.2.4.2.A.2 Tell and write time to the nearest five minutes using both analog and digital clocks. CC.2.4.2.A.4 Represent and interpret data using line plots, picture graphs, and bar graphs. CC.2.1.2.B.2 Use place value concepts to read, write, and skip count to 1000. |
| 9-M 9-a 9-b 9-c 9-d 9-e 9-f | Answers 25 different what questions (e.g., What do you brush?) Completes 10 different verb-noun fill-in-the-blank phrases (e.g., You ride the You play in) Spontaneously emits (no additional verbal prompts) 2 intraverbal responses Answers 10 different what questions with a verb as the primary SD (e.g., What do you brush?) Answers 10 different what questions with a noun as the primary SD (e.g., What's in the barn?) When asked What do you eat (or drink)? provides 2 or more members of each category Provides 5 novel responses to previously acquired questions (response generalization) (e.g., when asked to name an animal the child answers bear for the first time without receiving training on bear) | CC.1.2.2.A Identify the main idea of a multi-paragraph text as well as the focus of specific paragraphs within the text. CC.1.2.2.B Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text. CC.1.2.2.F Determine the meaning of words and phrases as they are used in grade level text including multiple-meaning words. CC.1.2.2.G Explain how graphic representations contribute to and clarify a text. CC.1.2.2.I |

| | | Compare and contract the most important points presented by two toyes on the same toxic |
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| | | Compare and contrast the most important points presented by two texts on the same topic. CC.1.2.2.J |
| | | Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases. |
| | | CC.1.3.2.B |
| | | Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text. |
| | | CC.1.3.2.G |
| | | Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, |
| | | setting, or plot. CC.1.3.2.J |
| | | Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases. CC.1.5.2.A |
| | | Participate in collaborative conversations with peers and adults in small and larger groups. CC.1.5.2.C |
| | | Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. CC.1.5.2.D |
| | | Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. CC.2.4.2.A.2 |
| | | Tell and write time to the nearest five minutes using both analog and digital clocks. |
| | | CC.2.4.2.A.3 Solve problems and make change using coins and paper currency with appropriate symbols. |
| | | CC.2.4.2.A.4 |
| | | Represent and interpret data using line plots, picture graphs, and bar graphs. |
| | | CC.2.4.2.A.6 Extend the concepts of addition and subtraction to problems involving length. |
| | | CC.2.2.2.A.3 |
| | | Work with equal groups of objects to gain foundations for multiplication. |
| 10-M | Answers 25 different who or where questions (e.g., Whose your friend? Where is your pillow?) | CC.1.2.2.A |
| 10-a | Answers 5 different where questions (e.g., Where are your videos?). | Identify the main idea of a multi-paragraph text as well as the focus of specific paragraphs within the text. CC.1.2.2.B |
| 10-b | Answers 5 different who questions (e.g., Who is your teacher?) | Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in |
| 10-c | Demonstrates 2 untrained intraverbal responses (e.g., responds flower when someone says daisy) | a text. ———————————————————————————————————— |
| 10-d | Answers 10 different class questions (e.g., What animals do you like? What toys do you like?) | Determine the meaning of words and phrases as they are used in grade level text including multiple-meaning words. |
| 10-е | Answers both color and name questions about 10 visible items (e.g., What is it? What color is it?) | CC.1.2.2.G |
| 10-f | Answers 10 different function questions (e.g., What do you do with a toothbrush?) | Explain how graphic representations contribute to and clarify a text. CC.1.2.2.H |
| 10-g | Spontaneously emits 5 intraverbal-mands (e.g., Dad says It's hot. and the child says Let's go swimming.) | Describe how reasons support specific points the author makes in a text. |
| | | CC.1.2.2.I |
| 1 | | Compare and contrast the most important points presented by two texts on the same topic. CC.1.2.2.J |
| | | Compare and contrast the most important points presented by two texts on the same topic. CC.1.2.2.J Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases. CC.1.3.2.B |
| | | Compare and contrast the most important points presented by two texts on the same topic. CC.1.2.2.J Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases. CC.1.3.2.B Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text. |
| | | Compare and contrast the most important points presented by two texts on the same topic. CC.1.2.2.J Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases. CC.1.3.2.B Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text. CC.1.3.2.G |
| | | Compare and contrast the most important points presented by two texts on the same topic. CC.1.2.2.J Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases. CC.1.3.2.B Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text. CC.1.3.2.G Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot. |
| | | Compare and contrast the most important points presented by two texts on the same topic. CC.1.2.2.J Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases. CC.1.3.2.B Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text. CC.1.3.2.G Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot. CC.1.3.2.H |
| | | Compare and contrast the most important points presented by two texts on the same topic. CC.1.2.2.J Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases. CC.1.3.2.B Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text. CC.1.3.2.G Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot. |
| | | Compare and contrast the most important points presented by two texts on the same topic. CC.1.2.2.J Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases. CC.1.3.2.B Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text. CC.1.3.2.G Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot. CC.1.3.2.H Compare and contrast two or more versions of the same story by different authors or from different culture. |
| | | Compare and contrast the most important points presented by two texts on the same topic. CC.1.2.2.J Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases. CC.1.3.2.B Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text. CC.1.3.2.G Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot. CC.1.3.2.H Compare and contrast two or more versions of the same story by different authors or from different culture. CC.1.3.2.I Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade level reading and content, choosing from a range of strategies and tools. CC.1.5.2.A |
| | | Compare and contrast the most important points presented by two texts on the same topic. CC.1.2.2.J Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases. CC.1.3.2.B Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text. CC.1.3.2.G Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot. CC.1.3.2.H Compare and contrast two or more versions of the same story by different authors or from different culture. CC.1.3.2.I Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade level reading and content, choosing from a range of strategies and tools. CC.1.5.2.A Participate in collaborative conversations with peers and adults in small and larger groups. |
| | | Compare and contrast the most important points presented by two texts on the same topic. CC.1.2.2.J Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases. CC.1.3.2.B Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text. CC.1.3.2.G Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot. CC.1.3.2.H Compare and contrast two or more versions of the same story by different authors or from different culture. CC.1.3.2.I Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade level reading and content, choosing from a range of strategies and tools. CC.1.5.2.A Participate in collaborative conversations with peers and adults in small and larger groups. CC.1.5.2.C |
| | | Compare and contrast the most important points presented by two texts on the same topic. CC.1.2.2.J Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases. CC.1.3.2.B Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text. CC.1.3.2.G Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot. CC.1.3.2.H Compare and contrast two or more versions of the same story by different authors or from different culture. CC.1.3.2.I Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade level reading and content, choosing from a range of strategies and tools. CC.1.5.2.A Participate in collaborative conversations with peers and adults in small and larger groups. CC.1.5.2.C Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. |
| | | Compare and contrast the most important points presented by two texts on the same topic. CC.1.2.2.J Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases. CC.1.3.2.B Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text. CC.1.3.2.G Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot. CC.1.3.2.H Compare and contrast two or more versions of the same story by different authors or from different culture. CC.1.3.2.I Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade level reading and content, choosing from a range of strategies and tools. CC.1.5.2.A Participate in collaborative conversations with peers and adults in small and larger groups. CC.1.5.2.C Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or |

| coherent sentences. |
|---|
| CC.2.4.2.A.3 |
| Solve problems and make change using coins and paper currency with appropriate symbols. |
| CC.2.4.2.A.4 |
| Represent and interpret data using line plots, picture graphs, and bar graphs. |
| CC.2.4.2.A.6 |
| Extend the concepts of addition and subtraction to problems involving length. |

| | 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!) Completes 10 two-component (noun-verb) fill-ins (e.g., For breakfast you eat For lunch you eat) | CC.1.2.2.A Identify the main idea of a multi-paragraph text as well as the focus of specific paragraphs within the text. CC.1.2.2.C Describe the connection between a series of events, concepts, or steps in a procedure within a text. | |
| 11-b 11-c | Answers 25 two-component where questions (e.g., Where do you find the milk? Where's your wagon?) Answers 25 two-component who questions (e.g., Who takes you to school? Who do you play with?) | CC.1.2.2.F Determine the meaning of words and phrases as they are used in grade level text including multiple-meaning words. | |
| 11-d 11-e | Answers 25 what questions involving function (e.g., What do you do with crayons?) Answers 25 what questions when given the function (e.g., What gets you clean?) | CC.1.2.2.G Explain how graphic representations contribute to and clarify a text. CC.1.2.2.H Describe how reasons support specific points the author makes in a text. | |
| 11-f 11-g 11-h | Demonstrates 10 untrained intraverbals (e.g., retells what happened in a video without any specific training) Demonstrates 5 new intraverbals with just tact training (e.g., tact of computerDaddy has a computer.) Answers I don't know to questions that the child cannot answer | CC.1.2.2.I Compare and contrast the most important points presented by two texts on the same topic. CC.1.2.2.J Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases. | |
| | | CC.1.3.2.B Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text. CC.1.3.2.F Describe how words and phrases supply rhythm and meaning in a story, poem, or song. CC.1.3.2.I Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade level reading and content, choosing from a range of strategies and tools. CC.1.3.2.J Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases. CC.1.3.2.K Read and comprehend literature on grade level, reading independently and proficiently. CC.1.4.2.M | |
| | | Write narratives to develop real or imagined experiences or events. CC.1.5.2.A Participate in collaborative conversations with peers and adults in small and larger groups. CC.1.5.2.C Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. CC.2.1.2.B.2 Use place value concepts to read, write, and skip count to 1000. | |
| 12-M | Demonstrates 300 different intraverbal responses, tested or obtained from an accumulated list of known intraverbals | CC.1.2.2.A Identify the main idea of a multi-paragraph text as well as the focus of specific paragraphs within the text. CC.1.2.2.B | |
| 12-a 12-b | Provides at least 3 members of 10 classes (e.g., What do you see on a playground?) Answers 25 multiple choice questions (e.g., Does a fish live in the water or in trees?) | Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text. CC.1.2.2.I | |
| 12-c 12-d | Provides 10 categories when given several members (e.g., a horse, cow, and pig are all) Provides the name of 25 items when given a specific feature (e.g., What has wheels?) | Compare and contrast the most important points presented by two texts on the same topic. CC.1.3.2.B | |

| 12-e | Provides 2 features of 10 items when given their names (e.g., What's on a fire truck?) | Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in |
|-------|---|---|
| 12-f | Provides an answer to 3 emotion questions (e.g., What makes you sad? What makes you happy?) | a text. CC.1.3.2.D |
| 12-g | Provides at least 25 3+ word responses to questions (e.g., when asked What do you like to play? the child responds I like | Acknowledge differences in the points of views of characters, including by speaking in a different voice for each character |
| | to play with cars) | when reading dialogue aloud. CC.1.3.2.F |
| | | Describe how words and phrases supply rhythm and meaning in a story, poem, or song. |
| | | CC.1.3.2.G |
| | | Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, |
| | | setting, or plot. CC.1.3.2.K |
| | | Read and comprehend literature on grade level, reading independently and proficiently. |
| | | CC.1.4.2.B Identify and introduce the topic. |
| | | CC.1.4.2.C |
| | | Develop the topic with facts and/or definitions. |
| | | CC.1.4.2.G Write opinion pieces on familiar topics or texts. |
| | | CC.1.4.2.H |
| | | Identify the topic and state an opinion. |
| | | CC.1.4.2.K Use a variety of words and phrases to appeal to the audience. |
| | | CC.1.4.2.M |
| | | Write narratives to develop real or imagined experiences or events. |
| | | CC.1.4.2.Q Choose words and phrases for effect. |
| | | CC.1.5.2.A |
| | | Participate in collaborative conversations with peers and adults in small and larger groups. |
| | | CC.1.5.2.C Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or |
| | | deepen understanding of a topic or issue. |
| | | CC.1.5.2.D |
| | | Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. |
| | | CC.2.4.2.A.3 |
| | | Solve problems and make change using coins and paper currency with appropriate symbols. CC.2.4.2.A.4 |
| | | Represent and interpret data using line plots, picture graphs, and bar graphs. |
| | | CC.2.2.2.A.3 |
| 13-M | Answers 2 questions after being read short passages (15+ words) from books, for 25 passages (e.g., Who blew the | Work with equal groups of objects to gain foundations for multiplication. CC.1.2.2.A |
| 13-11 | house down?) | Identify the main idea of a multi-paragraph text as well as the focus of specific paragraphs within the text. |
| 13-a | Answers 25 questions with yes or no (e.g., Is a shoe good to eat?) | - CC.1.2.2.B Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in |
| 13-b | Describes 5 locations not in view (e.g., Tell me about your bedroom?) | a text. |
| 13-c | Answers 25 intraverbal questions involving adjectives (e.g., Can you tell me a big animal?) | CC.1.2.2.C |
| 13-d | Answers a question about a single sentence just read, for 10 sentences | Describe the connection between a series of events, concepts, or steps in a procedure within a text. CC.1.2.2.F |
| 13-e | Correctly answers the question How old are you? | Determine the meaning of words and phrases as they are used in grade level text including multiple-meaning words. |
| 13-f | Answers 2 time questions with general responses (e.g., What time do you go to bed?at nighttime) | CC.1.2.2.G Explain how graphic representations contribute to and clarify a text. |
| 13-g | Completes a story sequence for 5 stories (e.g., Then what happened to the three little pigs?) | CC.1.2.2.I |
| 13-h | Engages in 5 different conversations that contain at least 3 intraverbal exchanges on a single topic | Compare and contrast the most important points presented by two texts on the same topic. CC.1.2.2.J |
| 13-i | Describes 2 attributes about himself (e.g., I have brown hair. I have blue eyes.) | Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases. |
| | | CC.1.2.2.L |
| | | Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. CC.1.3.2.B |
| | | Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in |
| | | a text. CC.1.3.2.E |
| | | Describe the overall structure of a story, including describing how the beginning introduces the story and the ending |
| | | |

| | | concludes the action. CC.1.3.2.G |
|--------|---|---|
| | | Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, |
| | | setting, or plot. |
| | | CC.1.3.2.I |
| | | Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade level reading and |
| | | content, choosing from a range of strategies and tools. CC.1.3.2.K |
| | | Read and comprehend literature on grade level, reading independently and proficiently. |
| | | CC.1.4.2.A |
| | | Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. |
| | | CC.1.4.2.B |
| | | Identify and introduce the topic. |
| | | CC.1.4.2.C Develop the topic with facts and/or definitions. |
| | | CC.1.4.2.I |
| | | Support the opinion with reasons that include details connected to the opinion. |
| | | CC.1.4.2.J |
| | | Create an organizational structure that includes reasons and includes a concluding statement. |
| | | CC.1.4.2.M |
| | | Write narratives to develop real or imagined experiences or events. CC.1.4.2.P |
| | | Organize a short sequence of events, using temporal words to signal event order; provide a sense of closure. |
| | | CC.1.5.2.A |
| | | Participate in collaborative conversations with peers and adults in small and larger groups. |
| | | CC.1.5.2.B |
| | | Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. CC.1.5.2.C |
| | | Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or |
| | | deepen understanding of a topic or issue. |
| | | CC.1.5.2.D |
| | | Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. |
| | | CC.2.4.2.A.3 |
| | | Solve problems and make change using coins and paper currency with appropriate symbols. |
| | | CC.2.4.2.A.4 |
| | | Represent and interpret data using line plots, picture graphs, and bar graphs. |
| | | CC.2.2.A.1 Represent and solve problems involving addition and subtraction within 100. |
| 14-M | Describes 25 different events, videos, stories, etc. with 8+ words (e.g., Tell me what happened The big monster | CC.1.2.2.A |
| 14-1/1 | | Identify the main idea of a multi-paragraph text as well as the focus of specific paragraphs within the text. |
| - 1 | scared everybody and they all ran into the house.) | CC.1.2.2.B |
| 14-a | Answers 25 different who, what, or where questions that contain 3 or more elements (e.g., What color is a fire truck?) | Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in |
| 14-b | Provides at least 3 members of 25 categories (e.g., What do you find on a playground?) | a text. CC.1.2.2.C |
| 14-c | Answers 5 questions about daily or current events (e.g., Where are you going with dad?) | Describe the connection between a series of events, concepts, or steps in a procedure within a text. |
| 14-d | Intraverbally responds at least 25 times in a day to the verbal questions or statements from peers | CC.1.2.2.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 multiple-meaning words. |
| 110 | Where do you live? Where is your dog? and Where do play?) | CC.1.2.2.G |
| 14 f | | Explain how graphic representations contribute to and clarify a text. CC.1.2.2.I |
| 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.) | Compare and contrast the most important points presented by two texts on the same topic. |
| 14-g | Provides 3 pieces of personal information (e.g., Where do you live? What's your brother's name?) | CC.1.2.2.J |
| 14-h | Answers 25 intraverbal questions involving prepositions (e.g., What's under your bed?) | Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases. |
| 14-i | Answers 25 intraverbal questions involving pronouns (e.g., Who has a brown dog?) | CC.1.2.2.K |
| 14-j | Provides 25 answers to sequence questions (e.g., What do you do after you get to school?) | Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade level reading and |
| 14-k | Answers 10 when questions (e.g., When do you take a bath?) | content, choosing from a range of strategies and tools. CC.1.2.2.L |
| 14-1 | Answers to when questions (e.g., when do you take a dam?) | Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. |
| | | CC.1.3.2.B |
| | | Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in |
| | | a text. |
| | | |

| I | | CC.1.3.2.E |
|------|---|--|
| | | Describe the overall structure of a story, including describing how the beginning introduces the story and the ending |
| | | concludes the action. |
| | | CC.1.3.2.G |
| l | | Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, |
| | | setting, or plot. |
| | | CC.1.3.2.H Compare and contrast two or more versions of the same story by different authors or from different culture. |
| | | CC.1.3.2.K |
| | | Read and comprehend literature on grade level, reading independently and proficiently. |
| | | CC.1.4.2.B |
| | | Identify and introduce the topic. |
| | | CC.1.4.2.C |
| | | Develop the topic with facts and/or definitions. CC.1.4.2.J |
| | | Create an organizational structure that includes reasons and includes a concluding statement. |
| | | CC.1.4.2.M |
| | | Write narratives to develop real or imagined experiences or events. |
| | | CC.1.4.2.P |
| | | Organize a short sequence of events, using temporal words to signal event order; provide a sense of closure. |
| | | CC.1.5.2.B |
| | | Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. CC.1.5.2.C |
| | | Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or |
| | | deepen understanding of a topic or issue. |
| | | CC.1.5.2.D |
| | | Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in |
| | | coherent sentences. |
| | | CC.2.4.2.A.2 |
| | | Tell and write time to the nearest five minutes using both analog and digital clocks. CC.2.4.2.A.3 |
| | | Solve problems and make change using coins and paper currency with appropriate symbols. |
| | | CC.2.2.2.A.1 |
| | | Represent and solve problems involving addition and subtraction within 100. |
| | | CC.2.2.2.A.3 |
| | | Work with equal groups of objects to gain foundations for multiplication. |
| 15-M | Answers 4 different rotating WH questions about a single topic for 10 topics (e.g., Who takes you to school? Where | CC.1.2.2.A |
| | do you go to school? What do you take to school?) | Identify the main idea of a multi-paragraph text as well as the focus of specific paragraphs within the text. CC.1.2.2.B |
| 15-a | Answers 10 questions about community helpers (e.g., What does a doctor do?) | Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in |
| 15-b | Answers 25 different questions that contain 4 or more parts of speech (e.g., What tool do you need to pound nails?) | a text. |
| | Takes turns adding to a story started by others (e.g., And then he saw a boat) | CC.1.2.2.C |
| 15-c | | Describe the connection between a series of events, concepts, or steps in a procedure within a text. |
| 15-d | Answers 5 different how questions (e.g., How do you fix the hole?) | CC.1.2.2.F |
| 15-е | Provides last name when asked (e.g., Harrison) | Determine the meaning of words and phrases as they are used in grade level text including multiple-meaning words. CC.1.2.2.G |
| 15-f | Answers 25 intraverbal questions involving adverbs (e.g., What animal moves slow?) | Explain how graphic representations contribute to and clarify a text. |
| | Shows response generalization by describing the same 10 objects, events, pets, people, etc. in 3 different ways (e.g., in | CC.1.2.2.I |
| | reference to a pet dog Toby, the child says at different times a dog, an animal, Toby) | Compare and contrast the most important points presented by two texts on the same topic. |
| | | _ CC.1.2.2.J |
| | Describes 5 events that happened in the past | Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases. |
| | Describes 5 events that will happen in the future | CC.1.3.2.B Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in |
| 15-j | Summarizes 5 different stories with at least 10 words | a text. |
| | Suggests a possible solution when presented with a problem | CC.1.3.2.F |
| | 66 1 a s s as as a r r r r r r r r r r r r r | Describe how words and phrases supply rhythm and meaning in a story, poem, or song. |
| | | СС.1.3.2.Н |
| | | Compare and contrast two or more versions of the same story by different authors or from different culture. |
| | | CC.1.3.2.I Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade level reading and |
| | | Description of Calify the meaning of inknown and minimie-meaning word and diffases dased on grade level reading and |
| | | content, choosing from a range of strategies and tools. |
| | | content, choosing from a range of strategies and tools. CC.1.3.2.K |

| Read and comprehend literature on grade level, reading independently and proficiently. |
|--|
| |
| CC.1.4.2.A |
| Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. |
| CC.1.4.2.C |
| Develop the topic with facts and/or definitions. |
| CC.1.4.2.J |
| Create an organizational structure that includes reasons and includes a concluding statement. |
| CC.1.4.2.M |
| Write narratives to develop real or imagined experiences or events. |
| CC.1.5.2.A |
| Participate in collaborative conversations with peers and adults in small and larger groups. |
| CC.1.5.2.C |
| Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, o |
| deepen understanding of a topic or issue. |
| CC.1.5.2.D |
| Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in |
| coherent sentences. |
| CC.2.4.2.A.2 |
| Tell and write time to the nearest five minutes using both analog and digital clocks. |
| CC.2.4.2.A.3 |
| Solve problems and make change using coins and paper currency with appropriate symbols. |
| CC.2.2.2.A.3 |
| Work with equal groups of objects to gain foundations for multiplication. |

| | CLASSROM ROUTINES & GROUP SKILLS LEVEL 2 | | |
|---------------------------------|--|---|--|
| Skill | VB-MAPP Milestones & Supporting Skills | PA Core Standards | |
| 6-M 6-a 6-b 6-c 6-d | Sits at a group snack or lunch table without negative behavior for 3 minutes Adjusts to separation from parents (e.g., does not cry when parents leave) Sits at a snack or lunch table when physically prompted for 1 minute Lines up with other children when physically prompted Demonstrates general compliance for all classroom aides Puts away personal items, lines up, and comes to a table with only 1 verbal prompt | CC.1.5.2.A Participate in collaborative conversations with peers and adults in small and larger groups. CC.1.5.2.D | |
| 7-a 7-b 7-c 7-d 7-e | Does not attempt to move away from a peer when seated next to him Puts away personal items (e.g., coat, backpack, lunch box) with gestural and verbal prompts Goes to and sits at a table with other children with only verbal prompts Cooperates with hand washing with physical assistance Does not engage in negative behavior toward a peer when seated next to him | Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. CC.1.5.2.E Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. CC.1.5.2.G Demonstrate command of the conventions of standard English when speaking based on grade 2 level and content. | |
| 8-M 8-a 8-b 8-c 8-d | Transitions between classroom activities with no more than 1 gestural or verbal prompt Goes to a circle group and sits with only verbal prompts Goes to and sits at a table or work station with only verbal prompts Waits while seated at a table, without touching materials, until allowed to do so Sits in a circle group for 2 minutes without disruptive behavior or prompts to remain seated | CC.1.5.2.D Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. CC.1.5.2.E Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. CC.1.5.2.G Demonstrate command of the conventions of standard English when speaking based on grade 2 level and content. | |

| 9-M | Sits in a small group for 5 minutes without disruptive behavior or attempting to leave the group | CC.1.5.2.A |
|------|--|--|
| 9-a | Comes inside after recess with only verbal prompts | Participate in collaborative conversations with peers and adults in small and larger groups. |
| 9-b | Participates in group movement and song activities with only verbal prompts (e.g., Ring Around the Rosy, Duck-Duck | |
| | Goose, Hokey Pokey) | |
| 9-c | Imitates group activities with objects (e.g., tapping sticks together, shaking a maraca) | |
| 9-d | Sings songs with the group with only verbal prompts (e.g., Head, shoulders, knees and toes) | |
| | | |
| 10-M | Sits in a small group for 10 minutes, attends to the teacher or material for 50% of the period, and responds to 5 of | CC.1.5.2.A |
| | a teacher's SDs | Participate in collaborative conversations with peers and adults in small and larger groups. |
| 10-a | Gets lunch with only verbal prompts | |
| 10-b | Puts away backpack, lunch box, or coat upon entering the classroom with group prompts | |
| 10-с | Imitates group activities with objects (e.g., tapping sticks together, shaking a maraca) | |
| 10-d | Gets out and opens most snack/lunch items independently | |
| 10-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 | VB-MAPP Milestones & Supporting Skills | PA Core Standards | |
| 11-M | Uses the toilet and washes hands with only verbal prompts | CC.1.4.2.M | |
| 11-a | Sits or stands at an arts and crafts or activity table for 5 minutes without disruptive behavior | Write narratives to develop real or imagined experiences or events. | |
| 11-b | Responds to 1 group instruction without additional prompts (e.g., Everybody stand up | | |
| 11-c | Works independently on a task or activity for 1 minute without prompts or reinforcement | | |
| 11-d | Comes to the front of the group with 1 verbal prompt | | |
| | | | |
| 12-M | Responds to 5 different group instructions or questions without direct prompts in a group of 3 or more children | CC.1.4.2.M | |
| | (e.g., Everybody stand up. Does anyone have a red shirt on?) | Write narratives to develop real or imagined experiences or events. CC.1.5.2.F | |
| 12-a | Raises hand to take a turn in a group setting (e.g., Who wants to pick a song?) | Add drawings or other visual displays to presentations when appropriate to clarify ideas, thoughts, and feelings. | |
| 12-b | Uses classroom materials as designed (e.g., glue, scissors, crayons, paper) | | |
| 12-c | Puts away toys and material when prompted to do so | | |
| 12-d | Stays on task for 1 minute during an arts and crafts activity when an adult leaves the table | | |
| | | | |
| 13-M | Works independently for 5 minutes in a group, and stays on task for 50% of the period | CC.1.5.2.D Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent | |
| 13-a | Gets necessary materials to complete an activity when verbally prompted (e.g., Get some glue.) | sentences. | |
| 13-b | Independently transitions between classroom activities with only group verbal prompts | CC.1.5.2.E | |
| 13-с | Responds to group questions without a direct prompt (e.g., What happened to Simba?) | Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. CC.1.5.2.G | |
| 13-d | Mands to use the toilet and has minimal accidents | Demonstrate command of the conventions of standard English when speaking based on grade 2 level and content. | |
| | | | |
| 14-M | Acquires 2 new behaviors in a 15-minute group-teaching format involving 5 or more children | CC.1.3.2.B | |
| 14-a | Takes turns and shares items with peers | Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in | |

| 14-b 14-c 14-d 14-e 14-f | Discriminates and follows two-component group instructions (e.g., All the boys line up) Follows safety rules in a classroom (e.g., No running. No pushing.) Leads 2 different group activities involving 3 other children (e.g., red-light, green-light game) Mands for a specific activity in a group setting (e.g., Let's play tag!) Assists in picking up after an activity with only 1 verbal prompt | a text. CC.1.5.2.A Participate in collaborative conversations with peers and adults in small and larger groups. |
|--------------------------------------|--|---|
| 15-M | Sits in a 20-minute group session involving 5 children without disruptive behaviors, and answers 5 intraverbal questions | CC.1.5.2.A Participate in collaborative conversations with peers and adults in small and larger groups. |
| 15-a | Focuses on a task despite disruptions in the room | |
| 15-b | Meets some of his own self-care needs without prompts (e.g., wipes nose, puts on coat) | |
| 15-c | Verbally interacts with peers 3 times in a table-top group activity | |
| 15-d | Sits back down when his turn is over without prompts | |
| 15-е | 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.1.2.2.A Identify the main idea of a multi-paragraph text as well as the focus of specific paragraphs within the text. CC.1.2.2.B Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text. CC.1.2.2.I Compare and contrast the most important points presented by two texts on the same topic. CC.1.3.2.B Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text. CC.1.4.2.F Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. CC.1.4.2.L Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. CC.1.5.2.A Participate in collaborative conversations with peers and adults in small and larger groups. CC.1.5.2.B Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. CC.1.5.2.C Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. | |
| 7-M | Has a total listener vocabulary of 100 words (e.g., Touch nose. Jump. Find keys.) | CC.1.2.2.A However, the main idea of a multi-new graph text or well or the form of grapific new graphs within the text | |
| 7-a | Uses recognizable words more frequently than jargon | Identify the main idea of a multi-paragraph text as well as the focus of specific paragraphs within the text. CC.1.2.2.B | |
| 7-b | Emits 2-3 word carrier phrases without "understanding" each word (e.g., It's a cat. Go for a ride?) | Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in | |
| 7-c | Has a total speaker vocabulary size of 50 words (all verbal operants except echoic) | a text. CC.1.2.2.I Compare and contrast the most important points presented by two texts on the same topic. CC.1.3.2.B | |

| | | Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in |
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| | | a text. |
| | | CC.1.5.2.A |
| | | Participate in collaborative conversations with peers and adults in small and larger groups. |
| 8-M | Emits 10 different 2-word utterances per day of any type except echoic (e.g., mand, tact) | CC.1.2.2.A Identify the main idea of a multi-paragraph text as well as the focus of specific paragraphs within the text. |
| 8-a | Emits 2-word mands for recurrence (e.g., more tickle) | CC.1.2.2.B |
| 8-b | Emits 2-word noun-verb or verb-noun mands or tacts (e.g., Pour juice. Baby crying.) | Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in |
| 8-c | Adjusts volume of voice on command (e.g., whispers and uses loud voice) | a text. |
| 8-d | Echoes 10 different rhythms, intonations, or pitches | CC.1.2.2.I Compare and contrast the most important points presented by two texts on the same topic. |
| | • | CC.1.3.2.B |
| | | Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in |
| | | a text. CC.1.4.2.F |
| | | Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. |
| | | CC.1.4.2.L |
| | | Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. |
| | | CC.1.5.2.A Participate in collaborative conversations with peers and adults in small and larger groups. |
| | | CC.1.5.2.B |
| | | Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. |
| | | CC.1.5.2.C Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or |
| | | deepen understanding of a topic or issue. |
| 9-M | Emits functional prosody (i.e., rhythm, stress, intonation) on 5 occasions in one day (e.g., puts emphasis or stress | CC.1.1.2.E |
| | on certain words at appropriate times such as, It's MINE!) | Read with accuracy and fluency to support comprehension. CC.1.2.2.J |
| 9-a | Consistently emits the initial consonants of words | Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases. |
| 9-b | Emits 2-word mands for possession (e.g., My cookie. That's mine.) | CC.1.3.2.D |
| 9-c | Emits 2-word mands or tacts for location (e.g., Come here. There's Thomas.) | Acknowledge differences in the points of views of characters, including by speaking in a different voice for each character when reading dialogue aloud. |
| 9-d | Emits 2-word mands for negation or refusal (e.g., No Barney. No shoes. No more.) | CC.1.4.2.L |
| 9-e | Combines 2 words to make a novel word or phrase (e.g., Miss Betty) | Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. |
| | | CC.1.4.2.Q Choose words and phrases for effect. |
| | | CC.1.5.2.B |
| | | Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. |
| | | CC.1.5.2.D |
| | | Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. |
| | | CC.2.1.2.B.2 |
| | | Use place value concepts to read, write, and skip count to 1000. |
| 10-M | Has a total speaker vocabulary of 300 words (all verbal operants except echoic) | CC.1.2.2.A Identify the main idea of a multi-paragraph text as well as the focus of specific paragraphs within the text. |
| 10-a | Echoes most words or approximations to words on command (generalized echoic repertoire) but still has articulation | CC.1.2.2.B |
| | errors | Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in |
| 10-b | Strangers can understand at least 50% of the words emitted by the child | a text. — CC.1.2.2.F |
| 10-c | Emits a total listener vocabulary size of 400 words | Determine the meaning of words and phrases as they are used in grade level text including multiple-meaning words. |
| 10-d | Emits a mean length of utterance (MLU) of 2 1/2 morphemes (e.g., Push car. Where mommy go?) | CC.1.2.2.G |
| | | Explain how graphic representations contribute to and clarify a text. CC.1.2.2.I |
| | | Compare and contrast the most important points presented by two texts on the same topic. |
| | | CC.1.2.2.J |
| | | Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases. |
| | | CC.1.3.2.B Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in |
| | | a text. |
| | | CC.1.3.2.I |
| | | Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade level reading and content, choosing from a range of strategies and tools. |
| L | | contents, encooning from a range or strategies and tools. |

| CC.1.4.2.F | |
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| Demonstrate a grade appropriate command of the conventions of standard English | grammar and spelling. |
| CC.1.4.2.L | |
| Demonstrate a grade appropriate command of the conventions of standard English | grammar and spelling. |
| CC.1.5.2.A | |
| Participate in collaborative conversations with peers and adults in small and larger | groups. |
| CC.1.5.2.B | |
| Recount or describe key ideas or details from a text read aloud or information pres | ented orally or through other media. |
| CC.1.5.2.C | |
| Ask and answer questions about what a speaker says in order to clarify comprehen | sion, gather additional information, or |
| deepen understanding of a topic or issue. | |
| CC.1.5,2.D | |
| Tell a story or recount an experience with appropriate facts and relevant, descripti | ve details, speaking audibly in |
| coherent sentences. | • |
| CC.2.1,2.B.2 | |
| Use place value concepts to read, write, and skip count to 1000. | |
| | Demonstrate a grade appropriate command of the conventions of standard English CC.1.4.2.L Demonstrate a grade appropriate command of the conventions of standard English CC.1.5.2.A Participate in collaborative conversations with peers and adults in small and larger CC.1.5.2.B Recount or describe key ideas or details from a text read aloud or information pres CC.1.5.2.C Ask and answer questions about what a speaker says in order to clarify comprehen deepen understanding of a topic or issue. CC.1.5.2.D Tell a story or recount an experience with appropriate facts and relevant, descripti coherent sentences. CC.2.1.2.B.2 |

| | LINGUISTIC STRUCTURE LEVEL 3 | |
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| Skill | VB-MAPP Milestones & Supporting Skills | PA Core Standards |
| 11-M 11-a 11-b 11-c 11-d | 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) Emits auxiliary (helping) verbs in a tact or mand carrier phrase (e.g., do, have, will, can, was) 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) Uses "s" vs. "es" plural markers (e.g., books or glasses) Uses irregular plurals correctly (e.g., foot-feet, mouse-mice, tooth-teeth) | CC.1.2.2.F Determine the meaning of words and phrases as they are used in grade level text including multiple-meaning words. CC.1.2.2.G Explain how graphic representations contribute to and clarify a text. CC.1.4.2.F Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. CC.1.4.2.L Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. CC.1.4.2.R Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. CC.1.5.2.B Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. CC.1.5.2.G |
| 12-M | Emits verb inflections by combining 10 root verbs with affixes for regular past tense (e.g., played) and 10 root verbs with affixes for future tense (e.g., will play) | Demonstrate command of the conventions of standard English when speaking based on grade 2 level and content. CC.1.4.2.F Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. |
| 12-a 12-b 12-c 12-d 12-e | Uses is and am appropriately with verbs (e.g., I am eating. The dog is barking.) Emits conjunctions to combine words and phrases (e.g., and, or, but) Emits some irregular past tense verbs appropriately (e.g., dug, ran, built) Emits 2-word noun-verb or verb-noun mands or tacts (e.g., Pour juice. Baby crying.) Emits present participle inflection with "verb-ing" (e.g., running, playing, swimming) | CC.1.4.2.L Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. CC.1.4.2.R Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. CC.1.5.2.B Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. CC.1.5.2.G Demonstrate command of the conventions of standard English when speaking based on grade 2 level and content. |
| 13-M 13-a 13-b | Emits 10 different noun phrases containing at least 3 words, with 2 modifiers (e.g., adjectives, prepositions, pronouns) (e.g., He's my puppet. I want chocolate ice cream.) Speaks in 3-5 word sentences Emits prepositional phrases (e.g., on the table, in the house), but may not discriminate between prepositional pairs (e.g., on vs. under; in vs. out) | CC.1.2.2.A Identify the main idea of a multi-paragraph text as well as the focus of specific paragraphs within the text. CC.1.2.2.B Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text. CC.1.2.2.F |

| 13-с | Emits adjectives to modify nouns (e.g., blue train, chocolate cookie) | Determine the meaning of words and phrases as they are used in grade level text including multiple-meaning words. CC.1.2.2.G |
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| 13-d | Emits contractions in a mand, tact, or intraverbal context (e.g., can't, don't, won't) | Explain how graphic representations contribute to and clarify a text. |
| 13-е | Emits pronouns to modify nouns (e.g., My shoes. Your cup.) | CC.1.2.2.I |
| | | Compare and contrast the most important points presented by two texts on the same topic. CC.1.2.2.J |
| | | Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases. |
| | | CC.1.3.2.K Read and comprehend literature on grade level, reading independently and proficiently. |
| | | CC.1.4.2.F |
| | | Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. CC.1.4.2.K |
| | | Use a variety of words and phrases to appeal to the audience. |
| | | CC.1.4.2.L Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. |
| | | CC.1.4.2.R |
| | | Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. CC.1.5.2.B |
| | | Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. |
| | | CC.1.5.2.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 2 level and content. CC.1.2.2.A |
| 14-1/1 | pronouns) (e.g., Push me hard. Go up the steps.) | Identify the main idea of a multi-paragraph text as well as the focus of specific paragraphs within the text. |
| 14-a | Adjectives usually precede nouns when appropriate (e.g., a big boat vs. a boat big) | CC.1.4.2.F Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. |
| 14-b | Verbs agree with the subjects in person (e.g., he was laughing vs. he were laughing) | CC.1.4.2.L |
| 14-c | Verbs agree with the subjects in number (e.g., Joey is home vs. Joey are home) | Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. CC.1.4.2.R |
| 14-d | Emits adjective inflections with the comparative suffixes "er" and "est" (e.g., good, better, best) | Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. |
| 14-е | Emits adverbs to modify verbs (e.g., Go fast. It's slow.) | CC.1.5.2.B Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. |
| | | CC.1.5.2.G |
| 4535 | | Demonstrate command of the conventions of standard English when speaking based on grade 2 level and content. |
| 15-M | Combines noun and verb phrases to produce 10 different syntactically correct clauses or sentences containing at | CC.1.2.2.C Describe the connection between a series of events, concepts, or steps in a procedure within a text. |
| 15-a | least 5 words (e.g., The dog licked my face.) Emits different noun and verb phrases connected by conjunctions (e.g., and, or, but, yet) | — CC.1.2.2.F |
| 15-a 15-b | Demonstrates a MLU of 5 morphemes (5 utterances in one "sentence" that each have an individual meaning, e.g., She | Determine the meaning of words and phrases as they are used in grade level text including multiple-meaning words. CC.1.2.2.G |
| 13-0 | pushed him down — the "ed" ending is a morpheme) | Explain how graphic representations contribute to and clarify a text. |
| 15-c | Pronouns agree with gender (e.g., the boy splashed himself vs. the boy splashed herself) | CC.1.2.2.J Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases. |
| 15-d | Pronouns agree with number (e.g., the boy splashed himself vs. the boys splashed himself) | CC.1.3.2.B |
| 15-e | Uses quantification in a sentence (e.g., always, never, sometimes) | Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text. |
| 15-f | Uses demonstratives in a sentence (e.g., this that, these, those) | CC.1.3.2.F |
| 15-g | Emits words that describe the certainty of other words (e.g., I think I'm sure maybe) | Describe how words and phrases supply rhythm and meaning in a story, poem, or song. CC.1.4.2.F |
| | | Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. |
| | | CC.1.4.2.L |
| | | Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. CC.1.4.2.R |
| | | Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. |
| | | CC.1.5.2.B Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. |
| | | CC.1.5.2.D |
| | | Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. |
| | | CC.1.5.2.G |
| | | Demonstrate command of the conventions of standard English when speaking based on grade 2 level and content. |
| | | CC.2.4.2.A.2 Tell and write time to the nearest five minutes using both analog and digital clocks. |
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| Solve problems and make change using coins and paper currency with appropriate symbols. |
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| | READING LEVEL 3 | |
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| 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?) | CC.1.2.2.A Identify the main idea of a multi-paragraph text as well as the focus of specific paragraphs within the text. CC.1.2.2.B Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text. CC.1.2.2.C Describe the connection between a series of events, concepts, or steps in a procedure within a text. CC.1.2.2.E Use various text features and search tools to locate key facts or information in a text efficiently. CC.1.2.2.G Explain how graphic representations contribute to and clarify a text. CC.1.3.2.E Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. CC.1.3.2.1 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade level reading and content, choosing from a range of strategies and tools. CC.1.3.2.K Read and comprehend literature on grade level, reading independently and proficiently. CC.2.3.2.A.1 Analyze and draw two- and three-dimensional shapes having specified attributes. CC.2.4.2.A.2 Tell and write time to the nearest five minutes using both analog and digital clocks. CC.2.4.2.A.4 Represent and interpret data using line plots, picture graphs, and bar graphs. CC.2.1.2.B.1 Use place value concepts to represent amounts of tens and ones and to compare three digit numbers. CC.2.1.2.B.2 Use place value concepts to read, write, and skip count to 1000. CC.2.1.2.B.3 Use place value understanding and properties of operations to add and subtract within 1000. CC.2.1.2.C.1.2.B.3 Represent and solve problems involving addition and subtraction within 100. |
| 12-M | Selects (LDs) the correct uppercase letter from an array of 5 letters, for 10 different letters | CC.1.1.2.D Know and apply grade level phonics and word analysis skills in decoding words. |
| 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) | CC.1.2.2.E |
| 12-b 12-c | Has a favorite book, and can provide the name of it by seeing the pictures on the cover | Use various text features and search tools to locate key facts or information in a text efficiently. CC.1.2.2.F |
| 12-d | Tacts pictures in books while an adult reads the story | Determine the meaning of words and phrases as they are used in grade level text including multiple-meaning words. |
| 12-a | Matches to sample all uppercase letters | CC.1.2.2.G Explain how graphic representations contribute to and clarify a text. |
| | F T T PFF T T T T T T T T T T T T T T T | CC.1.2.2.I Compare and contrast the most important points presented by two texts on the same topic. CC.1.2.2.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. CC.1.3.2.B Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in |

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| | | a text. CC.1.3.2.K |
| | | Read and comprehend literature on grade level, reading independently and proficiently. |
| | | CC.2.3.2.A.1 |
| | | Analyze and draw two- and three-dimensional shapes having specified attributes. |
| | | CC.2.4.2.A.2 Tell and write time to the nearest five minutes using both analog and digital clocks. |
| | | CC.2.4.2.A.4 |
| | | Represent and interpret data using line plots, picture graphs, and bar graphs. |
| 13-M | Tacts 10 uppercase letters on command | CC.1.1.2.D |
| 13-a | Recites (or sings) the whole alphabet with only a verbal prompt to do so | Know and apply grade level phonics and word analysis skills in decoding words. |
| | | CC.1.1.2.E |
| 13-b | Mands for what written words say (e.g., What word is that?) | Read with accuracy and fluency to support comprehension. CC.1.2.2.E |
| 13-с | Pretends to read a book | Use various text features and search tools to locate key facts or information in a text efficiently. |
| 13-d | Discriminates as a listener (LDs) his own name from an array of 3 written names | CC.1.2.2.F |
| 13-е | Looks at the written words, rather than just the pictures when stories are being read to him | Determine the meaning of words and phrases as they are used in grade level text including multiple-meaning words. |
| | | CC.1.2.2.G |
| | | Explain how graphic representations contribute to and clarify a text. |
| | | CC.1.2.2.I |
| | | Compare and contrast the most important points presented by two texts on the same topic. CC.1.2.2.L |
| | | Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. |
| | | CC.1.3.2.I |
| | | Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade level reading and |
| | | content, choosing from a range of strategies and tools. |
| | | CC.1.3.2.K |
| | | Read and comprehend literature on grade level, reading independently and proficiently. |
| | | CC.2.4.2.A.1 Measure and estimate lengths in standard units using appropriate tools. |
| | | CC.2.4.2.A.2 |
| | | Tell and write time to the nearest five minutes using both analog and digital clocks. |
| | | CC.2.4.2.A.4 |
| | | Represent and interpret data using line plots, picture graphs, and bar graphs. |
| | | CC.2.1.2.B.3 |
| | | Use place valve understanding and preparties of encretions to add and subtract within 1000 |
| | | Use place value understanding and properties of operations to add and subtract within 1000. |
| | | CC.2.2.2.A.1 |
| 14-M | Reads his own name | |
| 14-M | Reads his own name Discriminates among most uppercase letters (but may confuse some; e.g. M and N: P and R) | CC.2.2.A.1 Represent and solve problems involving addition and subtraction within 100. CC.1.1.2.D Know and apply grade level phonics and word analysis skills in decoding words. |
| 14-a | Discriminates among most uppercase letters (but may confuse some; e.g., M and N; P and R) | CC.2.2.A.1 Represent and solve problems involving addition and subtraction within 100. CC.1.1.2.D Know and apply grade level phonics and word analysis skills in decoding words. CC.1.2.2.E |
| 14-a 14-b | Discriminates among most uppercase letters (but may confuse some; e.g., M and N; P and R) Matches 5 word cards to the same word written on paper | CC.2.2.A.1 Represent and solve problems involving addition and subtraction within 100. CC.1.1.2.D Know and apply grade level phonics and word analysis skills in decoding words. CC.1.2.2.E Use various text features and search tools to locate key facts or information in a text efficiently. |
| 14-a 14-b 14-c | Discriminates among most uppercase letters (but may confuse some; e.g., M and N; P and R) Matches 5 word cards to the same word written on paper Provides the letter name given 5 sounds, and 5 sounds given a letter name | CC.2.2.A.1 Represent and solve problems involving addition and subtraction within 100. CC.1.1.2.D Know and apply grade level phonics and word analysis skills in decoding words. CC.1.2.2.E Use various text features and search tools to locate key facts or information in a text efficiently. CC.1.3.2.B |
| 14-a 14-b | Discriminates among most uppercase letters (but may confuse some; e.g., M and N; P and R) Matches 5 word cards to the same word written on paper | CC.2.2.A.1 Represent and solve problems involving addition and subtraction within 100. CC.1.1.2.D Know and apply grade level phonics and word analysis skills in decoding words. CC.1.2.2.E Use various text features and search tools to locate key facts or information in a text efficiently. |
| 14-a 14-b 14-c 14-d | Discriminates among most uppercase letters (but may confuse some; e.g., M and N; P and R) Matches 5 word cards to the same word written on paper Provides the letter name given 5 sounds, and 5 sounds given a letter name Intraverbally recalls 3 stories that have been read to him | CC.2.2.2.A.1 Represent and solve problems involving addition and subtraction within 100. CC.1.1.2.D Know and apply grade level phonics and word analysis skills in decoding words. CC.1.2.2.E Use various text features and search tools to locate key facts or information in a text efficiently. CC.1.3.2.B Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text. CC.2.4.2.A.1 |
| 14-a 14-b 14-c | Discriminates among most uppercase letters (but may confuse some; e.g., M and N; P and R) Matches 5 word cards to the same word written on paper Provides the letter name given 5 sounds, and 5 sounds given a letter name | CC.2.2.2.A.1 Represent and solve problems involving addition and subtraction within 100. CC.1.1.2.D Know and apply grade level phonics and word analysis skills in decoding words. CC.1.2.2.E Use various text features and search tools to locate key facts or information in a text efficiently. CC.1.3.2.B Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text. CC.2.4.2.A.1 Measure and estimate lengths in standard units using appropriate tools. |
| 14-a 14-b 14-c 14-d | Discriminates among most uppercase letters (but may confuse some; e.g., M and N; P and R) Matches 5 word cards to the same word written on paper Provides the letter name given 5 sounds, and 5 sounds given a letter name Intraverbally recalls 3 stories that have been read to him | CC.2.2.2.A.1 Represent and solve problems involving addition and subtraction within 100. CC.1.1.2.D Know and apply grade level phonics and word analysis skills in decoding words. CC.1.2.2.E Use various text features and search tools to locate key facts or information in a text efficiently. CC.1.3.2.B Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text. CC.2.4.2.A.1 Measure and estimate lengths in standard units using appropriate tools. CC.2.4.2.A.2 |
| 14-a 14-b 14-c 14-d | Discriminates among most uppercase letters (but may confuse some; e.g., M and N; P and R) Matches 5 word cards to the same word written on paper Provides the letter name given 5 sounds, and 5 sounds given a letter name Intraverbally recalls 3 stories that have been read to him | CC.2.2.2.A.1 Represent and solve problems involving addition and subtraction within 100. CC.1.1.2.D Know and apply grade level phonics and word analysis skills in decoding words. CC.1.2.2.E Use various text features and search tools to locate key facts or information in a text efficiently. CC.1.3.2.B Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text. CC.2.4.2.A.1 Measure and estimate lengths in standard units using appropriate tools. CC.2.4.2.A.2 Tell and write time to the nearest five minutes using both analog and digital clocks. |
| 14-a 14-b 14-c 14-d | Discriminates among most uppercase letters (but may confuse some; e.g., M and N; P and R) Matches 5 word cards to the same word written on paper Provides the letter name given 5 sounds, and 5 sounds given a letter name Intraverbally recalls 3 stories that have been read to him | CC.2.2.2.A.1 Represent and solve problems involving addition and subtraction within 100. CC.1.1.2.D Know and apply grade level phonics and word analysis skills in decoding words. CC.1.2.2.E Use various text features and search tools to locate key facts or information in a text efficiently. CC.1.3.2.B Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text. CC.2.4.2.A.1 Measure and estimate lengths in standard units using appropriate tools. CC.2.4.2.A.2 Tell and write time to the nearest five minutes using both analog and digital clocks. CC.2.4.2.A.4 |
| 14-a 14-b 14-c 14-d 14-e | Discriminates among most uppercase letters (but may confuse some; e.g., M and N; P and R) Matches 5 word cards to the same word written on paper Provides the letter name given 5 sounds, and 5 sounds given a letter name Intraverbally recalls 3 stories that have been read to him Demonstrates LD and tact generalization for 3 different variations of the uppercase letters | CC.2.2.2.A.1 Represent and solve problems involving addition and subtraction within 100. CC.1.1.2.D Know and apply grade level phonics and word analysis skills in decoding words. CC.1.2.2.E Use various text features and search tools to locate key facts or information in a text efficiently. CC.1.3.2.B Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text. CC.2.4.2.A.1 Measure and estimate lengths in standard units using appropriate tools. CC.2.4.2.A.2 Tell and write time to the nearest five minutes using both analog and digital clocks. |
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| 14-a 14-b 14-c 14-d 14-e | Discriminates among most uppercase letters (but may confuse some; e.g., M and N; P and R) Matches 5 word cards to the same word written on paper Provides the letter name given 5 sounds, and 5 sounds given a letter name Intraverbally recalls 3 stories that have been read to him Demonstrates LD and tact generalization for 3 different variations of the uppercase letters Matches 5 words to the corresponding pictures or items in an array of 5, and vice versa (e.g., matches the written word bird to a picture of a bird) | CC.2.2.2.A.1 Represent and solve problems involving addition and subtraction within 100. CC.1.1.2.D Know and apply grade level phonics and word analysis skills in decoding words. CC.1.2.2.E Use various text features and search tools to locate key facts or information in a text efficiently. CC.1.3.2.B Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text. CC.2.4.2.A.1 Measure and estimate lengths in standard units using appropriate tools. CC.2.4.2.A.2 Tell and write time to the nearest five minutes using both analog and digital clocks. CC.2.4.2.A.4 Represent and interpret data using line plots, picture graphs, and bar graphs. CC.1.1.2.D Know and apply grade level phonics and word analysis skills in decoding words. CC.1.1.2.E |
| 14-a 14-b 14-c 14-d 14-e | Discriminates among most uppercase letters (but may confuse some; e.g., M and N; P and R) Matches 5 word cards to the same word written on paper Provides the letter name given 5 sounds, and 5 sounds given a letter name Intraverbally recalls 3 stories that have been read to him Demonstrates LD and tact generalization for 3 different variations of the uppercase letters Matches 5 words to the corresponding pictures or items in an array of 5, and vice versa (e.g., matches the written word bird to a picture of a bird) Indicates if 2 words rhyme or not for 10 different rhymes (e.g., cat and hat vs. cat and book) | CC.2.2.2.A.1 Represent and solve problems involving addition and subtraction within 100. CC.1.1.2.D Know and apply grade level phonics and word analysis skills in decoding words. CC.1.2.2.E Use various text features and search tools to locate key facts or information in a text efficiently. CC.1.3.2.B Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text. CC.2.4.2.A.1 Measure and estimate lengths in standard units using appropriate tools. CC.2.4.2.A.2 Tell and write time to the nearest five minutes using both analog and digital clocks. CC.2.4.2.A.4 Represent and interpret data using line plots, picture graphs, and bar graphs. CC.1.1.2.D Know and apply grade level phonics and word analysis skills in decoding words. CC.1.1.2.E Read with accuracy and fluency to support comprehension. |
| 14-a 14-b 14-c 14-d 14-e 15-M | Discriminates among most uppercase letters (but may confuse some; e.g., M and N; P and R) Matches 5 word cards to the same word written on paper Provides the letter name given 5 sounds, and 5 sounds given a letter name Intraverbally recalls 3 stories that have been read to him Demonstrates LD and tact generalization for 3 different variations of the uppercase letters Matches 5 words to the corresponding pictures or items in an array of 5, and vice versa (e.g., matches the written word bird to a picture of a bird) | CC.2.2.2.A.1 Represent and solve problems involving addition and subtraction within 100. CC.1.1.2.D Know and apply grade level phonics and word analysis skills in decoding words. CC.1.2.2.E Use various text features and search tools to locate key facts or information in a text efficiently. CC.1.3.2.B Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text. CC.2.4.2.A.1 Measure and estimate lengths in standard units using appropriate tools. CC.2.4.2.A.2 Tell and write time to the nearest five minutes using both analog and digital clocks. CC.2.4.2.A.4 Represent and interpret data using line plots, picture graphs, and bar graphs. CC.1.1.2.D Know and apply grade level phonics and word analysis skills in decoding words. CC.1.1.2.E Read with accuracy and fluency to support comprehension. CC.1.2.2.I |
| 14-a 14-b 14-c 14-d 14-e | Discriminates among most uppercase letters (but may confuse some; e.g., M and N; P and R) Matches 5 word cards to the same word written on paper Provides the letter name given 5 sounds, and 5 sounds given a letter name Intraverbally recalls 3 stories that have been read to him Demonstrates LD and tact generalization for 3 different variations of the uppercase letters Matches 5 words to the corresponding pictures or items in an array of 5, and vice versa (e.g., matches the written word bird to a picture of a bird) Indicates if 2 words rhyme or not for 10 different rhymes (e.g., cat and hat vs. cat and book) | CC.2.2.2.A.1 Represent and solve problems involving addition and subtraction within 100. CC.1.1.2.D Know and apply grade level phonics and word analysis skills in decoding words. CC.1.2.2.E Use various text features and search tools to locate key facts or information in a text efficiently. CC.1.3.2.B Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text. CC.2.4.2.A.1 Measure and estimate lengths in standard units using appropriate tools. CC.2.4.2.A.2 Tell and write time to the nearest five minutes using both analog and digital clocks. CC.2.4.2.A.4 Represent and interpret data using line plots, picture graphs, and bar graphs. CC.1.1.2.D Know and apply grade level phonics and word analysis skills in decoding words. CC.1.1.2.E Read with accuracy and fluency to support comprehension. CC.1.2.2.I Compare and contrast the most important points presented by two texts on the same topic. |
| 14-a 14-b 14-c 14-d 14-e 15-M | Discriminates among most uppercase letters (but may confuse some; e.g., M and N; P and R) Matches 5 word cards to the same word written on paper Provides the letter name given 5 sounds, and 5 sounds given a letter name Intraverbally recalls 3 stories that have been read to him Demonstrates LD and tact generalization for 3 different variations of the uppercase letters Matches 5 words to the corresponding pictures or items in an array of 5, and vice versa (e.g., matches the written word bird to a picture of a bird) Indicates if 2 words rhyme or not for 10 different rhymes (e.g., cat and hat vs. cat and book) Tacts most uppercase letters (may confuse those that look similar; e.g., M and N; P and R) Matches 10 lower case letters to uppercase letters | CC.2.2.2.A.1 Represent and solve problems involving addition and subtraction within 100. CC.1.1.2.D Know and apply grade level phonics and word analysis skills in decoding words. CC.1.2.2.E Use various text features and search tools to locate key facts or information in a text efficiently. CC.1.3.2.B Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text. CC.2.4.2.A.1 Measure and estimate lengths in standard units using appropriate tools. CC.2.4.2.A.2 Tell and write time to the nearest five minutes using both analog and digital clocks. CC.2.4.2.A.4 Represent and interpret data using line plots, picture graphs, and bar graphs. CC.1.1.2.D Know and apply grade level phonics and word analysis skills in decoding words. CC.1.1.2.E Read with accuracy and fluency to support comprehension. CC.1.2.2.I Compare and contrast the most important points presented by two texts on the same topic. CC.1.2.2.E |
| 14-a 14-b 14-c 14-d 14-e 15-M 15-a 15-b 15-c 15-d | Discriminates among most uppercase letters (but may confuse some; e.g., M and N; P and R) Matches 5 word cards to the same word written on paper Provides the letter name given 5 sounds, and 5 sounds given a letter name Intraverbally recalls 3 stories that have been read to him Demonstrates LD and tact generalization for 3 different variations of the uppercase letters Matches 5 words to the corresponding pictures or items in an array of 5, and vice versa (e.g., matches the written word bird to a picture of a bird) Indicates if 2 words rhyme or not for 10 different rhymes (e.g., cat and hat vs. cat and book) Tacts most uppercase letters (may confuse those that look similar; e.g., M and N; P and R) Matches 10 lower case letters to uppercase letters Discriminates as a listener between numbers and letters (e.g., Which one is a letter?) | CC.1.2.2.A.1 Represent and solve problems involving addition and subtraction within 100. CC.1.1.2.D Know and apply grade level phonics and word analysis skills in decoding words. CC.1.2.2.E Use various text features and search tools to locate key facts or information in a text efficiently. CC.1.3.2.B Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text. CC.2.4.2.A.1 Measure and estimate lengths in standard units using appropriate tools. CC.2.4.2.A.2 Tell and write time to the nearest five minutes using both analog and digital clocks. CC.2.4.2.A.4 Represent and interpret data using line plots, picture graphs, and bar graphs. CC.1.1.2.D Know and apply grade level phonics and word analysis skills in decoding words. CC.1.1.2.E Read with accuracy and fluency to support comprehension. CC.1.2.2.I Compare and contrast the most important points presented by two texts on the same topic. CC.1.2.2.E Use various text features and search tools to locate key facts or information in a text efficiently. CC.1.2.2.L |
| 14-a 14-b 14-c 14-d 14-e 15-M | Discriminates among most uppercase letters (but may confuse some; e.g., M and N; P and R) Matches 5 word cards to the same word written on paper Provides the letter name given 5 sounds, and 5 sounds given a letter name Intraverbally recalls 3 stories that have been read to him Demonstrates LD and tact generalization for 3 different variations of the uppercase letters Matches 5 words to the corresponding pictures or items in an array of 5, and vice versa (e.g., matches the written word bird to a picture of a bird) Indicates if 2 words rhyme or not for 10 different rhymes (e.g., cat and hat vs. cat and book) Tacts most uppercase letters (may confuse those that look similar; e.g., M and N; P and R) Matches 10 lower case letters to uppercase letters | CC.2.2.2.A.1 Represent and solve problems involving addition and subtraction within 100. CC.1.1.2.D Know and apply grade level phonics and word analysis skills in decoding words. CC.1.2.2.E Use various text features and search tools to locate key facts or information in a text efficiently. CC.1.3.2.B Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text. CC.2.4.2.A.1 Measure and estimate lengths in standard units using appropriate tools. CC.2.4.2.A.2 Tell and write time to the nearest five minutes using both analog and digital clocks. CC.2.4.2.A.4 Represent and interpret data using line plots, picture graphs, and bar graphs. CC.1.1.2.D Know and apply grade level phonics and word analysis skills in decoding words. CC.1.1.2.E Read with accuracy and fluency to support comprehension. CC.1.2.2.I Compare and contrast the most important points presented by two texts on the same topic. CC.1.2.2.E Use various text features and search tools to locate key facts or information in a text efficiently. |

| | Read and comprehend literature on grade level, reading independently and proficiently. |
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| | CC.2.4.2.A.1 |
| | Measure and estimate lengths in standard units using appropriate tools. |
| | CC.2.4.2.A.2 |
| | Tell and write time to the nearest five minutes using both analog and digital clocks. |
| | CC.2.4.2.A.4 |
| | Represent and interpret data using line plots, picture graphs, and bar graphs. |
| | CC.2.4.2.A.6 |
| | Extend the concepts of addition and subtraction to problems involving length. |
| | |

WRITING LEVEL 3 **VB MAPP Milestones & Task Analysis** Skill PA CORE STANDARDS 11-M Imitates 5 different writing actions modeled by an adult using a writing instrument and writing surface Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. Uses a writing instrument to mark on paper, white board, or Magna Doodle when prompted 11-a CC.1.4.2.B 11-b Independently scribbles on paper, a white board, Magna Doodle, etc. Identify and introduce the topic. CC.1.4.2.C 11-c Demonstrates right or left hand dominance Develop the topic with facts and/or definitions. 11-d Imitates back and forth horizontal movements with a crayon, marker, or pencil CC.1.4.2.E Imitates up and down vertical movements with a crayon, marker, or pencil Choose words and phrases for effect. 11-e CC.1.4.2.F 11-f Imitates small and large circular movements with a crayon, marker, or pencil Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. Imitates diagonal and curved movements with a crayon, marker, or pencil 11-g CC.1.4.2.H Identify the topic and state an opinion. CC.1.4.2.J Create an organizational structure that includes reasons and includes a concluding statement. Use a variety of words and phrases to appeal to the audience. CC.1.4.2.L Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. CC.1.4.2.M Write narratives to develop real or imagined experiences or events. CC.1.4.2.N Establish a situation and introduce a narrator and/or characters. Include thoughts and feeling to describe experience and events to show the response of characters to situations. CC.1.4.2.P Organize a short sequence of events, using temporal words to signal event order; provide a sense of closure. CC.1.4.2.O Choose words and phrases for effect. CC.1.4.2.R Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. 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.1.5.2.F Add drawings or other visual displays to presentations when appropriate to clarify ideas, thoughts, and feelings. CC.2.3.2.A.1 Analyze and draw two- and three-dimensional shapes having specified attributes. CC.2.4.2.A.2 Tell and write time to the nearest five minutes using both analog and digital clocks. CC.2.4.2.A.4 Represent and interpret data using line plots, picture graphs, and bar graphs. CC.2.1.2.B.1 Use place value concepts to represent amounts of tens and ones and to compare three digit numbers. Use place value concepts to read, write, and skip count to 1000. CC.2.1.2.B.3

| | | Use place value understanding and properties of operations to add and subtract within 1000. CC.2.2.2.A.1 |
|------|---|--|
| | | Represent and solve problems involving addition and subtraction within 100. |
| 12-M | Independently traces within ¼ inch of the lines of 5 different geometrical shapes (e.g. circle, square, triangle, | CC.1.4.2.A |
| | rectangle, star) | Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. |
| 12-a | Demonstrates a proper grip on a writing instrument | CC.1.4.2.C Develop the topic with facts and/or definitions. |
| 12-b | Imitates drawing a square and triangle | CC.1.4.2.E |
| 12-c | Traces 3 different shapes and stays within 1 inch of the lines | Choose words and phrases for effect. CC.1.4.2.F |
| 12-d | Copies 3 different shapes when given a sample | Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. |
| 12-е | Draws a line on paper from point A to point B within 1 inch of the center of a 6 inch curved path | CC.1.4.2.H |
| 12-f | Copies 5 different lines and shapes together | Identify the topic and state an opinion. CC.1.4.2.J |
| | | Create an organizational structure that includes reasons and includes a concluding statement. |
| | | CC.1.4.2.K |
| | | Use a variety of words and phrases to appeal to the audience. CC.1.4.2.L |
| | | Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. |
| | | CC.1.4.2.N |
| | | Establish a situation and introduce a narrator and/or characters. CC.1.4.2.O |
| | | Include thoughts and feeling to describe experience and events to show the response of characters to situations. |
| | | CC.1.4.2.P |
| | | Organize a short sequence of events, using temporal words to signal event order; provide a sense of closure. CC.1.4.2.O |
| | | Choose words and phrases for effect. |
| | | CC.1.4.2.R |
| | | Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling, CC.1.4.2.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.1.5.2.F Add drawings or other visual displays to presentations when appropriate to clarify ideas, thoughts, and feelings. |
| | | CC.2.3.2.A.1 |
| | | Analyze and draw two- and three-dimensional shapes having specified attributes. |
| | | CC.2.4.2.A.2 Tell and write time to the nearest five minutes using both analog and digital clocks. |
| | | CC.2.4.2.A.4 |
| | | Represent and interpret data using line plots, picture graphs, and bar graphs |
| 13-M | Copies 10 letters or numbers legibly | CC.1.4.2.A Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. |
| 13-a | Copies 4 numbers or letters | CC.1.4.2.B |
| 13-b | Independently combines shapes to make a picture (adult verbal prompts are okay) | Identify and introduce the topic. |
| 13-с | Independently draws a person with 4 recognizable body parts (adult verbal prompts are okay) | CC.1.4.2.C Develop the topic with facts and/or definitions. |
| 13-d | Traces his own name on paper and stays within 1/2 inch of the letters | CC.1.4.2.E |
| | | Choose words and phrases for effect. |
| | | CC.1.4.2.F Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. |
| | | CC.1.4.2.H |
| | | Identify the topic and state an opinion. |
| | | CC.1.4.2.J Create an organizational structure that includes reasons and includes a concluding statement. |
| | | CC.1.4.2.K |
| | | Use a variety of words and phrases to appeal to the audience. |
| | | CC.1.4.2.L Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. |
| | | CC.1.4.2.M |
| | | Write narratives to develop real or imagined experiences or events. |
| | | CC.1.4.2.N Establish a situation and introduce a normaton and/or characters |
| | | Establish a situation and introduce a narrator and/or characters. |

| | | CC.1.4.2.O |
|------|--|---|
| | | Include thoughts and feeling to describe experience and events to show the response of characters to situations. |
| | | CC.1.4.2.P Organize a short sequence of events, using temporal words to signal event order; provide a sense of closure. |
| | | CC.1.4.2.Q Choose words and phrases for effect. |
| | | CC.1.4.2.R |
| | | Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. |
| | | CC.1.4.2.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.2.4.2.A.1 Measure and estimate lengths in standard units using appropriate tools. |
| | | CC.2.4.2.A.2 |
| | | Tell and write time to the nearest five minutes using both analog and digital clocks. CC.2.4.2.A.4 |
| | | Represent and interpret data using line plots, picture graphs, and bar graphs. |
| | | CC.2.1.2.B.3 Lea place value understanding and proportion of approximate add and subtract within 1000 |
| | | Use place value understanding and properties of operations to add and subtract within 1000. CC.2.2.2.A.1 |
| | | Represent and solve problems involving addition and subtraction within 100. |
| 14-M | Legibly spells and writes his own name without copying | CC.1.4.2.A Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. |
| 14-a | Legibly copies his own name on lined paper | CC.1.4.2.C |
| 14-b | Colors in pictures in coloring books and mostly stays within the lines | Develop the topic with facts and/or definitions. CC.1.4.2.E |
| 14-c | Copies numbers 1-10 legibly on lined paper | Choose words and phrases for effect. |
| 14-d | Copies 10 upper case and 10 lower case letters legibly on lined paper | CC.1.4.2.F |
| | | Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. CC.1.4.2.H |
| | | Identify the topic and state an opinion. |
| | | CC.1.4.2J Create an organizational structure that includes reasons and includes a concluding statement. |
| | | CC.1.4.2.K |
| | | Use a variety of words and phrases to appeal to the audience. CC.1.4.2.L |
| | | Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. |
| | | CC.1.4.2.N Establish a situation and introduce a narrator and/or characters. |
| | | CC.1.4.2.O |
| | | Include thoughts and feeling to describe experience and events to show the response of characters to situations. CC.1.4.2.P |
| | | Organize a short sequence of events, using temporal words to signal event order; provide a sense of closure. |
| | | CC.1.4.2.Q |
| | | Choose words and phrases for effect. CC.1.4.2.R |
| | | Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. |
| | | CC.1.4.2.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.2.4.2.A.1 Measure and estimate lengths in standard units using appropriate tools. |
| | | CC.2.4.2.A.2 |
| | | Tell and write time to the nearest five minutes using both analog and digital clocks. |
| | | CC.2.4.2.A.4 Represent and interpret data using line plots, picture graphs, and bar graphs. |
| 15-M | Copies all 26 upper and lower case letters legibly | CC.1.4.2.A |
| 15-a | Draws recognizable pictures of 3 different items | Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. CC.1.4.2.B |
| 15-b | Legibly writes 10 letters or numbers when dictated | Identify and introduce the topic. |

| 15-c | Copies 5 simple words legibly | CC.1.4.2.C |
|------|-------------------------------|---|
| 15 0 | copies a simple words region, | Develop the topic with facts and/or definitions. |
| | | CC.1.4.2.E |
| | | Choose words and phrases for effect. |
| | | CC.1.4.2.F |
| | | Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. |
| | | CC.1.4.2.H |
| | | Identify the topic and state an opinion. |
| | | CC.1.4.2.J |
| | | Create an organizational structure that includes reasons and includes a concluding statement. |
| | | CC.1.4.2.K |
| | | Use a variety of words and phrases to appeal to the audience. |
| | | CC.1.4.2.L |
| | | Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. |
| | | CC.1.4.2.M |
| | | Write narratives to develop real or imagined experiences or events. |
| | | CC.1.4.2.N |
| | | Establish a situation and introduce a narrator and/or characters. |
| | | CC.1.4.2.O |
| | | Include thoughts and feeling to describe experience and events to show the response of characters to situations. |
| | | CC.1.4.2.P |
| | | Organize a short sequence of events, using temporal words to signal event order; provide a sense of closure. |
| | | CC.1.4.2.Q |
| | | Choose words and phrases for effect. |
| | | CC.1.4.2.R |
| | | Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. |
| | | CC.1.4.2.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.2.4.2.A.1 |
| | | Measure and estimate lengths in standard units using appropriate tools. |
| | | CC.2.4.2.A.2 |
| | | Tell and write time to the nearest five minutes using both analog and digital clocks. |
| | | CC.2.4.2.A.4 |
| | | Represent and interpret data using line plots, picture graphs, and bar graphs. |
| | | CC.2.4.2.A.6 |
| | | Extend the concepts of addition and subtraction to problems involving length. |

| | MATH LEVEL 3 | | |
|--|---|--|--|
| Skill | VB MAPP Milestones & Task Analysis | PA Core Standards | |
| 11-M 11-a 11-b 11-c 11-d 11-e | Identifies as a listener the numbers 1-5 in an array of 5 different numbers Rote counts to 5 with a verbal starter prompt (e.g., count 1, 2,) Arranges objects by size (e.g., small, medium, and large blocks) Distinguishes between 1 and 2 items as a listener (e.g., Where are 2 boats?) Distinguishes between 1 and 2 items as a mand (e.g., I want 2 cookies.) Matches to sample the numbers 1-10 (e.g., puts the number 4 with the number 4) | CC.2.3.2.A.1 Analyze and draw two- and three-dimensional shapes having specified attributes. CC.2.3.2.A.2 Use the understanding of fractions to partition shapes into halves, quarters, and thirds. CC.2.4.2.A.1 Measure and estimate lengths in standard units using appropriate tools. CC.2.4.2.A.2 Tell and write time to the nearest five minutes using both analog and digital clocks. CC.2.4.2.A.3 Solve problems and make change using coins and paper currency with appropriate symbols. CC.2.4.2.A.4 Represent and interpret data using line plots, picture graphs, and bar graphs. CC.2.4.2.A.6 Extend the concepts of addition and subtraction to problems involving length. | |

| | | CC.2.1.2.B.1 |
|--------|--|---|
| | | Use place value concepts to represent amounts of tens and ones and to compare three digit numbers. |
| | | CC.2.1.2.B.2 Use place value concepts to read, write, and skip count to 1000. |
| | | CC.2.1.2.B.3 |
| | | Use place value understanding and properties of operations to add and subtract within 1000. CC.2.2.2.A.1 |
| | | Represent and solve problems involving addition and subtraction within 100. |
| | | CC.2.2.2.A.2 Use mental strategies to add and subtract within 20. |
| | | CC.2.2.A.3 |
| | | Work with equal groups of objects to gain foundations for multiplication. |
| 12-M | Tacts the numbers 1-5 | CC.2.3.2.A.2 Use the understanding of fractions to partition shapes into halves, quarters, and thirds. |
| 12-a | Distinguishes between 1 and 2 items as a tact (e.g., How many shoes do you have?) | CC.2.4.2.A.1 |
| 12-b | Holds up corresponding fingers for numbers 1-5 (e.g., Show me 2 fingers.) | Measure and estimate lengths in standard units using appropriate tools. |
| 12-c | Distinguishes between 1, 2, and 3 items as a listener (e.g., Can you find 3 flowers?) | CC.2.4.2.A.2 |
| 12-d | Counts 2 items with 1:1 correspondence | Tell and write time to the nearest five minutes using both analog and digital clocks. CC.2.4.2.A.3 |
| | | Solve problems and make change using coins and paper currency with appropriate symbols. CC.2.4.2.A.4 |
| | | Represent and interpret data using line plots, picture graphs, and bar graphs. |
| | | CC.2.4.2.A.6 |
| | | Extend the concepts of addition and subtraction to problems involving length. |
| | | CC.2.1.2.B.1 Use place value concepts to represent amounts of tens and ones and to compare three digit numbers. |
| | | CC.2.1.2.B.2 |
| | | Use place value concepts to read, write, and skip count to 1000. |
| | | CC.2.1.2.B.3 |
| | | Use place value understanding and properties of operations to add and subtract within 1000. CC.2.2.2.A.1 |
| | | Represent and solve problems involving addition and subtraction within 100. |
| | | CC.2.2.2.A.2 |
| | | Use mental strategies to add and subtract within 20. CC.2.2.2.A.3 |
| | | Work with equal groups of objects to gain foundations for multiplication. |
| 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.2.4.2.A.1 |
| | cars.) | Measure and estimate lengths in standard units using appropriate tools. |
| 13-a | Provides age when asked | CC.2.4.2.A.2 Tell and write time to the nearest five minutes using both analog and digital clocks. |
| 13-b | Counts out up to 3 items given the verbal prompt How many? and the related set of items | CC.2.4.2.A.3 |
| 13-c | Identifies as a listener (LDs) the number of items (e.g., Which picture has 2 cars?) | Solve problems and make change using coins and paper currency with appropriate symbols. |
| | | CC.2.4.2.A.4 Represent and interpret data using line plots, picture graphs, and bar graphs. |
| 13-d | Demonstrates enumeration in counting (final emphasis on correct number) for numbers 1-3 | CC.2.4.2.A.6 |
| | | Extend the concepts of addition and subtraction to problems involving length. |
| | | CC.2.1.2.B.1 |
| | | Use place value concepts to represent amounts of tens and ones and to compare three digit numbers. CC.2.1.2.B.2 |
| | | Use place value concepts to read, write, and skip count to 1000. |
| | | CC.2.1.2.B.3 |
| | | Use place value understanding and properties of operations to add and subtract within 1000. |
| | | CC.2.2.2.A.1 Represent and solve problems involving addition and subtraction within 100. |
| | | CC.2.2.A.2 |
| | | Use mental strategies to add and subtract within 20. |
| | | CC.2.2.2.A.3 Work with equal groups of objects to gain foundations for multiplication. |
| 14-M | Identifies as a listener 8 different comparisons involving measurement (e.g., show me more or less, big or little, | CC.2.3.2.A.1 |
| 17-1/1 | long or short, full or empty, loud or quiet) | Analyze and draw two- and three-dimensional shapes having specified attributes. |
| | long of short, full of empty, loud of quiet) | CC.2.3.2.A.2 |
| 14-a | Correctly tacts a collection of 1-3 items as "1," "2," and "3" (e.g., How many are here?) | Use the understanding of fractions to partition shapes into halves, quarters, and thirds. |

| 14-b | Identifies (LDs) a collection of items as more or less/fewer than a comparison group | CC.2.4.2.A.1 |
|------|--|--|
| 14-c | Identifies (LDs) a container as full or empty | Measure and estimate lengths in standard units using appropriate tools. CC.2.4.2.A.2 |
| 14-d | Identifies (LDs) an item as bigger or smaller than a comparison item | Tell and write time to the nearest five minutes using both analog and digital clocks. |
| 14-e | Identifies (LDs) an item as longer or shorter than a comparison item | CC.2.4.2.A.3 |
| 14-0 | Identifies (EDS) an item as longer of shorter than a comparison item | Solve problems and make change using coins and paper currency with appropriate symbols. |
| | | CC.2.4.2.A.4 |
| | | Represent and interpret data using line plots, picture graphs, and bar graphs. CC.2.4.2.A.6 |
| | | Extend the concepts of addition and subtraction to problems involving length. |
| | | CC.2.1.2.B.1 |
| | | Use place value concepts to represent amounts of tens and ones and to compare three digit numbers. |
| | | CC.2.1.2.B.2 Use place value concepts to read, write, and skip count to 1000. |
| | | CC.2.1.2.B.3 |
| | | Use place value understanding and properties of operations to add and subtract within 1000. |
| | | CC.2.2.2.A.1 |
| | | Represent and solve problems involving addition and subtraction within 100. |
| | | CC.2.2.2.A.2 Use mental strategies to add and subtract within 20. |
| | | CC.2.2.A.3 |
| | | Work with equal groups of objects to gain foundations for multiplication. |
| 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.1.2.2.B |
| | matches the number 3 to a picture of 3 trucks) | Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text. |
| 15-a | Performs an action a specified number of times up to 5 (e.g., Clap 3 times) | CC.1,3.2.B |
| 15-b | Completes a sequence or pattern containing 2 elements (e.g., red-green; red-green) | Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in |
| 15-c | Correctly Identifies (LDs) the ordinal terms "first" and "last" | a text. CC.1.4.2.C |
| 15-d | Correctly Identifies (LDs) and tacts morning time and night time | Develop the topic with facts and/or definitions. |
| 15-e | Intraverbally responds to what number is next for numbers 1-9 | CC.2.3.2.A.2 |
| 15-E | Correctly Identifies (LDs) 3 different coins, and intraverbally states what to do with money | Use the understanding of fractions to partition shapes into halves, quarters, and thirds. |
| 13-1 | Correctly identifies (LDs) 3 different coins, and intraverbally states what to do with money | CC.2.4.2.A.1 Measure and estimate lengths in standard units using appropriate tools. |
| | | CC.2.4.2.A.2 |
| | | Tell and write time to the nearest five minutes using both analog and digital clocks. |
| | | CC.2.4.2.A.3 |
| | | Solve problems and make change using coins and paper currency with appropriate symbols. CC.2.4.2.A.4 |
| | | Represent and interpret data using line plots, picture graphs, and bar graphs. |
| | | CC.2.4.2.A.6 |
| | | Extend the concepts of addition and subtraction to problems involving length. |
| | | CC.2.1.2.B.1 |
| | | Use place value concepts to represent amounts of tens and ones and to compare three digit numbers. CC.2.1.2.B.2 |
| | | Use place value concepts to read, write, and skip count to 1000. |
| | | CC.2.1.2.B.3 |
| | | Use place value understanding and properties of operations to add and subtract within 1000. |
| | | CC.2.2.2.A.1 Represent and solve problems involving addition and subtraction within 100. |
| | | CC.2.2.2.A.2 |
| | | Use mental strategies to add and subtract within 20. |
| | | CC.2.2.2.A.3 |
| | | Work with equal groups of objects to gain foundations for multiplication. |

3rd Grade

VB-MAPP Milestones Alignment to the PA Core Standards

MAND LEVEL 1

| | LEVEL I | | |
|------------|--|--|--|
| Skill | VB-MAPP Milestones & Supporting Skills List | PA Core Standards | |
| 1-M | Emits 2 words, sign, or icons but may require echoic, imitative, or other prompts, but no physical prompts (e.g. cracker, book) | CC.1.3.3.J Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships. | |
| 1-a | Makes eye contact (gaze shift) as a mand for attention or other reinforcers 2 times | CC.1.4.3.D | |
| 1-b | Moves close to a reinforcing item to indicate the presence of an MO 2 times | Create an organizational structure that includes information grouped and connected logically with a concluding statement or | |
| 1-c | Pulls an adult to get access to a reinforcing item 2 times | section. CC.1.4.3.T | |
| 1-d | Points or gestures towards a reinforce in order to obtain it 2 times | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. CC.1.4.3.U With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. CC.1.4.3.V Conduct short research projects that build knowledge about a topic. CC.1.5.3.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.1.5.3.B Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally. CC.1.5.3.C Ask and answer questions about information from a speaker, offering appropriate detail. CC.1.5.3.D Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly with adequate volume, appropriate pacing, and clear pronunciation. CC.1.5.3.E | |
| 2-M | Emits 4 different mands without prompts (except What do you want?) – the desired item can be present (e.g. music, | Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. CC.1.2.3.J Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, | |
| 2.5 | slinky, ball) Deints to 2 different rainforces in order to obtain them 2 times | including those that signal spatial and temporal relationships. | |
| 2-a | Points to 2 different reinforcers in order to obtain them 2 times | CC.1.2.3.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, | |
| 2-b | Nods or says yes or no when offered a reinforce 2 times (not an early target) | choosing flexibly from a range of strategies and tools. | |
| 2-c | Emits 2 different mands without echoic prompts- can be with verbal or object prompts | CC.1.3.3.G Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, | |
| 2-d 2-e | Spontaneously emits 1 mand without echoic or imitative prompts- can be with object prompts Generalizes 2 known mands across 2 different people and 2 settings | emphasize aspects of a character or setting). | |
| | Ceneralizes 2 known mailes across 2 different people and 2 settings | CC.1.3.3.H Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters. CC.1.3.3.J Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships. CC.1.4.3.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. CC.1.4.3.V Conduct short research projects that build knowledge about a topic. CC.1.5.3.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.1.5.3.B |
|-----|---|---|
| | | Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, |
| | | including visually, quantitatively, and orally. |
| | | CC.1.5.3.C |
| | | Ask and answer questions about information from a speaker, offering appropriate detail. CC.1.5.3.D |
| | | Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking |
| | | clearly with adequate volume, appropriate pacing, and clear pronunciation. |
| | | CC.1.5.3.E |
| | | Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. |
| 3-M | Generalizes 6 mands across 2 people, 2 settings, and 2 different examples of a reinforcers (e.g., mands bubbles | CC.1.2.3.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, including those that signal spatial and temporal relationships. |
| 3-b | Emits 5 mands without echoic or imitative prompts — can be with verbal or object prompts | CC.1.2.3.K |
| 3-с | 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 3 reading and content, |
| 3-d | Emits 6 different mands without echoic or imitative prompts — can be with verbal or object prompts | choosing flexibly from a range of strategies and tools. |
| 3-u | Emits of different mands without centore of initiative prompts — can be with verbal of object prompts | CC.1.3.3.J Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, |
| | | including those that signal spatial and temporal relationships. |
| | | CC.1.4.3.D |
| | | Create an organizational structure that includes information grouped and connected logically with a concluding statement or |
| | | sections. |
| | | CC.1.4.3.K Use a variety of words and sentence types to appeal to the audience. |
| | | CC.1.4.3.Q |
| | | Choose words and phrases for effect. |
| | | CC.1.4.3.T |
| | | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. |
| | | CC.1.4.3.U With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and |
| | | collaborate with others. |
| | | CC.1.4.3.V |
| | | Conduct short research projects that build knowledge about a topic. |
| | | CC.1.5.3.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.1.5.3.B |
| | | Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, |
| | | including visually, quantitatively, and orally. |
| | | CC.1.5.3.C |
| | | Ask and answer questions about information from a speaker, offering appropriate detail. |
| | | CC.1.5.3.D Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking |
| | | clearly with adequate volume, appropriate pacing, and clear pronunciation. |
| | | CC.1.5.3.E |
| | | Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. |
| 4-M | Spontaneously emits (no verbal prompts) 5 mands — the desired item can be present | CC.1.3.3.J |
| 4-a | Mands for attention 2 times with some identifiable type of response (e.g., a tap on the arm) | Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships. |
| 4-b | Emits 2 mands without an object present — can be with What do you want? | CC.1.5.3.A |
| 4-c | Emits 2 mands without verbal prompts — can be with object prompts | Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and |
| 4-d | Mands for others to attend to the same stimulus that he is attending to 5 times per day | expressing their own clearly. |
| | Ü 1 7 | CC.1.5.3.B Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, |
| 4-e | Emits 1 mand to remove an undesirable item or activity (e.g.no) | including visually, quantitatively, and orally. |
| | | CC.1.5.3.C |
| | | Ask and answer questions about information from a speaker, offering appropriate detail. |
| | | CC.1.5.3.D |
| | | Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking |
| | | clearly with adequate volume, appropriate pacing, and clear pronunciation. CC.1.5.3.E |
| | | Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. |
| 1 | | |

| 5-M | Emits 10 different mands without prompts (except, What do you want?) — the desired item can be present (e.g., | CC.1.3.3.F |
|-----|---|--|
| | apple, swing, car, juice) | Determine the meaning of words and phrases as they are used in grade level text, distinguishing literal from non-literal meaning as well as shades of meaning among related words. |
| 5-a | Emits 3 different mands without an object present — can be with a verbal prompt (e.g., mommy) | CC.1.3.3.E |
| 5-b | Emits 3 different mands without verbal prompts — can be with an object prompt | Refer to parts of texts when writing or speaking about a text using such terms as chapter, scene and stanza and describe how |
| 5-c | Mands contain intonations that vary and are appropriate to the current MO 2 times | each successive part builds upon earlier sections. |
| 5-d | Acquires a new mand in less than 20 training trials | CC.1.3.3.G Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, |
| | i C | emphasize aspects of a character or setting). |
| 5-e | Continues to emit a mand 2 times if the reinforcer is not delivered (persistence) | CC.1.3.3.H |
| | | Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters. |
| | | CC.1.3.3.I |
| | | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, |
| | | choosing flexibly from a range of strategies and tools. CC.1.3.3.J |
| | | Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, |
| | | including those that signal spatial and temporal relationships. |
| | | CC.1.3.3.K |
| | | Read and comprehend literary fiction on grade level, reading independently and proficiently. CC.1.4.3.J |
| | | Create an organizational structure that includes reasons linked in a logical order with a concluding statement or section. |
| | | CC.1.4.3.K |
| | | Use a variety of words and sentence types to appeal to the audience. |
| | | CC.1.4.3.L |
| | | Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. |
| | | CC.1.4.3.Q Choose words and phrases for effect. |
| | | CC.1.4.3.R |
| | | Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. |
| | | CC.1.4.3.V |
| | | Conduct short research projects that build knowledge about a topic. |
| | | CC.1.5.3.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.1.5.3.B |
| | | Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, |
| | | including visually, quantitatively, and orally. |
| | | CC.1.5.3.C Ask and answer questions about information from a speaker, offering appropriate detail. |
| | | CC.1.5.3.D |
| | | Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking |
| | | clearly with adequate volume, appropriate pacing, and clear pronunciation. |
| | | CC.1.5.3.E |
| | | Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. |

| | 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.1.2.3.E Use text features and search tools to locate and interpret information. CC.1.3.3.G | |
| 6-a | Spontaneously emits 5 mands without an object present and without verbal prompts | Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, | |
| 6-b | Emits 10 different mands without echoic or imitative prompts — object can be present | emphasize aspects of a character or setting). | |

| 6-c | Mands for 5 different missing items without prompts (except a verbal prompt) | CC.1.3.3.H |
|------------|---|---|
| 6-d | Generalizes 4 mands to 4 different people | Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters. CC.1.3.3.I |
| 6-e | Maintains a newly acquired mand for a missing item after 24 hours of no contact with the item | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, |
| | | choosing flexibly from a range of strategies and tools. |
| | | CC.1.3.3.J Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, |
| | | including those that signal spatial and temporal relationships. |
| | | CC.1.4.3.C |
| | | Develop the topic with facts, definitions, details, and illustrations, as appropriate. |
| | | CC.1.4.3.J |
| | | Create an organizational structure that includes reasons linked in a logical order with a concluding statement or section. CC.1.4.3.V |
| | | Conduct short research projects that build knowledge about a topic. |
| | | CC.1.5.3.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.1.5.3.B |
| | | Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, |
| | | including visually, quantitatively, and orally. |
| | | CC.1.5.3.C |
| | | Ask and answer questions about information from a speaker, offering appropriate detail. CC.1.5.3.D |
| | | Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking |
| | | clearly with adequate volume, appropriate pacing, and clear pronunciation. |
| | | CC.1.5.3.E |
| - > - | | Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. CC.1.3.3.J |
| 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 | Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, |
| | a swing) | including those that signal spatial and temporal relationships. |
| 7-a | Mands 2 times with 2 words in a phrase or sentence (e.g., Drink juice.) | CC.1.4.3.D |
| 7-b | Mands for other individuals to emit 2 different actions with verbal prompts (e.g., go, spin) | Create an organizational structure that includes information grouped and connected logically with a concluding statement or section. |
| 7-c | Emits 2 mands to remove undesirable items or activities | CC.1.4.3.T |
| 7-d | Demonstrates response generalization for two different mands (e.g., calls a filled cup both cup and drink; calls a dog both | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. |
| | dog and Maggie) | CC.1.4.3.U |
| 7-е | Mands contain varied intonation appropriate to both positive and negative MOs 5 times | With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. |
| 7-f | Mands for help or assistance 2 times | CC.1.4.3.V |
| 7-g | Demonstrates a high frequency of manding (15 in a 5 minute period) | Conduct short research projects that build knowledge about a topic. |
| 7 5 | Demonstrates a right frequency of manding (13 in a 3 minute period) | CC.1.5.3.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.1.5.3.B |
| | | Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, |
| | | including visually, quantitatively, and orally. |
| | | CC.1.5.3.C Ask and answer questions about information from a speaker, offering appropriate detail. |
| | | CC.1.5.3.D |
| | | Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking |
| | | clearly with adequate volume, appropriate pacing, and clear pronunciation. |
| | | CC.1.5.3.E Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. |
| 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: | CC.1.3.3.F |
| J 171 | 60 min.) | Determine the meaning of words and phrases as they are used in grade level text, distinguishing literal from non-literal meaning |
| 8-a | Mands 5 times with 2 words in a phrase or sentence | as well as shades of meaning among related words. CC.1.3.3.J |
| 8-b | Mands for information 2 times using what questions (e.g., What's that?) | Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, |
| | | including those that signal spatial and temporal relationships. |
| 8-c | Mands with a pronoun 2 times (e.g., My train. That's yours.) | CC.1.4.3.K |
| 8-d | Mands occur with 3 different carrier phrases (e.g., I want It's my Can I That's my) | Use a variety of words and sentence types to appeal to the audience. |
| | | |

| 8-e | Mands with yes and no 4 times (e.g., Do you want a ride? Yes.) | CC.1.4.3.L |
|------|--|---|
| 8-f | Mands for information 2 times using where questions (e.g., Where's Elmo?) | Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. CC.1.4.3.Q |
| | | Choose words and phrases for effect. |
| | | CC.1.4.3.R Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. |
| | | CC.1.4.3.V |
| | | Conduct short research projects that build knowledge about a topic. |
| | | CC.1.5.3.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.1.5.3.B Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, |
| | | including visually, quantitatively, and orally. |
| | | CC.1.5.3.C |
| | | Ask and answer questions about information from a speaker, offering appropriate detail. CC.1.5.3.D |
| | | Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking |
| | | clearly with adequate volume, appropriate pacing, and clear pronunciation. CC.1.5.3.E |
| | | Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. |
| | | |
| 9-M | Spontaneously emits 15 different mands (e.g., Let's play. Open. I want book.) | CC.1.3.3.F |
| 9-a | Spontaneously emits 50 mands per day (can be with objects present, but without verbal prompts) | Determine the meaning of words and phrases as they are used in grade level text, distinguishing literal from non-literal meaning as well as shades of meaning among related words. |
| 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.1.3.3.J |
| | giraffe) | Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships. |
| 9-c | Mands for information 25 times using any type of question word | CC.1.4.3.K |
| 9-d | Mands with an adjective 5 times (e.g., big chip, red car) | Use a variety of words and sentence types to appeal to the audience. CC.1.4.3.L |
| 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.1.4.3.Q |
| | | Choose words and phrases for effect. CC.1.4.3.R |
| | | Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. |
| | | CC.1.5.3.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.1.5.3.B |
| | | Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally. |
| | | CC.1.5.3.C |
| | | Ask and answer questions about information from a speaker, offering appropriate detail. CC.1.5.3.D |
| | | Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking |
| | | clearly with adequate volume, appropriate pacing, and clear pronunciation. CC.1.5.3.E |
| | | Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. |
| 10-M | Emits 10 new mands without specific mand training (e.g., spontaneously says Where kitty go? without formal mand | CC.1.2.3.J |
| | training) | Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships. |
| 10-a | Emits 2 new mands without training (e.g., says I want hot cocoa without training) | CC.1.3.3.F |
| 10-b | Demonstrates response generalization for 2 different mands (e.g., Get me. Chase me. Run.) | Determine the meaning of words and phrases as they are used in grade level text, distinguishing literal from non-literal meaning as well as shades of meaning among related words. |
| 10-c | Mands with an adjective 5 times — can use verbal and nonverbal prompts | CC.1.3.3.I |
| 10-d | Mands for information 3 times using who questions | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, |
| 10-е | Spontaneously mands for others to emit 20 different actions (e.g., Run. Go. Push me.) | choosing flexibly from a range of strategies and tools. CC.1.3.3.J |
| 10-f | Spontaneously mands to novel and unfamiliar people 2 times | Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships. |
| | | CC.1.3.3.K |

| Read and comprehend literary fiction on grade level, reading independently and proficiently. |
|--|
| CC.1.4.3.K |
| Use a variety of words and sentence types to appeal to the audience. |
| CC.1.4.3.L |
| Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. |
| CC.1.4.3.Q |
| Choose words and phrases for effect. |
| CC.1.4.3.R |
| Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. |
| CC.1.4.3.V |
| Conduct short research projects that build knowledge about a topic. |
| CC.1.5.3.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.1.5.3.B |
| Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, |
| including visually, quantitatively, and orally. |
| CC.1.5.3.C |
| Ask and answer questions about information from a speaker, offering appropriate detail. |
| CC.1.5.3.D |
| Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking |
| clearly with adequate volume, appropriate pacing, and clear pronunciation. |
| CC.1.5.3.E |
| Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. |
| |

| | MAND | | |
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| | LEVEL 3 | | |
| Skill | VB-MAPP Milestones & Supporting Skills List | PA Core Standards | |
| 11-M | Spontaneously mands for different verbal information using a WH question or question word 5 times (e.g., What's your name? Where do I go?) | CC.1.2.3.E Use text features and search tools to locate and interpret information. CC.1.3.3.I | |
| 11-a | Mands to peers 5 times | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, | |
| 11-b | Spontaneously mands for attention 5 times (e.g., Teacher! Hey! Excuse me.) | choosing flexibly from a range of strategies and tools. CC.1.3.3.J | |
| 11-c | The child emits 100 or more different mands in a one week period | Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, | |
| 11-d | Mands contain 3-word phrases 10 times (e.g, Can I see?) | including those that signal spatial and temporal relationships. | |
| 11-e | Mands for a specific quantity of reinforcers 2 times (e.g., two gummy bears) | CC.1.4.3.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. | |
| | | With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. CC.1.4.3.V Conduct short research projects that build knowledge about a topic. CC.1.5.3.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.1.5.3.B Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally. CC.1.5.3.C Ask and answer questions about information from a speaker, offering appropriate detail. CC.1.5.3.D Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly with adequate volume, appropriate pacing, and clear pronunciation. CC.1.5.3.E Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. CC.2.1.3.B.1 | |

| | | Analy place value understanding and properties of energicing to perform multi-digit cuithmetic |
|--------------|--|---|
| | | Apply place value understanding and properties of operations to perform multi-digit arithmetic. CC.2.2.3.A.1 |
| | | Represent and solve problems involving multiplication and division. CC.2.2.3.A.2 |
| | | Understand properties of multiplication and the relationship between multiplication and division. CC.2.2.3.A.4 |
| | | Solve problems involving the four operations, and identify and explain patterns in arithmetic. |
| | | CC.2.4.3.A.3 Solve problems and make change involving money using a combination of coins and bills. |
| | | CC.2.4.3.A.4 |
| | | Represent and interpret data using tally charts, tables, pictographs, line plots, and bar graphs. CC.2.4.3.A.5 |
| 10 M | Delitele mande to store or underivable activity or remove our energies MO and a 5 different circumstances (a c | Determine the area of a rectangle and apply the concept to multiplication and to addition. CC.1.3.3.J |
| 12-M | Politely mands to stop an undesirable activity, or remove any aversive MO under 5 different circumstances (e.g., Please stop pushing me. No thank you. Excuse me, can you move?) | Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, |
| 12-a | Mands to remove an aversive item or activity 2 times (e.g., Let go. Give it back.) | including those that signal spatial and temporal relationships. |
| 12-a 12-b | Mands for others to perform a two-step action 2 times (e.g., Come here and watch me.) | CC.1.5.3.A Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and |
| - | | expressing their own clearly. |
| 12-c | Says please and thank you with indirect adult verbal prompts (e.g., What do you say?) | CC.1.5.3.B |
| 12-d | Demonstrates MO generalization by asking for 2 different reinforcers with the same words (e.g., when wanting attention | Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally. |
| 10 | saying let's draw, and when wanting to get out of work saying let's draw) | CC.1.5.3.C |
| 12-е | Mands for others to participate in an activity 2 times (e.g., Come play. Help dig.) | Ask and answer questions about information from a speaker, offering appropriate detail. |
| | | CC.1.5.3.D Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking |
| | | clearly with adequate volume, appropriate pacing, and clear pronunciation. |
| | | CC.1.5.3.E Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. |
| 13-M | Mands with 10 different adjectives, prepositions, or adverbs (e.g., My crayon is broken. Don't take it out. Go fast.) | CC.1.2.3.J |
| 13-wi | Spontaneously mands to use the bathroom 2 times | Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, |
| 13-a | Mands for others to attend to his own nonverbal behavior 2 times (e.g., watch me) | including those that signal spatial and temporal relationships. CC.1.3.3.F |
| 13-c | Mands for others to attend to some aspect of the environment 2 times (e.g., Look, it's a truck.) | Determine the meaning of words and phrases as they are used in grade level text, distinguishing literal from non-literal meaning |
| 13-d | Mands with 2 different adjectives (e.g., I want the red gummy bear.) | as well as shades of meaning among related words. |
| 13-e | Mands with 2 different prepositions (e.g., Put it in the house.) | CC.1.3.3.G Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, |
| 13-c | Mands with 2 different adverbs (e.g., Slow down.) | emphasize aspects of a character or setting). |
| 10 1 | Traines with 2 different adverses (e.g., 510 ii do with) | — CC.1.3.3.H Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters. |
| | | CC.1.3.3.I |
| | | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies and tools. |
| | | CC.1.3.3.J |
| | | Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships. |
| | | CC.1.4.3.C Develop the topic with facts, definitions, details, and illustrations, as appropriate. |
| | | CC.1.4.3.J Create an organizational structure that includes reasons linked in a logical order with a concluding statement or section. |
| | | CC.1.4.3.L |
| | | Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. CC.1.4.3.R |
| | | Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. CC.1.5.3.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.1.5.3.B |
| | | Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally. CC.1.5.3.C |
| | | Ask and answer questions about information from a speaker, offering appropriate detail. |
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| | | CC.1.5.3.D Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking |
| | | clearly with adequate volume, appropriate pacing, and clear pronunciation. |
| | | CC.1.5.3.E |
| | | Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. |
| 14-M | Gives directions, instructions, or explanations as to how to do something or how to participate in an activity 5 times | CC.1.2.3.E |
| | (e.g., You put the glue on first, then stick it. You sit here while I get a book.) | Use text features and search tools to locate and interpret information. |
| 14-a | Mands for sympathy or other emotional support 2 times (e.g., He's mean.) | CC.1.3.3.F Determine the meaning of words and phrases as they are used in grade level text, distinguishing literal from non-literal meaning |
| 14-b | Mands for others to deliver a specific object to another person 2 times (e.g., Give it to Sarah.) | as well as shades of meaning among related words. |
| | | - CC.1.3.3.E |
| 14-c | Mands for instructions for completing a task 2 times (e.g., Where does it go? How do I do it?) | Refer to parts of texts when writing or speaking about a text using such terms as chapter, scene and stanza and describe how |
| 14-d | Spontaneously mands with 3 different major parts of speech (e.g., noun-verb-adjective) in one sentence 2 times (e.g., Push | each successive part builds upon earlier sections. CC.1.3.3.G |
| | the big bike fast.) | Refer to parts of texts when writing or speaking about a text using such terms as chapter, scene and stanza and describe how |
| | | each successive part builds upon earlier sections. |
| | | СС.1.3.3.Н |
| | | Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters. |
| | | CC.1.3.3.J |
| | | Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships. |
| | | CC.1.3.3.K |
| | | Read and comprehend literary fiction on grade level, reading independently and proficiently. |
| | | CC.1.4.3.I |
| | | Support an opinion with reasons. |
| | | CC.1.4.3.J Create an organizational structure that includes reasons linked in a logical order with a concluding statement or section. |
| | | CC.1.4.3.K |
| | | Use a variety of words and sentence types to appeal to the audience. |
| | | CC.1.4.3.L |
| | | Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. |
| | | CC.1.4.3.M Write narratives to develop real or imagined experiences or events. |
| | | CC.1.4.3.0 |
| | | Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of |
| | | characters to situations. |
| | | CC.1.4.3.P |
| | | Organize an event sequence that unfolds naturally, using temporal words and phrases to signal event order; provide a sense of closure. |
| | | CC.1.4.3.Q |
| | | Choose words and phrases for effect. |
| | | CC.1.4.3.R |
| | | Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. CC.1.4.3.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.1.4.3.V |
| | | Conduct short research projects that build knowledge about a topic. |
| | | CC.1.4.3.W Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort |
| | | evidence into provided categories. |
| | | CC.1.4.3.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.1.5.3.A Engage effectively in a range of collaborative discussions on grade level tonics and texts, building on others' ideas and |
| | | Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly. |
| | | CC.1.5.3.B |
| | | Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, |
| | | including visually, quantitatively, and orally. |
| | | CC.1.5.3.C Ask and answer questions about information from a speaker offering appropriate detail |
| | | Ask and answer questions about information from a speaker, offering appropriate detail. |

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| | | CC.1.5.3.D Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking |
| | | clearly with adequate volume, appropriate pacing, and clear pronunciation. |
| | | CC.1.5.3.E |
| | | Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. CC.2.4.3.A.3 |
| | | Solve problems and make change involving money using a combination of coins and bills. |
| 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.1.3.3.I |
| 10 111 | happened I'm telling the story) | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, |
| 1.5 | | choosing flexibly from a range of strategies and tools. |
| 15-a | Mands contain 5 word phrases or sentences 10 times | CC.1.3.3.J |
| 15-b | Mands for information about future events 2 times (e.g., When are we going to the party?) | Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships. |
| 15-c | Mands for attention to a private event 2 times (e.g., My stomach hurts.) | CC.1.3.3.K |
| 15-d | Mands for information 5 times using why questions | Read and comprehend literary fiction on grade level, reading independently and proficiently. |
| | | CC.1.4.3.A |
| 15-e | Mands for information 5 times using how questions | Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. |
| | | CC.1.4.3.B |
| | | Identify and introduce the topic. |
| | | CC.1.4.3.C |
| | | Develop the topic with facts, definitions, details, and illustrations, as appropriate. CC.1.3.3.E |
| | | Refer to parts of texts when writing or speaking about a text using such terms as chapter, scene and stanza and describe how |
| | | each successive part builds upon earlier sections. |
| | | CC.1.3.3.F |
| | | Determine the meaning of words and phrases as they are used in grade level text, distinguishing literal from non-literal meaning |
| | | as well as shades of meaning among related words. |
| | | CC.1.4.3.I |
| | | Support an opinion with reasons. |
| | | CC.1.4.3.L |
| | | Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. CC.1.4.3.M |
| | | Write narratives to develop real or imagined experiences or events. |
| | | CC.1.4.3.R |
| | | Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. |
| | | CC.1.4.3.T |
| | | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. |
| | | CC.1.4.3.U |
| | | With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. |
| | | CC.1.4.3.V |
| | | Conduct short research projects that build knowledge about a topic. |
| | | CC.1.5.3.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.1.5.3.B |
| | | Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, |
| | | including visually, quantitatively, and orally. |
| | | CC.1.5.3.C Ask and answer questions about information from a speaker, offering appropriate detail. |
| | | CC.1.5.3.D |
| | | Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking |
| | | clearly with adequate volume, appropriate pacing, and clear pronunciation. |
| | | CC.1.5.3.E |
| | | Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. |
| | | CC.2.4.3.A.3 |
| | | Solve problems and make change involving money using a combination of coins and bills. |
| | | |

| | TACT | |
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| | 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.1.4.3.V |
| 1-a | Tacts 1 familiar person, pet, or object with verbal prompts and motivation present (e.g. mama) | Conduct short research projects that build knowledge about a topic. CC.1.5.3.E |
| | | Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. |
| 2-M | Tacts any 4 items without echoic or imitative prompts (e.g., people, pets, characters, or other objects) | CC.1.4.3.V Conduct short research projects that build knowledge about a topic. |
| | | CC.1.5.3.E Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. |
| 3-M | Tacts 6 non-reinforcing items (e.g., shoe, hat, spoon, car, cup, bed) | CC.1.3.3.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 | Refer to parts of texts when writing or speaking about a text using such terms as chapter, scene and stanza and describe how each successive part builds upon earlier sections. |
| | in bed and in the kitchen) | CC.1.5.3.E |
| 3-b | Generalizes tacts across 2 examples of an item for 2 items (e.g., tacts 2 different phones) | Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. |
| 4 N4 | Chantoneovaly toots (no youhol mounts) 2 different items | CC.1.3.3.G |
| 4-M 4-a | Spontaneously tacts (no verbal prompts) 2 different items Looks at family photos and, with verbal prompts, tacts 2 family members | Refer to parts of texts when writing or speaking about a text using such terms as chapter, scene and stanza and describe how |
| 4-a 4-b | Tacts 2 pictures from a book or picture card (2D) (e.g., duck, ball) | each successive part builds upon earlier sections. CC.1.3.3.H |
| 4-0 | racis 2 pictures from a book of picture card (2D) (e.g., duck, bail) | Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters. |
| | | CC.1.4.3.C Develop the tenie with facts definitions details and illustrations as appropriate |
| | | Develop the topic with facts, definitions, details, and illustrations as appropriate. CC.1.4.3.I |
| | | Support an opinion with reasons. |
| | | CC.1.4.3.M Write narratives to develop real or imagined experiences or events. |
| | | CC.1.4.3.N |
| | | Establish a situation and introduce a narrator and/or characters. CC.1.4.3.0 |
| | | Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of |
| | | characters to situations. CC.1.4.3.P |
| | | Organize an event sequence that unfold naturally, using temporal words and phrases to signal event order; provide a sense of closure. |
| | | CC.1.4.3.S |
| | | Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and informational texts. |
| 5-M | Tacts 10 items (e.g., common objects, people, body parts, or pictures) | CC.1.1.3.D |
| 5-a | Tacts 5 pictures (2D) | 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 | Maintains a newly acquired tact after 24 hours without training | CC.1.1.3.E |
| 5-c | Generalizes tacts across 3 examples of an item for 5 items (e.g., tacts 3CC different spoons) | Read with accuracy and fluency to support comprehension: • Read on-level text with purpose and understanding. |
| | | 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.1.2.3.A Determine the main idea of a text; recount the key details and explain how they support the main idea. |
| | | CC.1.2.3.B |
| | | Ask and answer questions about the text and make inferences from text; refer to text to support responses. CC.1.2.3.C |
| | | Explain how a series of events, concepts, or steps in a procedure is connected within a text, using language that pertains to time, |
| | | sequence, and cause/effect. CC.1.2.3.D |
| | | Explain the point of view of the author. |
| | | CC.1.2.3.E |

Use text features and search tools to locate and interpret information. CC.1.2.3.F Determine the meaning of words and phrases as they are used in grade level text, distinguishing literal meaning from non-literal meaning as well as well as shades of meaning among related words. CC.1.2.3.G Use information gained from text features to demonstrate an understanding of a text. CC.1.2.3.H Describe how an author connects sentences and paragraphs in a text to support particular points. Compare and contrast the most important points and key details presented in two texts on the same topic. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies and tools. CC.1.2.3.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. CC.1.3.3.A Determine the central message, lesson, or moral in literary text; explain how it is conveyed in the text. CC.1.3.3.B Ask and answer questions about the text and make inferences from text; refer to text to support responses. CC.1.3.3.C Describe characters in a story and explain how their actions contribute to the sequence of events. CC.1.3.3.D Explain the point of view of the author. CC.1.3.3.E Refer to parts of texts when writing or speaking about a text using such terms as chapter, scene and stanza and describe how each successive part builds upon earlier sections. Determine the meaning of words and phrases as they are used in grade level text, distinguishing literal from non-literal meaning as well as shades of meaning among related words. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). CC.1.3.3.H Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies and tools. CC.1.3.3.J Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships. CC.1.3.3.K Read and comprehend literary fiction on grade level, reading independently and proficiently. CC.1.4.3.A Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. CC.1.4.3.B Identify and introduce the topic. CC.1.4.3.C Develop the topic with facts, definitions, details, and illustrations, as appropriate. CC.1.4.3.D Create an organizational structure that includes information grouped and connected logically with a concluding statement or CC.1.4.3.I Support an opinion with reasons. CC.1.4.3.J Create an organizational structure that includes reasons linked in a logical order with a concluding statement or section. Use a variety of words and sentence types to appeal to the audience. CC.1.4.3.M Write narratives to develop real or imagined experiences or events. Establish a situation and introduce a narrator and/or characters.

CC.1.4.3.O

Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations Organize an event sequence that unfold naturally, using temporal words and phrases to signal event order; provide a sense of closure. CC.1.4.3.Q Choose words and phrases for effect. CC.1.4.3.R Demonstrate a grade appropriate command 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. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. CC.1.4.3.V Conduct short research projects that build knowledge about a topic. CC.1.4.3.W Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. 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. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally. CC.1.5.3.D Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly with adequate volume, appropriate pacing, and clear pronunciation. CC.1.5.3.E Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. CC.2.1.3.B.1 Apply place value understanding and properties of operations to perform multi-digit arithmetic. CC.2.1.3.C.1 Explore and develop an understanding of fractions as numbers. CC.2.2.3.A.3 Demonstrate multiplication and division fluency. CC.2.3.3.A.1 Identify, compare, and classify shapes and their attributes. Use the understanding of fractions to partition shapes into parts with equal areas and express the area of each part as a unit fraction of the whole. CC.2.4.3.A.3 Solve problems and make change involving money using a combination of coins and bills. CC.2.4.3.A.2 Tell and write time to the nearest minute and solve problems by calculating time intervals. CC.2.4.3.A.4 Represent and interpret data using tally charts, tables, pictographs, line plots, and bar graphs. CC.2.4.3.A.5 Determine the area of a rectangle and apply the concept to multiplication and to addition. CC.2.4.3.A.6

Solve problems involving perimeters of polygons and distinguish between linear and area measures.

| | LEVE | L 2 |
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| Skill | VB-MAPP Milestones & Supporting Skills List | PA Core Standards |
| 6-M 6-a 6-b 6-c 6-d | Tacts 25 items when asked, What's that? (e.g., book, shoe, car, dog, hat) Tacts 4 different people, pets, or characters by their specific name (can include mama and dada) Tacts 2 actions when asked, for example, What am I doing? (e.g., jumping, clapping) Acquires a new tact in less than 20 training trials Tacts 5 items in a 15 second period (fluency) | CC.1.3.5. CC.1.3.5. CC.1.3.5. CC.1.3.5. Read with accuracy and fluency to support comprehension: • Read on-level text oright with accuracy appropriate rate, and expression on successive readings. • Read on-level text with purpose and understanding. • Read on-level text oright with accuracy appropriate rate, and expression on successive readings. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary. CC.1.2.3.A. Determine the main idea of a text; recount the key details and explain how they support the main idea. CC.1.2.3.B. Ask and answer questions about the text and make inferences from text; refer to text to support responses. CC.1.2.3.C. Explain how a series of events, concepts, or steps in a procedure is connected within a text, using language that pertains to time, sequence, and canselfect. CC.1.2.3.E. CC.1.2.3.F. Determine the meaning of words and phrases as they are used in grade level text, distinguishing literal from non-literal meaning as well as shades of meaning among related words. CC.1.2.3.G. Use information gained from text features to demonstrate understanding of a text. CC.1.2.3.II Describe how an author connects sentences and paragraphs in a text to support particular points. CC.1.2.3.I. Compare and contrast the most important points and key details presented in two texts on the same topic. CC.1.2.3.I. Compare and contrast the most important points and key details presented in two texts on the same topic. CC.1.2.3.I. Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. CC.1.2.3.I. Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. CC.1.3.3.A. Determine the central message, lesson, or moral in literary text; explain how it is conveyed in text. CC.1.3.3.B. Ask and answer questions about the text and make inferences from text; refer to text to support responses. CC.1.3.3.A. Determine |

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| | | characters to situations. CC.1.4.3.P |
| | | Organize an event sequence that unfolds naturally, using temporal words and phrases to signal event order; provide a sense of |
| | | closure. |
| | | CC.1.4.3.Q |
| | | Choose words and phrases for effect. CC.1.4.3.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.1.4.3.T |
| | | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. CC.1.4.3.U |
| | | With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and |
| | | collaborate with others. |
| | | CC.1.4.3.V Conduct short research projects that build knowledge about a topic. |
| | | CC.1.4.3.W |
| | | Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort |
| | | evidence into provided categories. |
| | | CC.1.4.3.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.2.1.3.B.1 |
| | | Apply place value understanding and properties of operations to perform multi-digit arithmetic. CC.2.2.3.A.2 |
| | | Understand properties of multiplication and the relationship between multiplication and division. |
| | | CC.2.2.3.A.4 |
| | | Solve problems involving the four operations, and identify and explain patterns in arithmetic. CC.2.3.3.A.1 |
| | | Represent and solve problems involving multiplication and division. CC.2.3.3.A.2 |
| | | Use the understanding of fractions to partition shapes into parts with equal areas and express the area of each part as a unit |
| | | fraction of a whole. |
| | | CC.2.4.3.A.2 Tell and write time to the nearest minute and solve problems by calculating time intervals. |
| | | CC.2.4.3.A.3 |
| | | Solve problems and make change involving money. |
| | | CC.2.4.3.A.4 |
| | | Represent and interpret data using tally charts, tables, pictographs, line plots, and bar graphs. |
| | | CC.2.4.3.A.5 Determine the area of a rectangle and apply the concept to multiplication and to addition. |
| | | CC.2.4.3.A.6 |
| | | Solve problems involving perimeters of polygons and distinguish between linear and area measures. |
| '-M | Generalizes tacts across 3 examples of 50 items, or from a list of known generalizations | CC.1.13.D |
| '-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. |
| '-b | Tacts 2 auditory stimuli (e.g., phone ringing, siren, dog barking) | CC.1.1.3.E |
| '-c | Spontaneously emits a tact containing two words for 5 different tacts (e.g., baby's crying) | Read with accuracy and fluency to support comprehension: |
| '-d | Tacts 2 different actions when asked What he doing? (e.g., drinking, swimming) | Read on-level text with purpose and understanding. |
| '-e | Tacts 40 items when asked What's that? (e.g., tree, bowl, sock, crayon, apple) | Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. |
| <u>-</u> C | 1 acts to home when asked what's man (e.g., nee, bowl, sock, crayon, apple) | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| | | CC.1.2.3.A Determine the main idea of a text; recount the key details and explain how they support the main idea. |
| | | CC.1.2.3.J |
| | | Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, |
| | | including those that signal spatial and temporal relationships. |
| | | CC.1.4.3.D Create an organizational structure that includes information grouped and connected logically with a concluding statement or |
| | | Create an organizational structure that includes information grouped and connected logically with a concluding statement or section. |
| | | CC.1.4.3.I |
| | | |
| | | Support an opinion with reasons. |

| | | CC.1.4.3.K |
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| | | Use a variety of words and sentence types to appeal to the audience. |
| | | CC.1.4.3.M |
| | | Write narratives to develop real or imagined experiences or events. |
| | | CC.1.4.3.N Establish a situation and introduce a narrator and/or characters. |
| | | Establish a situation and introduce a narrator and/or characters. CC.1.4.3.0 |
| | | |
| | | Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. |
| | | CC.1.4.3.P |
| | | Organize an event sequence that unfolds naturally, using temporal words and phrases to signal event order; provide a sense of |
| | | closure. |
| | | CC.1.4.3.Q |
| | | Choose words and phrases for effect. |
| | | CC.1.4.3.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.1.4.3.V |
| | | Conduct short research projects that build knowledge about a topic. |
| | | CC.1.4.3.W |
| | | Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort |
| | | evidence into provided categories. |
| | | CC.1.4.3.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.2.1.3.B.1 |
| | | Apply place value understanding and properties of operations to perform multi-digit arithmetic. |
| | | CC2.3.3.A.1 |
| | | Identify, compare, and classify shapes and their attributes. |
| | | CC.2.2.3.A.2 |
| | | Understand properties of multiplication and the relationship between multiplication and division. |
| | | CC.2.4.3.A.1 |
| | | Solve problems involving measurement and estimation of temperature, liquid volume, mass or length. |
| | | CC.2.4.3.A.2 |
| | | Tell and write time to the nearest minute and solve problems by calculating time intervals. |
| | | CC.2.4.3.A.3 |
| | | Solve problems and make change involving money. |
| | | CC.2.4.3.A.4 |
| | | Represent and interpret data using tally charts, tables, pictographs, line plots, and bar graphs. |
| | | CC.2.4.3.A.5 |
| | | Determine the area of a rectangle and apply the concept to multiplication and to addition. |
| | | CC.2.4.3.A.6 |
| | | Solve problems involving perimeters of polygons and distinguish between linear and area measures. |
| 8-M | Tacts 10 actions when asked, for example, What am I doing? (e.g., jumping, sleeping, eating) | CC.1.2.3.B |
| | | Ask and answer questions about the text and make inferences from text; refer to text to support responses. |
| | | CC.1.2.3.L |
| | | Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. |
| | | CC.1.3.3.B |
| | | Ask and answer questions about the text and make inferences from text; refer to text to support responses. |
| | | CC.1.3.3.K |
| | | Read and comprehend literary fiction on grade level, reading independently and proficiently. |
| | | CC.1.4.3.D Create an organizational structure that includes information grouped and connected logically with a concluding statement or |
| | | Create an organizational structure that includes information grouped and connected logically with a concluding statement or |
| | | section. CC.1.3.3.F |
| | | |
| | | Determine the meaning of words and phrases as they are used in grade level text, distinguishing literal from non-literal meaning as well as shades of meaning among related words. |
| | | as well as snades of meaning among related words. CC.1.4.3.I |
| | | Support an opinion with reasons. |
| | | CC.1.4.3.K |
| | | Use a variety of words and sentence types to appeal to the audience. |
| 8-a | Tacts 2 tactile stimuli (e.g., says ball when feeling a ball in a bag) | ose a variety of words and sentence types to appear to the audience. |
| | <u> </u> | |

| 8-b | Tacts 5 noun-verb or verb-noun combinations (e.g., dog eating, rolling ball) | CC.1.4.3.L |
|-----------------------|--|--|
| 8-c | Tacts two or more items from 10 different pages in a book when asked, What do you see here? | Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. |
| 8-d | Glances at a listener while tacting on 5 occasions | CC.1.4.3.M Write narratives to develop real or imagined experiences or events. |
| 0-u | Grances at a fistence white tacting on 3 occasions | CC.1.4.3.N |
| | | Establish a situation and introduce a narrator and/or characters. |
| | | CC.1.4.3.0 |
| | | Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. |
| | | CC.1.4.3.P |
| | | Organize an event that unfolds naturally, using temporal words and phrases to signal event order; provide a sense of closure. |
| | | CC.1.4.3.Q |
| | | Choose words and phrases for effect. CC.1.4.3.R |
| | | Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. |
| | | CC.1.4.3.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.1.4.3.T |
| | | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. |
| | | CC.1.4.3.U |
| | | With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. |
| 9-M | Tacts 50 two-component verb-noun, or noun-verb combinations, tested or from a list of known two-component tacts | CC.1.2.3.A |
| <i>)</i> -1 /1 | (e.g., washing face, Joe swinging, baby sleeping) | Determine the main idea of a text; recount the key details and explain how they support the main idea. |
| 9-a | Tacts 25 two-component noun-noun relations (e.g., paper and pencil; car and truck) | — CC.1.2.3.F |
| | | Determine the meaning of words and phrases as they are used in grade level text, distinguishing literal from non-literal meaning as well as shades of meaning among related words. |
| 9-b | Acquires a new tact in less than 15 training trials | CC.1.2.3.G |
| 9-c | Spontaneously tacts items in a book, on TV, or in a video 5 times (e.g., Cinderella) | Use information gained from text features to demonstrate understanding of a text. |
| 9-d | Learns 2 new tacts without direct training (e.g., untrained echoic to tact transfer) | CC.1.2.3.L Read and commended literary non-fiction and informational taxt on grade level, needing independently and proficiently. |
| 9-e | Shows response generalization for 5 items (i.e., tacts the same stimulus with two different words teacher and Katie; cat and | Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. CC.1.2.3.J |
| | Garfield; dog and Maggie) | Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, |
| | | including those that signal spatial and temporal relationships. |
| | | CC.1.3.3.F Determine the meaning of words and phrases as they are used in grade level text, distinguishing literal from non-literal meaning |
| | | as well as shades of meaning among related words. |
| | | CC.1.3.3.I |
| | | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies and tools. |
| | | CC.1.3.3.J |
| | | Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, |
| | | including those that signal spatial and temporal relationships. |
| | | CC.1.3.3.K Read and comprehend literary fiction on grade level, reading independently and proficiently. |
| | | CC.1.4.3.K |
| | | Use a variety of words and sentence types to appeal to the audience. |
| | | CC.1.4.3.L Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. |
| | | CC.1.4.3.Q |
| | | Choose words and phrases for effect. |
| | | CC.1.4.3.R Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. |
| | | CC.1.4.3.U |
| | | With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and |
| | | collaborate with others. CC.1.4.3.W |
| | | Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort |
| 1 | | evidence into provided categories. |
| 1 | | CC.1.4.3.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. |
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| | | CC.2.2.3.A.3 Demonstrate multiplication and division fluency. |
| 10-M | Tacts 200 nouns and/or verbs (or other parts of speech), tested or from an accumulated list of known tacts | CC.1.1.3.D |
| 10-a | Tacts 10 actions (e.g., climbing, playing, coloring, swimming, washing) | Know and apply grade level phonics and word analysis skills in decoding words. Use combined knowledge of all letter- |
| 10-b | Tacts 2 gustatory stimuli (e.g., tacts orange by tasting it) | sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words. CC.1.1.3.E |
| 10-c | Tacts 20 items in a 1 minute fluency test | Read with accuracy and fluency to support comprehension: |
| | | 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.1.2.3.A Determine the main idea of a text; recount the key details and explain how they support the main idea. |
| | | CC.1.2.3.B |
| | | Ask and answer questions about the text and make inferences from text; refer to text to support responses. |
| | | CC.1.2.3.C Explain how a series of events, concepts, or steps in a procedure is connected within a text, using language that pertains to time, |
| | | sequence, and cause/effect. |
| | | CĈ.1.2.3.D |
| | | Explain the point of view of the author. |
| | | CC.1.2.3.F Determine the meaning of words and phrases as they are used in grade level text, distinguishing literal from non-literal meaning |
| | | as well as shades of meaning among related words. |
| | | CC.1.2.3.G |
| | | Use information gained from text features to demonstrate understanding of a text. CC.1.2.3.H |
| | | Describe how an author connects sentences and paragraphs in a text to support particular points. |
| | | CC.1.2.3.I |
| | | Compare and contrast the most important points and key details presented in two texts on the same topic. CC.1.2.3.J |
| | | Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships. CC.1.2.3.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.1.2.3.L |
| | | Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. CC.1.3.3.A |
| | | Determine the central message, lesson, or moral in literary text; explain how it is conveyed in text. CC.1.3.3.B |
| | | Ask and answer questions about the text and make inferences from text; refer to text to support responses. CC.1.3.3.C |
| | | Describe characters in a story and explain how their actions contribute to the sequence of events. CC.1.3.3.D |
| | | Explain the point of view of the author. CC.1.3.3.I |
| | | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, |
| | | choosing flexibly from a range of strategies and tools. |
| | | CC.1.3.3.F Determine the magning of words and physics as they are used in grade level text, distinguishing literal from non-literal magning. |
| | | Determine the meaning of words and phrases as they are used in grade level text, distinguishing literal from non-literal meaning as well as shades of meaning among related words. CC.1.3.3.J |
| | | Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships. |
| | | CC.1.3.3.K |
| | | Read and comprehend literary fiction on grade level, reading independently and proficiently. CC.1.4.3.I |
| | | Support an opinion with reasons. |
| | | CC.1.4.3.J Create an organizational structure that includes reasons linked in a logical order with a concluding statement or section. CC.1.4.3.K |

Use a variety of words and sentence types to appeal to the audience.

CC.1.4.3.L

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

CC.1.4.3.M

Write narratives to develop real or imagined experiences or events.

CC.1.4.3.0

Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

Organize an event sequence that unfolds naturally, using temporal words and phrases to signal event order; provide a sense of

closure.

CC.1.4.3.Q Choose words and phrases for effect.

CC.1.4.3.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.1.4.3.T

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

CC.1.4.3.V

Conduct short research projects that build knowledge about a topic.

CC.1.4.3.W

Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

CC.1.4.3.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.

Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly with adequate volume, appropriate pacing, and clear pronunciation.

CC.1.5.3.E

Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

CC.2.2.3.A.2

Understand properties of multiplication and the relationship between multiplication and division.

CC.2.2.3.A.4

Solve problems involving the four operations, and identify and explain patterns in arithmetic.

CC.2.3.3.A.1

Identify, compare, and classify shapes and their attributes.

CC.2.3.3.A.2

Use the understanding of fractions to partition shapes into parts with equal areas and express the area of each part as a unit fraction of the whole.

CC.2.4.3.A.1

Solve problems involving measurement and estimation of temperature, liquid volume, mass or length.

CC.2.4.3.A.2

Tell and write time to the nearest minute and solve problems by calculating time intervals. CC.2.4.3.A.3

Solve problems and make change involving money using a combination of coins and bills.

CC.2.4.3.A.4

Represent and interpret data using tally charts, tables, pictographs, line plots, and bar graphs. CC.2.4.3.A.5

Determine the area of a rectangle and apply the concept to multiplication and to addition. CC.2.4.3.A.6

Solve problems involving perimeters of polygons and distinguish between linear and area measures.

| | 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.1.1.3.D Know and apply grade level phonics and word analysis skills in decoding words. Use combined knowledge of all lettersound 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.1.1.3.E Read with accuracy and fluency to support comprehension: |
| 11-b 11-c | Acquires 5 new tacts in a week without direct training Tests 2 nearly (not family members) by their first names | Read on-level text with purpose and understanding. |
| 11-c 11-d | Tacts 2 people (not family members) by their first names Tacts 5 categories or classes (e.g., animals, drinks, toys) | Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. |
| 11-u | Tacts 5 locations (e.g., kitchen, bedroom, playground, grandma's house) | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. CC.1.2.3.A |
| 11-c | Tacts 25 items and/or activities with yes and no (e.g., Are these your shoes? Is her name Becky?) (part intraverbal because of adding a verbal SD to the task) | Determine the main idea of a text; recount the key details and explain how they support the main idea. CC.1.2.3.B Ask and answer questions about the text and make inferences from text; refer to text to support responses. |
| 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.1.2.3.C |
| 11-h | Tacts 2 specific features or parts of 25 items or people (e.g., wheels and doors on a car) | Explain how a series of events, concepts, or steps in a procedure is connected within a text, using language that pertains to time, sequence, and cause/effect. |
| 11-i | Generalization occurs to new examples of an item or action on the first trial, for 5 items | CC.1.2.3.J |
| | | Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships. CC.1.3.3.B Ask and answer questions about the text and make inferences from text; refer to text to support responses. CC.1.3.3.J Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships. CC.1.4.3.D Create an organizational structure that includes information grouped and connected logically with a concluding statement or section. CC.1.4.3.M Write narratives to dwords and sentence types to appeal to the audience. CC.1.4.3.M Write narratives to develop real or imagined experiences or events. CC.1.4.3.N CC.1.4.3.V Conduct short research projects that build knowledge about a topic. CC.1.4.3.W Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. CC.1.4.3.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.2.2.3.3.A.1 Mentity compare, and classify shapes and their attributes. CC.2.3.3.A.3. Lentify, compare, and classify shapes and their attributes. CC.2.3.3.A.1 Lentify, compare, and classify shapes and their attributes. CC.2.4.3.A.1 Solve problems involving measurement and estimation of temperature, liquid volume, mass or length. CC.2.4.3.A.2 Tell and write time to the nearest minute and solve problems by calculating time intervals. |

| | CC.2.4.3.A.3 Solve problems and make change involving money using a combination of coins and bills. |
|---|---|
| | Solve problems and make change involving money using a combination of coms and oms. |
| | CC.2.4.3.A.4 |
| | Represent and interpret data using tally charts, tables, pictographs, line plots, and bar graphs. |
| | CC.2.4.3.A.5 Determine the area of a rectangle and apply the concept to multiplication and to addition. |
| | CC.2.4.3.A.6 |
| | Solve problems involving perimeters of polygons and distinguish between linear and area measures. |
| 12-M Tacts 4 different prepositions (e.g., in, out, on, under) and 4 pronouns (e.g., I, you, me, mine) | CC.1.2.3.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) | Use information gained from text features to demonstrate understanding of a text. CC.1.3.3.F |
| 12-b Tacts what's wrong or missing from 10 pictures or objects (e.g., a face without a nose) | Determine the meaning of words and phrases as they are used in grade level text, distinguishing literal from non-literal meaning |
| 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 | as well as shades of meaning among related words. |
| him, A cookie is a type of) (part intraverbal) | CC.1.3.3.J |
| 12-d Tacts 2 prepositional relations (e.g., Where is Oscar?in the garbage can) (part intraverbal) | Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships. |
| 12-e Tacts people with 2 different pronouns (e.g., Who has the hat on?you do) (part intraverbal) | CC.1.4.3.N |
| | Establish a situation and introduce a narrator and/or characters. |
| 12-f Spontaneously tacts the function, feature, or class of an item for 5 items (e.g., That goes in the swimming pool.) | CC.1.4.3.R |
| Generalizes feature, function, and class tacting to 10 new members of each set (e.g., after training cow, bird, and me | Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. CC.1.4.3.V |
| animals, the child tacts a bear as an animal on the first trial) | Conduct short research projects that build knowledge about a topic. |
| | CC.2.2.3.A.3 |
| | Demonstrate multiplication and division fluency. CC.2.3.3.A.1 |
| | Identify, compare, and classify shapes and their attributes. |
| | CC.2.3.3.A.2 |
| | Use the understanding of fractions to partition shapes into parts with equal areas and express the area of each part as a unit |
| | fraction of the whole. CC.2.4.3.A.1 |
| | Solve problems involving measurement and estimation of temperature, liquid volume, mass or length. |
| | CC.2.4.3.A.3 |
| | Solve problems and make change involving money using a combination of coins and bills. CC.2.4.3.A.4 |
| | Represent and interpret data using tally charts, tables, pictographs, line plots and bar graphs. |
| | CC.2.4.3.A.5 |
| | Determine the area of a rectangle and apply the concept to multiplication and to addition. |
| 13-M Tacts 4 different adjectives, excluding colors and shapes (e.g., big, little, long, short) and 4 adverbs (e.g., fast, | slow, CC.1.3.3.F Determine the meaning of words and phrases as they are used in grade level text, distinguishing literal from non-literal meaning |
| quietly, gently) | as well as shades of meaning among related words. |
| 13-a Tacts people by gender using 4 different terms (girl, boy, man, woman) | CC.1.3.3.J |
| 13-b Spontaneously tacts the behavior of others 2 times (e.g., He's crying.) | Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, |
| 13-c Tacts 2 pairs of relative adjectives (e.g., big and little; long and short) (part intraverbal if questions such as What size | including those that signal spatial and temporal relationships. CC.1.4.3.K |
| are used) | Use a variety of words and sentence types to appeal to the audience. |
| 13-d Spontaneously tacts with 2 different adjectives | CC.1.4.3.L |
| 13-e Spontaneously tacts with 2 different adverbs | Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. |
| | CC.1.4.3.N Establish a situation and introduce a narrator and/or characters. |
| 13-f Spontaneously tacts possession of items 2 times (e.g., mine, yours) | CC.1.4.3.Q |
| | Choose words and phrases for effect. |
| | CC.1.4.3.R |
| | Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. CC.2.1.3.B.1 |
| | Apply place value understanding and properties of operations to perform multi-digit arithmetic. |
| | CC.2.1.3.C.1 |
| | Explore and develop an understanding of fractions as numbers. CC.2.3.3.A.1 |
| | Identify, compare, and classify shapes and their attributes. |
| | CC.2.3.3.A.2 |
| | Use the understanding of fractions to partition shapes into parts with equal areas and express the area of each part as a unit |
| | fraction of the whole. |

| | | CC.2.4.3.A.1 |
|-------|---|---|
| | | Solve problems involving measurement and estimation of temperature, liquid volume, mass or length. |
| | | CC.2.4.3.A.4 Represent and interpret data using tally charts, tables, pictographs, line plots and bar graphs. |
| | | CC.2.4.3.A.5 Determine the area of a rectangle and apply the concept to multiplication and to addition. |
| | | CC.2.4.3.A.6 |
| 4435 | | Solve problems involving perimeters of polygons and distinguish between linear and area measures. |
| 14-M | Tacts with complete sentences containing 4 or more words, 20 times | CC.1.1.3.E Read with accuracy and fluency to support comprehension: |
| 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. |
| 1.4.1 | are used) | Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. |
| 14-b | Tacts 5 adjective-noun combinations in a complete sentence (e.g., That is a big dog.) | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. CC.1.2.3.C |
| 14-c | Tacts 5 verb-adverb combinations in a complete sentence (e.g., He is singing loud.) | Explain how a series of events, concepts, or steps in a procedure is connected within a text, using language that pertains to time, |
| 14-d | Tacts 5 preposition-noun combinations in a complete sentence (The dog's in the house.) | sequence, and cause/effect. |
| 14-е | Tacts 5 subject-verb-noun combinations in a complete sentence (e.g., The girl is pulling the wagon.) | CC.1.2.3.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. |
| | | CC.1.3.3.F |
| | | Determine the meaning of words and phrases as they are used in grade level text, distinguishing literal from non-literal meaning |
| | | as well as shades of meaning among related words. CC.1.3.3.J |
| | | Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, |
| | | including those that signal spatial and temporal relationships. |
| | | CC.1.3.3.K Read and comprehend literary fiction on grade level, reading independently and proficiently. |
| | | CC.1.4.3.L |
| | | Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. |
| | | CC.1.4.3.N Establish a situation and introduce a narrator and/or characters. |
| | | CC.1.4.3.O |
| | | Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences, and events or show the response of |
| | | characters to situations. CC.1.4.3.P |
| | | Organize an event sequence that unfolds naturally, using temporal words and phrases to signal event order; provide a sense of |
| | | closure. CC.1.4.3.R |
| | | Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. |
| | | CC.1.4.3.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.1.4.3.T |
| | | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. CC.1.4.3.U |
| | | With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and |
| | | collaborate with others. CC.1.4.3.W |
| | | Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort |
| | | evidence into provided categories. |
| | | CC.1.4.3.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.1.5.3.D |
| | | Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly with adequate volume, appropriate pacing, and clear pronunciation. |
| | | CC.1.5.3.E |
| 45.75 | | Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. |
| 15-M | Has a total tact vocabulary of 1000 words (nouns, verbs, adjectives, etc.), tested or from an accumulated list of known | CC.1.1.3.E Read with accuracy and fluency to support comprehension: |
| 1.7 | 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 | |

| | used) | Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. |
|------|---|---|
| 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 | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| | quiet, thumbs up for a good job, a fake yawn for being tired) | CC.1.2.3.A Determine the main idea of a text; recount the key details and explain how they support the main idea. |
| 15-c | Tacts 5 community helpers (e.g., policeman, fireman, nurse, doctor, garbage man) | CC.1.2.3.B |
| 15-d | Tacts with 2 different negation words 5 times (e.g., That's not a cat.) | Ask and answer questions about the text and make inferences from text; refer to text to support responses. |
| 15-e | Tacts 5 social, community, or group events (e.g., parade, party, emergency) | - CC.1.2.3.C |
| 15-f | Spontaneously tacts 2 different social circumstances (e.g., They are busy. They are arguing.) | Explain how a series of events, concepts, or steps in a procedure is connected within a text, using language that pertains to time, sequence, and cause/effect. |
| | Spontaneously emits untrained tacts in sentences containing at least 5 words, 5 times | CĈ.1.2.3.D |
| 15-g | Spontaneously enints untrained facts in sentences containing at least 5 words, 5 times | Explain the point of view of the author. |
| | | CC.1.2.3.E Use text features and search tools to locate and interpret information. |
| | | CC.1.2.3.F |
| | | Determine the meaning of words and phrases as they are used in grade level text, distinguishing literal from non-literal meaning |
| | | as well as shades of meaning among related words. |
| | | CC.1.2.3.G Use information gained from text features to demonstrate understanding of a text. |
| | | CC.1.2.3.H |
| | | Describe how an author connects sentences and paragraphs in a text to support particular points. |
| | | CC.1.2.3.I Compare and contrast the most important points and key details presented in two texts on the same topic. |
| | | CC.1.2.3.J |
| | | Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, |
| | | including those that signal spatial and temporal relationships. CC.1.2.3.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 or tools and strategies. |
| | | CC.1.2.3.L |
| | | Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. CC.1.3.3.A |
| | | Determine the central message, lesson, or moral in literary text; explain how it is conveyed in text. |
| | | CC.1.3.3.B |
| | | Ask and answer questions about the text and make inferences from text; refer to text to support responses. CC.1.3.3.C |
| | | Describe characters in a story and explain how their actions contribute to the sequence of events. |
| | | CC.1.3.3.D |
| | | Explain the point of view of the author. CC.1.3.3.G |
| | | Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, |
| | | emphasize aspects of a character or setting). |
| | | CC.1.3.3.H |
| | | Compare and contrast the themes, settings, CC.1.3.3.I |
| | | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, |
| | | choosing flexibly from a range of strategies and tools. |
| | | CC.1.3.3.J Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, |
| | | including those that signal spatial and temporal relationships. |
| | | CC.1.3.3.K |
| | | Read and comprehend literary fiction on grade level, reading independently and proficiently. CC.1.4.3.D |
| | | Create an organizational structure that includes information grouped and connected logically with a concluding statement or |
| | | section. |
| | | CC.1.4.3.E |
| | | Choose words and phrases for effect. CC.1.4.3.G |
| | | Write opinion pieces on familiar topics or texts. |
| | | CC.1.4.3.I |
| | | Support an opinion with reasons. CC.1.4.3.J |
| | | Create an organizational structure that includes reasons linked in a logical order with a concluding statement or section. |
| | | |

| CC.1.4.3.K |
|--|
| Use a variety of words and sentence types to appeal to the audience. |
| CC.1.4.3.M |
| Write narratives to develop real or imagined experiences or events. |
| CC.1.4.3.N |
| Establish a situation and introduce a narrator and/or characters. |
| CC.1.4.3.O |
| Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of |
| characters to situations. |
| CC.1,4,3,P |
| Organize an event sequence that unfolds naturally, using temporal words and phrases to signal event order; provide a sense of |
| closure. |
| CC.1.4.3.Q |
| Choose words and phrases for effect. |
| CC.1.4.3.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.1.4.3.T |
| With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. |
| CC.1.4.3.U |
| With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and |
| collaborate with others. |
| CC.1.4.3.W |
| Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort |
| evidence into provided categories. |
| CC.1.4.3.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.1.5.3.D |
| Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking |
| clearly with adequate volume, appropriate pacing, and clear pronunciation. |
| CC.1.5.3.E |
| Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. |
| CC.2.1.3.B.1 |
| Apply place value understanding and properties of operations to perform multi-digit arithmetic. |
| CC.2.3.3.A.1 |
| Identify, compare, and classify shapes and their attributes. CC.2.3.3.A.2 |
| Use the understanding of fractions to partition shapes into parts with equal areas and express the area of each part as a unit |
| fraction of the whole. |
| CC.2.4.3.A.4 |
| Represent and interpret data using tally charts, tables, pictographs, line plots and bar graphs. |
| CC.2.4.3.A.5 |
| Determine the area of a rectangle and apply the concept to multiplication and to addition. |
| CC.2.4.3.A.6 |
| Solve problems involving perimeters of polygons and distinguish between linear and area measures. |
| Solve problems involving perinteters of polygons and distinguish between linear and area measures. |

CC 1 4 2 W

| | 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.1.2.3.B Ask and answer questions about the text and make inferences from text; refer to text to support responses. |
| 1-a | Turns head to locate the source of a sound (e.g., bell, squeaky toy, a cell phone ringing) | CC.1.2.3.L |
| | | Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. |

| CC.J.3.1. Ask and answer questions about the text and make inferences from text: refor to text to support comments and ask and answer questions about the text and make inferences from text: refor to text to support comments and ask and answer questions about the text and make inferences from text: refor to text to support comments and ask | |
|--|--|
| Create an engrainatural structure that includes information grouped and connected logical section. CCL 4.3.3 A Responds to hearing his own name 5 times (e.g., looks at the speaker) 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 neede CCL 4.3.3 Smiles at the sound of the caretaker's voice 2 times With guidance and support from peers and adults, develop and strengthen writing as neede With guidance and support from peers and adults, develop and strengthen writing as neede With guidance and support from peers and adults, develop and strengthen writing as neede With guidance and support from peers and adults, develop and strengthen writing as neede With guidance and support from peers and adults, develop and strengthen writing as neede With guidance and support from peers and adults, develop and strengthen writing as neede With guidance and support from peers and adults, develop and strengthen writing as neede With guidance and support from peers and adults, develop and strengthen writing as neede With guidance and support from peers and adults, develop and strengthen writing as neede With guidance and support from peers and adults, develop and strengthen writing as neede With guidance and support from peers and adults, develop and strengthen writing as neede With guidance and support from peers and all exerts. CCL 1.3.1 Seed and support from peers and adults, develop and strengthen writing as neede With guidance and support from peers and develop and the seed and support from peers and develop and the seed of the seed and support from develop and the seed of the seed and support from developed and the seed of the seed and support to develop and adversarially as needed to seed and support to develop and adversarially as needed and seed and support seed and support and adversarially as needed the seed of the seed and support and adversarially as needed as needed and support and adversarially as needed and seed and sup | oort responses. |
| Section CC.14.3.2 CC.14.3.3 CC.14.3.2 CC.14.3.3 CC.14.3.2 CC.14.3.2 CC.14.3.2 CC.14.3.2 CC.14.3.3 CC.14. | |
| 2-M Responds to hearing his own name 5 times (e.g., looks at the speaker) 2-a Smiles at the sound of the caretaker's voice 2 times 2-b Smiles at the sound of the caretaker's voice 2 times 2-c (2.4.3.1) 3-M Looks at, touches, or points to the correct family member, pet, or other reinforcer when presented in an array of 2, for 5 different reinforcers (e.g., Where's Elmo? Where's momm?) 3-a Interrupts a play activity when his name is called 3-b Responds to no, host, stop or other commands in the appropriate context 3-c Altends to an object or picture when named (without discrimination) 5 times 3-d Responds to 10 chiefle (1 party verbal instructions in context (e.g., sit down, when by a chair) 3-e Discriminates between 2 family members and/or pets when named (e.g., Where's daddy?) 3-f Discriminates between 2 family members and/or pets when named (e.g., where's daddy?) 3-f Discriminates between 2 family members and/or pets when named (e.g., looks at, touches, or points to a ball when shown a ball and a shoe and asked touch ball) 4-c CL1.4.3.1 5-c CL3.3.2 5-c CL3.3.3.1 5-c CL3.3.3.1 5-c CL3.3.3.1 5-c CL3.3.3.1 6-c CL3.3.3.1 6-c CL3.3.3.1 6-c CL3.3.3.3.3.3.3.3.3.3.3.3.3.3.3.3.3.3.3. | y with a concluding statement or |
| With guidance and support from peers and atalta, develop and strongthen writing as neede CCLSSA. 2-M Responds to hearing his own name 5 times (e.g., looks at the speaker) Smiles at the sound of the carctuker's voice 2 times CCLAS.U Looks at the sound of the carctuker's voice 2 times Looks at touches, or points to the correct family member, pet, or other reinforcer when presented in an array of 2, for 5 different reinforcers (e.g., Where's Elmo? Where's mommy?) 3-a Interrupts a play activity when his name is called 3-b Responds to no, hot, stop or other commands in the appropriate context 3-c Aitends to an object or picture when maned (without discrimination) 5 times 3-c Discriminates between 2 objects when they are presented at eye level (e.g., looks at, touches, or points to a ball when shown a ball and a shoe and asked touch ball) 3-f Discriminates between 2 objects when they are presented at eye level (e.g., looks at, touches, or points to a ball when shown a ball and a shoe and disked touch ball) 4-crease an organizational structure that includes information grouped and connected logical contents of the correct of | |
| C.1.5.3. Responds to hearing his own name 5 times (e.g., looks at the speaker) 2-a Responds to hearing his own name 5 times (e.g., looks at the speaker) Smiles at the sound of the caretaker's votee 2 times C.1.4.3.1 Looks at, touches, or points to the correct family member, pet, or other reinforcer when presented in an array of 2, for 5 different reinforcers (e.g., Where's Elmo? Where's monuny?) Interrupts a play activity when his name is called 3-b Responds to no, hot, stop or other commands in the appropriate context C.1.4.3.1 C.1.3.1 C.1.3.1 C.1.3.1 C.1.3.1 C.1.3.1 C.1.3.1 C.1.3.1 C.1.3.2 Attends to an object or picture when named (without discrimination) 5 times 3-d Attends to an object or picture when named (without discrimination) 5 times 3-d Discriminates between 2 family members and/or pets when named (e.g., Where's daddy?) 3-f Discriminates between 2 shell may be a shell of the context (e.g., stid down, when by a chair) a ball and a shoe and asked touch buil) C.1.4.3.8 C.1.4.3.9 C.1.4.3.3 C.1.4.3.3 C.1.4.3.3 C.1.4.3.3 C.1.4.3.3 C.1.4.3.3 C.1.4.3.3 C.1.4.3.3 C.1.4.3.3 C.1.4.3.3 C.1.4.3.3 C.1.4.3.3 C.1.4.3.4 C.1.4.3.3 C.1.4.3.3 C.1.4.3.3 C.1.4.3.3 C.1.4.3.3 C.1.4.3.4 C.1.4.3.9 C.1.4.3.3 C.1.4.3.4 C.1.4.3.9 C.1.4.3.9 C.1.4.3.9 C.1.4.3.9 C.1.4.3.9 C.1.4.3.9 C.1.4.3.9 C.1.4.3.9 C.1.4.3.9 C.1.4.3.9 C.1.4.3.9 C. | by planning, revising, and editing. |
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| Establish a situation and introduce a narrator and/or characters. CC.1.4.3.0 Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and characters to situations. CC.1.4.3.P Organize an event sequence that unfolds naturally, using temporal words and phrases to significant experience. CC.1.4.3.S Draw evidence from literary or informational texts to support analysis, reflection, and reservational rests and ards for literature and informational texts. CC.1.4.3.S CC.1.4.3.S CC.1.4.3.S CC.1.4.3.C CC.2.1.3.C.1 Explore and develop an understanding of fractions as numbers. CC.2.3.3.A.1 Explore and develop an understanding of fractions as numbers. | |
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| Conduct short research projects that build knowledge about a topic. CC.1.5.3.C Ask and answer questions about information from a speaker, offering appropriate detail. CC.2.1.3.C.1 Explore and develop an understanding of fractions as numbers. CC.2.3.3.A.1 | 33 |
| CC.1.5.3.C Ask and answer questions about information from a speaker, offering appropriate detail. CC.2.1.3.C.1 Explore and develop an understanding of fractions as numbers. CC.2.3.3.A.1 | |
| Ask and answer questions about information from a speaker, offering appropriate detail. CC.2.1.3.C.1 Explore and develop an understanding of fractions as numbers. CC.2.3.3.A.1 | |
| Explore and develop an understanding of fractions as numbers. CC.2.3.3.A.1 | |
| CC.2.3.3.A.1 | |
| | |
| Identify, compare, and classify shapes and their attributes. | |
| 4-M Performs 4 different motor actions on command without a visual prompt (e.g., Can you jump? Show me clapping.) | |
| 4-a Selects the correct item from an array of 2 for 10 different objects or pictures Know and apply grade level phonics and word analysis skills in decoding words. Use sound correspondences, syllabication patterns, and morphology to read accurately under the correct item from an array of 2 for 10 different objects or pictures. | ombined knowledge of all letter- familiar multisyllabic words |
| 4-b Maintains eye contact to a speaker for 2 seconds | animar marcisynable words. |
| 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 clanning Can you spin around?) | |
| Read on-level text orang with accuracy, appropriate rate, and expression on succ | • |
| 4-e Selects the correct item from an array of 3 when named, for 10 different items (e.g., dog, nat, book) 4-f Generalizes in a listener discrimination (LD) task across 2 examples of 5 different items (e.g., can identify 2 different dogs, 2 CC.1.2.3.K | ing as necessary. |
| different cups 2 different halls) Determine or clarify the meaning of unknown and multiple-meaning words and phrases ba | ed on grade level reading and |
| content; choosing flexibly from a range of strategies and tools. | and grade to the roughly and |
| CC.1.4.3.K Use a variety of words and sentence types to appeal to the audience. | and grade to to reading and |
| Ose a variety of words and sentence types to appear to the addience. | grade 10 to 1 stating and |

| | | CC.1.4.3.0 |
|-----|--|---|
| | | Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. |
| | | CC.1.4.3.P |
| | | Organize an event sequence that unfolds naturally, using temporal words and phrases to signal event order; provide a sense of |
| | | closure. |
| | | CC.1.4.3.Q |
| | | Choose words and phrases for effect. CC.1.4.3.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.1.4.3.T |
| | | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. CC.1.4.3.U |
| | | With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and |
| | | collaborate with others. |
| | | CC.1.5.3.C |
| | | Ask and answer questions about information from a speaker, offering appropriate detail. |
| | | CC.2.2.3.A.3 Demonstrate multiplication and division fluency. |
| 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.1.1.3.D |
| | | Know and apply grade level phonics and word analysis skills in decoding words. Use combined knowledge of all letter- |
| 5-a | Identifies (LD) 5 items in a 10 second period (fluency test) | 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.1.1.3.E |
| 5-c | Maintains an acquired listener skill after 24 hours without training | Read with accuracy and fluency to support comprehension: |
| 5-d | Spontaneously emits (no direct prompts to respond) a listener response (LD) 2 times | Read on-level text with purpose and understanding. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. |
| 5-е | 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.1.2.3.A |
| | | Determine the main idea of a text; recount the key details and explain how they support the main idea. |
| | | CC.1,2.3.B |
| | | Ask and answer questions about the text and make inferences from text; refer to text to support responses. CC.1.2.3.C |
| | | Explain how a series of events, concepts, or steps in a procedure is connected within a text, using language that pertains to time, |
| | | sequence, and cause/effect. |
| | | CĈ.1,2,3,E |
| | | Use text features and search tools to locate and interpret information. |
| | | CC.1.2.3.G Use information gained from text features to demonstrate understanding of a text. |
| | | CC.1.2.3.H |
| | | Describe how an author connects sentences and paragraphs in a text to support particular points. |
| | | CC.1.2.3.J |
| | | Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships. |
| | | CC.1.2.3.L |
| | | Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. |
| | | CC.1.3.3.A |
| | | Determine the central message, lesson, or moral in literary text; explain how it is conveyed in text. CC.1.3.3.B |
| | | Ask and answer questions about the text and make inferences from text; refer to text to support responses. |
| | | CC.1.3.3.C |
| | | Describe characters in a story and explain how their actions contribute to the sequence of events. |
| | | CC.1.3.3.D Explain the point of view of the author |
| | | Explain the point of view of the author. CC.1.3.3.I |
| | | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, |
| | | choosing flexibly from a range of strategies and tools. |
| | | CC.1.3.3.J |
| | | Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships |
| | | |
| | | including those that signal spatial and temporal relationships. CC.1.3.3.K |

CC.1.4.3.A CC.1.4.3.B Identify and introduce the topic. CC.1.4.3.C CC.1.4.3.D CC.1.4.3.I Support an opinion with reasons. CC.1.4.3.J CC.1.4.3.M CC.1.4.3.N CC.1.4.3.Q Choose words and phrases for effect. CC.1.4.3.T collaborate with others. CC.1.4.3.V CC.1.4.3.W CC.1.4.3.X CC.1.5.3.C CC.2.2.3.A.2 CC.2.2.3.A.3 CC.2.2.3.A.4 CC.2.3.3.A.1 CC.2.3.3.A.2 fraction of the whole. CC.2.4.3.A.2

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

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

Develop the topic with facts, definitions, details, and illustrations, as appropriate.

Create an organizational structure that includes information grouped and connected logically with a concluding statement or

Refer to parts of texts when writing or speaking about a text using such terms as chapter, scene and stanza and describe how each successive part builds upon earlier sections.

Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.

Create an organizational structure that includes reasons linked in a logical order with a concluding statement or section.

Use a variety of words and sentence types to appeal to the audience.

Write narratives to develop real or imagined experiences or events.

Establish a situation and introduce a narrator and/or characters.

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and

Conduct short research projects that build knowledge about a topic.

Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

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.

Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally.

Ask and answer questions about information from a speaker, offering appropriate detail.

Understand properties of multiplication and the relationship between multiplication and division.

Demonstrate multiplication and division fluency.

Solve problems involving the four operations, and identify and explain patterns in arithmetic.

Identify, compare, and classify shapes and their attributes.

Use the understanding of fractions to partition shapes into parts with equal areas and express the area of each part as a unit

Tell and write time to the nearest minute and solve problems by calculating time intervals.

| Solve problems and make change involving money using a combination of coins and bills. |
|---|
| CC.2.4.3.A.4 |
| Represent and interpret data using tally charts, tables, pictographs, line plots, and bar graphs. |
| CC.2.4.3.A.5 |
| Determine the area of a rectangle and apply the concept to multiplication and to addition. |
| |

| | LISTENER RESPONI LEVEL 2 | DING |
|---------------------------------|---|--|
| Skill | | PA Core Standards |
| 6-M 6-a 6-b 6-c 6-d | Selects the correct item from a messy array of 6, for 40 different objects or pictures (e.g., Find cat. Touch ball.) Selects the correct item from a messy array of 5, for 25 different items (e.g., book, car, dog, shoe) Acquires a new listener skill in less than 25 training trials Discriminates among 6 people, pets, or characters by name (e.g., Find Oscar.) Generalizes in a listener task across 3 examples of 25 different items | CC.1.4.3.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.1.2.3.A Determine the main idea of a text; recount the key details and explain how they support the main idea. CC.1.2.3.C Explain how a series of events, concepts, or steps in a procedure is connected within a text, using language that pertains to time, sequence, and cause/effect. CC.1.2.3.E Use text features and search tools to locate and interpret information. CC.1.4.3.D Create an organizational structure that includes information grouped and connected logically with a concluding statement or section. CC.1.4.3.K Use a variety of words and sentence types to appeal to the audience. CC.1.4.3.N Write narratives to develop real or imagined experiences or events. CC.1.4.3.N Establish a situation and introduce a narrator and/or characters. CC.1.4.3.O Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. CC.1.4.3.Q Organize an event sequence that unfolds naturally, using temporal words and phrases to signal event order; provide a sense of closure. CC.1.4.3.Q Choose words and phrases for effect. CC.1.4.3.D Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and informational texts. CC.1.4.3.W Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. CC.1.4.3.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. |

| | | Ask and answer questions about information from a speaker, offering appropriate detail. CC.2.2.3.A.3 |
|-------|--|---|
| | | Demonstrate multiplication and division fluency. CC.2.3.3.A.1 |
| | | Identify, compare, and classify shapes and their attributes. CC.2.3.3.A.2 |
| | | Use the understanding of fractions to partition shapes into parts with equal areas and express the area of each part as a unit |
| | | fraction of the whole. CC.2.4.3.A.1 |
| | | Solve problems involving measurement and estimation of temperature, liquid volume, mass or length. |
| | | CC.2.4.3.A.2 |
| | | Tell and write time to the nearest minute and solve problems by calculating time intervals. CC.2.4.3.A.3 |
| | | Solve problems and make change involving money using a combination of coins and bills. CC.2.4.3.A.4 |
| | | Represent and interpret data using tally charts, tables, pictographs, line plots, and bar graphs. |
| | | CC.2.4.3.A.5 Determine the error of a restandle and apply the concept to multiplication and to addition |
| | | Determine the area of a rectangle and apply the concept to multiplication and to addition. CC.2.4.3.A.6 |
| | | Solve problems involving perimeters of polygons and distinguish between linear and area measures. |
| 7-M G | Generalizes listener discriminations (LDs) in a messy array of 8, for 3 different examples of 50 items (e.g., the child | CC.1.1.3.E |
| | ean find 3 examples of a train) | Read with accuracy and fluency to support comprehension: |
| | Goes to 3 specified people on command (e.g., Go to Debbie) | Read on-level text with purpose and understanding. |
| | Points to a named item in a book for 5 items (e.g., Where's the fire truck?) | 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. |
| | Selects 5 items in the natural environment on command (e.g., get the spoon, while at the table) | CC.1.3.3.I |
| | Spontaneously demonstrates (no prompts to respond) 5 listener skills in the natural environment (e.g., when someone in the | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, |
| 1 1 | oom mentions the rocking horse, the child spontaneously goes to the horse) | choosing flexibly from a range of strategies and tools. CC.1.3.3.J |
| 10 | both mentions the focking noise, the child spontaneously goes to the noise) | Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, |
| | | including those that signal spatial and temporal relationships. CC.1.3.3.K |
| | | Read and comprehend literary fiction on grade level, reading independently and proficiently. |
| | | CC.1.4.3.D Create an organizational structure that includes information grouped and connected logically with a concluding statement or |
| | | section. |
| | | CC.1.4.3.I |
| | | Support an opinion with reasons. CC.1.4.3.K |
| | | Use a variety of words and sentence types to appeal to the audience. CC.1.4.3.M |
| | | Write narratives to develop real or imagined experiences or events. |
| | | CC.1.4.3.Q Choose words and phrases for effect. |
| | | CC.1.4.3.T |
| | | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. CC.1.4.3.U |
| | | With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. |
| | | CC.1.4.3.V Conduct short research projects that build knowledge about a topic. |
| | | CC.1.5.3.C |
| | | Ask and answer questions about information from a speaker, offering appropriate detail. |
| | | CC.2.3.3.A.1 Identify, compare, and classify shapes and their attributes. |
| | | CC.2.3.3.A.2 |
| | | Use the understanding of fractions to partition shapes into parts with equal areas and express the area of each part as a unit |
| | | fraction of the whole. CC.2.4.3.A.2 |
| | | Tell and write time to the nearest minute and solve problems by calculating time intervals. |
| | | CC.2.4.3.A.3 |

| | | Solve problems and make change involving money using a combination of coins and bills. CC.2.4.3.A.4 Represent and interpret data using tally charts, tables, pictographs, line plots, and bar graphs. CC.2.4.3.A.5 Determine the area of a rectangle and apply the concept to multiplication and to addition. CC.2.4.3.A.6 Solve problems involving perimeters of polygons and distinguish between linear and area measures. |
|-----|--|---|
| 8-M | Performs 10 specific motor actions on command (e.g., Show me clapping. Can you hop?) | CC.1.1.3.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. |
| 8-d | Selects an item when given the sound that the item makes for 5 items (e.g., barking, dog, shell. the truck) 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.1.3.3.K |
| 3-d | Sciects 2 items from an array of 8 for 5 sets of items (flouri-flouri) (e.g., where 8 the baby and the bottle.) | Read and comprehend literary fiction on grade level, reading independently and proficiently. CC.1.4.3.D Create an organizational structure that includes information grouped and connected logically with a concluding statement or section. CC.1.4.3.I Support an opinion with reasons. CC.1.4.3.K Use a variety of words and sentence types to appeal to the audience. CC.1.4.3.M Write narratives to develop real or imagined experiences or events. CC.1.4.3.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing CC.1.4.3.U With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and |
| 9-M | Follows 25 two-component noun-verb and/or verb-noun instructions (e.g., Show me the baby sleeping. Push the swing.) | collaborate with others. CC.1.5.3.C Ask and answer questions about information from a speaker, offering appropriate detail. CC.2.4.3.A.2 Tell and write time to the nearest minute and solve problems by calculating time intervals. CC.1.2.3.A Determine the main idea of a text; recount the key details and explain how they support the main idea. CC.1.3.3.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) | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies and tools. CC.1.3.3.J |
| 9-b | Appropriately responds to 5 different gestures (e.g., finger to the lips for quiet, palm out for stop) | Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, |
| 9-c | Demonstrates 3 specified actions to 3 different people (e.g., Hug Grandma. Give Laura a high-five.) | including those that signal spatial and temporal relationships. |
| 9-d | Selects 2 targeted items from a scene, book, or natural environment for 20 sets of items (noun-noun) (e.g., Where's the elephant and giraffe?) | CC.1.4.3.M Write narratives to develop real or imagined experiences or events. CC.1.4.3.O Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. CC.1.4.3.P Organize an event sequence that unfolds naturally, using temporal words and phrases to signal event order; provide a sense of closure. CC.1.4.3.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.1.4.3.W Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. CC.1.5.3.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.1.5.3.C Ask and answer questions about information from a speaker, offering appropriate detail. |

| | | CC.1.5.3.E |
|------|--|--|
| | | Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. CC.2.2.3.A.2 |
| | | Understand properties of multiplication and the relationship between multiplication and division. |
| | | CC.2.2.3.A.4 |
| | | Solve problems involving the four operations, and identify and explain patterns in arithmetic. |
| 10-M | Selects the correct item in a book, picture scene, or natural environment when named for 250 items, tested or from an | CC.1.1.3.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. |
| 10-a | Discriminates between 2 colors from an array of 4 different colored objects | 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.1.2.3.A |
| 10-с | Discriminates between 2 shapes from an array of 4 different shapes | Determine the main idea of a text; recount the key details and explain how they support the main idea. |
| 10-d | Generalizes in a noun-verb listener task with a new object for 5 different actions (e.g., after receiving training on spinning | CC.1.2.3.B |
| | and rolling a pencil, the child correctly spins and rolls a straw on the first trial) | Ask and answer questions about the text and make inferences from text; refer to text to support responses. |
| 10-е | Generalizes in a noun-verb listener task with a new action for 5 objects (e.g., can spin any item) | CC.1.2.3.D |
| | | Explain the point of view of the author. CC.1.2.3.F |
| | | Determine the meaning of words and phrases as they are used in grade level text, distinguishing literal from non-literal meaning |
| | | as well as shades of meaning among related words. |
| | | CC.1.2.3.G |
| | | Use information gained from text features to demonstrate understanding of text. |
| | | СС.1.2.3.Н |
| | | Describe how an author connects sentences and paragraphs in a text to support particular points. CC.1.2.3.I |
| | | Compare and contrast the most important key points and key details presented in two texts on the same topic. |
| | | CC.1.2.3.J |
| | | Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, |
| | | including those that signal spatial and temporal relationships. |
| | | CC.1.2.3.K Determine on eleminate fundamental machine would and absence based on area 2 modine and content |
| | | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies and tools. |
| | | CC.1.2.3.L |
| | | Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. |
| | | CC.1.3.3.A |
| | | Determine the central message, lesson, or moral in literary text; explain how it is conveyed in text. |
| | | CC.1.3.3.B Ask and answer questions about the text and make inferences from text; refer to text to support responses. |
| | | CC.1.3.3.C |
| | | Describe characters in a story and explain how their actions contribute to the sequence of events. |
| | | CC.1.3.3.D |
| | | Explain the point of view of the author. |
| | | CC.1.3.3.J Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, |
| | | including those that signal spatial and temporal relationships. |
| | | CC.1.4.3.D |
| | | Create an organizational structure that includes information grouped and connected logically with a concluding statement or |
| | | section. |
| | | CC.1.4.3.K |
| | | Use a variety of words and sentence types to appeal to the audience. CC.1.4.3.O |
| | | Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of |
| | | characters to situations. |
| | | CC.1.4.3.P |
| | | Organize an event sequence that unfolds naturally, using temporal words and phrases to signal event order; provide a sense of |
| | | closure. |
| | | CC.1.4.3.Q Choose words and phrases for effect. |
| | | CC.1.4.3.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.1.4.3.V |
|--|
| Conduct short research projects that build knowledge about a topic. |
| CC.1.4.3.W |
| Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort |
| evidence into provided categories. |
| CC.1.4.3.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.1.5.3.C |
| Ask and answer questions about information from a speaker, offering appropriate detail. |
| CC.1.5.3.D |
| Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking |
| clearly with adequate volume, appropriate pacing, and clear pronunciation. |
| CC.1.5.3.E |
| Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. |
| CC.2.3.3.A.1 |
| Identify, compare, and classify shapes and their attributes. |

| | LISTENER RESPONDING LEVEL 3 | | |
|------------------------------------|--|---|--|
| Skill | VB-MAPP Milestones & Supporting Skills | PA Core Standards | |
| 11-M 11-a 11-b 11-c 11-d 11-e 11-f | 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.) Puts 5 specified items where they belong (e.g., Put the hairbrush away.) Discriminates among 4 colors in an array of 4 different colored objects Discriminates among 4 shapes in an array of 4 different shapes Discriminates between 2 different prepositions (e.g., in, on, under) Discriminates between self and others given a pronoun (e.g., your, my) Selects two different colors or shapes from an array of 8 for 10 pairs (e.g., Give me red and blue.) | CC.1.1.3.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.1.1.3.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.1.2.3.H Describe how an author connects sentences and paragraphs in a text to support particular points. CC.1.3.3.A Determine the central message, lesson, or moral in literary text; explain how it is conveyed in text. CC.1.3.3.D Explain the point of view of the author. CC.1.4.3.D Explain the point of view of the author. CC.1.4.3.D Create an organizational structure that includes information grouped and connected logically with a concluding statement or section. CC.1.4.3.N Use a variety of word and sentence types to appeal to the audience. CC.1.4.3.N Establish a situation and introduce a narrator and/or characters. CC.1.4.3.Q Choose words and phrases for effect. CC.1.5.3.C Ask and answer questions about information from a speaker, offering appropriate detail. CC.2.1.3.B.1 | |
| | | Ask and answer questions about information from a speaker, offering appropriate detail. | |

| | | Identify, compare, and classify shapes and their attributes. |
|------|---|---|
| | | CC.2.3.3.A.2 |
| | | Use the understanding of fractions to partition shapes into parts with equal areas and express the area of each part as a unit |
| | | fraction of the whole. |
| | | CC.2.4.3.A.1 Solve problems involving measurement and estimation of intervals of time, money, liquid volumes, masses, and lengths of |
| | | objects. |
| | | CC.2.4.3.A.4 |
| | | Represent and interpret data using tally charts, tables, pictographs, line plots, and bar graphs. CC.2.4.3.A.5 |
| | | Determine the area of a rectangle and apply the concept to multiplication and to addition. |
| | | CC.2.4.3.A.6 |
| | | Solve problems involving perimeters of polygons and distinguish between linear and area measures. |
| 12-M | Follows 2 instructions involving 6 different prepositions (e.g., Stand behind the chair.) and 4 different pronouns (e.g., | CC.1.2.3.E Use text features and search tools to locate and interpret information. |
| | Touch my ear.) | CC.1.3.3.C |
| 12-a | Follows instructions to take an item to 5 different locations (e.g., Take the tray to the sink.) | Describe characters in a story and explain how their actions contribute to the sequence of events. |
| 12-b | Goes to 5 different locations and retrieves specific objects (e.g., Go to the kitchen and get a cup.) | CC.1.3.3.D |
| 12-c | Selects items from an array of similar stimuli based on an adjective (e.g., Touch the little bird?) | Explain the point of view of the author. CC.1.4.3.D |
| 12-d | Discriminates between the genders for girl and boy and man and woman (e.g., Where's the girl?) | Create an organizational structure that includes information grouped and connected logically with a concluding statement or |
| 12-e | Discriminates between males and females given a pronoun (e.g., he and she) | section. |
| 12-f | Demonstrates actions modified by 2 different adverbs (e.g., Walk slow. Walk fast.) | CC.1.4.3.N Establish a situation and introduce a narrator and/or characters. |
| 121 | Demonstrates actions modified by 2 different adverbs (e.g., wark slow. wark fast.) | CC.1.5.3.C |
| | | Ask and answer questions about information from a speaker, offering appropriate detail. |
| | | CC.2.3.3.A.2 |
| | | Use the understanding of fractions to partition shapes into parts with equal areas and express the area of each part as a unit fraction of the whole. |
| | | CC.2.4.3.A.4 |
| | | Represent and interpret data using tally charts, tables, pictographs, line plots, and bar graphs. |
| | | CC.2.4.3.A.5 |
| 12 M | Calcate items from an array of similar stimpli based on 4 pairs of relative adjectives (e.g. big little long short) and | Determine the area of a rectangle and apply the concept to multiplication and to addition. CC.1.4.3.D |
| 13-M | Selects items from an array of similar stimuli based on 4 pairs of relative adjectives (e.g., big-little, long-short) and | Create an organizational structure that includes information grouped and connected logically with a concluding statement or |
| 12 | demonstrates actions based on 4 pairs of relative adverbs (e.g., quiet-loud, fast-slow) | section. |
| 13-a | Demonstrates 3 pretend emotions on command (e.g., Show me a sad face. Make a happy face.) | CC.1.4.3.K Use a variety of word and sentence types to appeal to the audience. |
| 13-b | Identifies (LDs) 10 items based on a subject, adjective, and noun (e.g., Show me the girl's red hair.) | CC.1.4.3.N |
| 13-с | Performs 10 actions based on a subject, preposition, and noun (e.g., Put the horse in the barn.) | Establish a situation and introduce a narrator and/or characters. |
| 13-d | Identifies (LDs) 10 items based on a verb, pronoun, and noun (e.g., Brush his hair.) | CC.1.4.3.Q |
| 13-е | Generalizes a pronoun and a preposition to a new situation (e.g., uses his correctly with a new friend) | Choose words and phrases for effect. |
| | | Use the understanding of fractions to partition shapes into parts with equal areas and express the area of each part as a unit |
| | | fraction of the whole. |
| | | CC.2.4.3.A.1 |
| | | Solve problems involving measurement and estimation of temperature, liquid volume, mass or length. CC.2.4.3.A.4 |
| 1 | | Represent and interpret data using tally charts, tables, pictographs, line plots, and bar graphs. |
| | | CC.2.4.3.A.5 |
| | | Determine the area of a rectangle and apply the concept to multiplication and to addition. |
| | | CC.2.4.3.A.6 Solve problems involving perimeters of polygons and distinguish between linear and area measures. |
| 14-M | Follows 3-step directions for 10 different directions (e.g., Get your coat, hang it up, and sit down.) | CC.1.3.3.C |
| 14-w | Performs 10 actions based on a subject, verb, and adverb (e.g., Show me the frog jumping high.) | Describe characters in a story and explain how their actions contribute to the sequence of events. |
| 14-a | Performs 10 actions based on a subject, adjective, and verb (e.g., Show me the big bear dancing.) | CC.1.3.3.D Explain the point of view of the author. |
| 14-b | | CC.1.4.3.V |
| | Discriminates among 6 community helpers by category (e.g., nurse, doctor, mailman, bus driver) | Conduct short research projects that build knowledge about a topic. |
| 14-d | Correctly responds to 10 tasks involving "one" vs. "two" vs. "all" of something | CC.2.1.3.B.1 |
| | | Apply place value understanding and properties of operations to perform multi-digit arithmetic. CC.2.2.3.A.2 |
| | I . | COMMINICAL |

| | | Understand properties of multiplication and the relationship between multiplication and division. |
|--------|---|--|
| | | CC.2.2.3.A.3 |
| | | Demonstrate multiplication and division fluency. CC.2.2.3.A.4 |
| | | Solve problems involving the four operations, and identify and explain patterns in arithmetic. |
| | | CC.2.4.3.A.5 |
| | | Determine the area of a rectangle and apply the concept to multiplication and to addition. |
| | Has a total listener repertoire of 1200 words (nouns, verbs, adjectives, etc.), tested or from an accumulated list of | CC.1.1.3.E Read with accuracy and fluency to support comprehension: |
| | nown words | Read on-level text with purpose and understanding. |
| | Discriminates among items given negation words for 10 tasks (e.g., Which one is not a food?) | Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. |
| 15-b D | Discriminates 5 attributes of peers in a small group (e.g., Who is wearing blue shoes? Who has red hair? Who is wearing | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| g | classes?) | CC.1.2.3.A |
| 15-c C | Correctly responds to 10 singular vs. plural tasks (e.g., Touch the dog. vs. Touch the dogs.) | Determine the main idea of a text; recount the key details and explain how they support the main idea. |
| | Generalizes 5 adjectives to new nouns (e.g., says, Sticky fly stuff when first encounters a fly trap) | — CC.1.2.3.B Ask and answer questions about the text and make inferences from text; refer to text to support responses. |
| | Generalizes 5 adverbs to new verbs (e.g., says, Steeky by Steek when first encountering lava) | CC.1.2.3.C |
| 13-0 | denotalizes 5 advertos to new veros (e.g., says, Lava moves slow when first encountering lava) | Explain how a series of events, concepts, or steps in a procedure is connected within a text, using language that pertains to time, |
| | | sequence, and cause/effect. |
| | | CC.1.2.3.D Explain the point of view of the author. |
| | | CC.1.2.3.E |
| | | Use text features and search tools to locate and interpret information. |
| | | CC.1.2.3.F |
| | | Determine the meaning of words and phrases as they are used in grade level text, distinguishing literal from non-literal meaning as well as shades of meaning among related words. |
| | | CC.1.2.3.G |
| | | Use information gained from text features to demonstrate understanding of a text. |
| | | CC.1.2.3.H |
| | | Describe how an author connects sentences and paragraphs in a text to support particular points. |
| | | CC.1.2.3.I Compare and contrast the most important points and key details presented in two text on the same topic. |
| | | CC.1.2.3.J |
| | | Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, |
| | | including those that signal spatial and temporal relationships. |
| | | CC.1.2.3.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, |
| | | choosing flexibly from a range of strategies and tools. |
| | | CC.1.2.3.L |
| | | Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. |
| | | CC.1.3.3.A Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. |
| | | CC.1.3.3.B |
| | | Ask and answer questions about the text and make inferences from text; refer to text to support responses. |
| | | CC.1.3.3.C |
| | | Describe characters in a story and explain how their actions contribute to the sequence of events. CC.1.3.3.D |
| | | Explain the point of view of the author. |
| | | CC.1.3.3.I |
| | | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, |
| | | choosing flexibly from a range of strategies and tools. |
| | | CC.1.3.3.J Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, |
| | | including those that signal spatial and temporal relationships. |
| | | CC.1.3.3.K |
| | | Read and comprehend literary fiction on grade level, reading independently and proficiently. |
| | | CC.1.4.3.D Create an organizational structure that includes information grouped and connected logically with a concluding statement or |
| | | Create an organizational structure that includes information grouped and connected logically with a concluding statement or section. |
| | | |
| | | CC.1.4.3.I |

| CC.1.4.3.J |
|---|
| Create an organizational structure that includes reasons linked in a logical order with a concluding statement or section. |
| CC.1.4.3.K |
| Use a variety of words and sentence types to appeal to the audience. |
| CC.1.4.3.M |
| Write narratives to develop real or imagined experiences or events. |
| CC.1.4.3.N |
| Establish a situation and introduce a narrator and/or characters. |
| CC.1.4.3.Q |
| Choose words and phrases for effect. |
| CC.1.4.3.T |
| With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. |
| CC.1.4.3.U |
| With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and |
| collaborate with others. |
| CC.1.4.3.V |
| Conduct short research projects that build knowledge about a topic. |
| CC.1.4.3.W |
| Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort |
| evidence into provided categories. |
| CC.1.4.3.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.2.1.3.B.1 |
| Apply place value understanding and properties of operations to perform multi-digit arithmetic. |
| CC.2.3.3.A.1 |
| Identify, compare, and classify shapes and their attributes. |
| CC.2.3.3.A.2 |
| Use the understanding of fractions to partition shapes into parts with equal areas and express the area of each part as a unit |
| fraction of the whole. |
| CC.2.4.3.A.4 |
| Represent and interpret data using tally charts, tables, pictographs, line plots, and bar graphs. |
| CC.2.4.3.A.5 |
| Determine the area of a rectangle and apply the concept to multiplication and to addition. |
| |

| | 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.1.2.3.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. CC.1.4.3.T | |
| 1-b | Visually attends to reinforcing objects 5 times | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. | |
| | | CC.1.4.3.U With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. | |
| 2-M | Grasps small objects with thumb and index finger (pincer grasp) 5 times | CC.1.4.3.A | |
| 2-a | Reaches for and successfully grabs objects 5 times | Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. CC.1.5.3.F | |
| 2-b | Uses index finger to poke things or for other uses 5 times | Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual | |
| 2-c | Manipulates toys and objects in a variety of ways for 10 seconds, 5 times | displays when appropriate to emphasize or enhance certain facts or details. | |
| | | | |
| 3-M | 3-M Visually attends to a toy or book for 30 seconds (not a self-stim item) | CC.1.2.3.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.1.4.3.D | |

| 3-b | Looks for an object that has fallen out of sight 5 times | Create an organizational structure that includes information grouped and connected logically with a concluding statement or |
|-----|--|---|
| | J C | section. |
| | | CC.1.4.3.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. |
| | | CC.1.4.3.U |
| | | With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and |
| | | collaborate with others. |
| | | CC.2.3.3.A.2 |
| | | Use the understanding of fractions to partition shapes into parts with equal areas and express the area of each part as a unit |
| | | fraction of the whole. CC.2.4.3.A.4 |
| | | Represent and interpret data using tally charts, tables, pictographs, line plots, and bar graphs. |
| | | respresent and interpret data using tany charts, tuolos, pietographs, mie pioto, and our graphs. |
| | | |
| 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 | CC.1.4.3.J |
| 4-a | Dumps things out of containers, or pulls items out of cupboards 5 times | Create an organizational structure that includes reasons linked in a logical order with a concluding statement or section. CC.2.2.3.A.1 |
| 4-b | Pushes and/or pulls objects 5 times | Represent and solve problems involving multiplication and division. |
| | The state of the s | |
| 5-M | Matches any 10 identical items (e.g., inset puzzles, toys, objects, or pictures) | CC.1.1.3.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. CC.1.2.3.C |
| 5-b | Successfully uses a spoon 5 times during a meal | Explain how a series of events, concepts, or steps in a procedure is connected within a text, using language that pertains to time, |
| 5-c | Completes a 3-piece in-set puzzle without physical prompts | sequence, and cause/effect. |
| 5-d | Attempts to scribble with any writing instrument | CC.1.2.3.I Compare and contrast the most important points and key details presented in two texts on the same topic. |
| 5-e | Puts two similar items together 2 times (e.g., picks up a matching toy) | CC.1.2.3.L |
| | | Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. |
| | | CC.1.3.3.E |
| | | Refer to parts of texts when writing or speaking about a text using such terms as chapter, scene and stanza and describe how each successive part builds upon earlier sections. |
| | | CC.1.33.G |
| | | Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). |
| | | CC.1.3.3.H |
| | | Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters. |
| | | CC.1.4.3.A Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. |
| | | CC.1.4.3.B |
| | | Identify and introduce the topic. |
| | | CC.1.4.3.C |
| | | Develop the topic with facts, definitions, details, and illustrations, as appropriate. |
| | | CC.1.4.3.I Support an opinion with reasons. |
| | | CC.1.4.3.J |
| | | Create an organizational structure that includes reasons linked in a logical order with a concluding statement or section. |
| | | CC.1.4.3.K Use a variety of words and sentence types to appeal to the audience. |
| | | CC.1.4.3.M |
| | | Write narratives to develop real or imagined experiences or events. |
| | | CC.1.4.3.Q Choose words and phrases for effect. |
| | | C.1.4.3.T |
| | | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. CC.1.4.3.U |
| | | With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and |
| | | collaborate with others. CC.2.1.3.C.1 |
| | | Explore and develop an understanding of fractions as numbers. |
| L | l | Explore and develop an understanding of fractions as numbers. |

CC.2.2.3.A.3

Demonstrate multiplication and division fluency.

| | VISUAL PERCEPTUAL SKILLS AND MATCHING-TO-SAMPLE LEVEL 2 | | |
|-------|---|--|--|
| Skill | VB-MAPP Milestones & Supporting Skills | PA Core Standards | |
| 6-M | Matches identical objects or pictures in a messy array of 6, for 25 items | CC.1.1.3.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.1.2.3.I | |
| 6-c | Turns 2 pages in a book | Compare and contrast the most important points and key details presented in two texts on the same topic. CC.1.2.3.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-е | Stacks 4 blocks without help | CC.1.3.3.K Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. | |
| 6-f | Matches identical objects or pictures in a neat array of 3, for 10 items (e.g., matches a hat to a hat) | CC.1.4.3.K | |
| 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 | Use a variety of words and sentence types to appeal to the audience. | |
| | a little red ball) | CC.1.4.3.Q Choose words and phrases for effect. | |
| 6-h | Places 5 items where they belong or in an appropriate context (e.g., puts a cup in the sink) | CC.1.4.3.T | |
| 0-11 | Praces 3 Items where they belong of in an appropriate context (e.g., puts a cup in the sink) | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. CC.1.4.3.U With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others CC.2.1.3.B.1 Apply place value understanding and properties of operations to perform multi-digit arithmetic. CC.2.1.3.C.1 Explore and develop an understanding of fractions as numbers. CC.2.2.3.A.1 Represent and solve problems involving multiplication and division. CC.2.2.3.A.2 Understand properties of multiplication and the relationship between multiplication and division. CC.2.2.3.A.3 Demonstrate multiplication and division fluency. CC.2.2.3.A.4 Solve problems involving the four operations, and identify and explain patterns in arithmetic. CC.2.3.3.A.1 Identify, compare, and classify shapes and their attributes. CC.2.3.3.A.2 Use the understanding of fractions to partition shapes into parts with equal areas and express the area of each part as a unit | |

| | | 6 6 64 11 |
|----------------|---|---|
| | | fraction of the whole. CC.2.4.3.A.3 |
| | | Solve problems and make change involving money using a combination of coins and bills. |
| | | CC.2.4.3.A.4 |
| | | Represent and interpret data using tally charts, tables, pictographs, line plots, and bar graphs. |
| | | CC.2.4.3.A.5 Determine the area of a rectangle and apply the concept to multiplication and to addition. |
| 7-M | Matches similar colors and shapes for 10 different colors or shapes given models (e.g., given red, blue, and green | CC.2.1.3.C.1 |
| / -1 VI | bowls and a pile of red, blue, and green bears the child sorts the items by color | Explore and develop an understanding of fractions as numbers. |
| 7-a | Completes 5 different puzzles containing 6 or more pieces without prompts | CC.2.3.3.A.1 |
| | | Identify, compare, and classify shapes and their attributes. CC.2.3.3.A.2 |
| 7-b | Matches identical objects or pictures in a messy array of 8, for 25 objects | Use the understanding of fractions to partition shapes into parts with equal areas and express the area of each part as a unit |
| 7-c | Matches identical pictures that have different backgrounds in a messy array of 8, for 25 pictures | fraction of the whole. |
| 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 | CC.2.4.3.A.4 Paramoont and intermed data using tally about a tables nictographs line plate and har graphs |
| | Thomas the Train to a toy Thomas the Train | Represent and interpret data using tally charts, tables, pictographs, line plots, and bar graphs. CC.2.4.3.A.5 |
| 7-е | Spontaneously matches 2 items together in play or other situations (e.g., picks up a Hulk figurine and selects a matching | Determine the area of a rectangle and apply the concept to multiplication and to addition. |
| | Hulk from a bin of figurines) | CC.2.4.3.A.6 |
| 7-f | Completes identical matches in an array of 8, for 10 matches in less than 20 seconds (fluency) | Solve problems involving perimeters of polygons and distinguish between linear and area measures. |
| , 1 | Completes identical indicates in all array of 6, for 10 indicates in less than 20 seconds (fidency) | |
| 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.1.1.3.D |
| 0-1VI | | Know and apply grade level phonics and word analysis skills in decoding words. Use combined knowledge of all letter- |
| 0 . | dog to a dog in an array that also contains a cat, a pig, and a pony | sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words. |
| 8-a | Generalizes to 5 new identical matching tasks without formal | CC.1.1.3.E Read with accuracy and fluency to support comprehension: |
| 8-b | Matches identical objects or pictures to corresponding items in a book for 25 items | Read on-level text with purpose and understanding. |
| 8-c | 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.1.2.3.I |
| 8-e | Successfully assembles 5 parts of 5 connecting toys (e.g., Duplos, trains, Mr. Potato Head) | Compare and contrast the most important points and key details presented in two texts on the same topic. CC.1.2.3.L |
| | | Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. |
| | | CC.1.3.3.K |
| | | Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. |
| | | CC.1.4.3.D Create an organizational structure that includes information grouped and connected logically with a concluding statement or |
| | | section. |
| | | CC.1.4.3.I |
| | | Support an opinion with reasons. CC.1.4.3.K |
| | | Use a variety of words and sentence types to appeal to the audience. |
| | | CC.1.4.3.M |
| | | Write narratives to develop real or imagined experiences or events. |
| | | CC.1.4.3.O Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of |
| | | characters to situations. |
| | | CC.1.4.3.P |
| | | Organize an event sequence that unfolds naturally, using temporal words and phrases to signal event order; provide a sense of |
| | | closure. CC.1.4.3.Q |
| | | Choose words and phrases for effect. |
| | | CC.1.4.3.S |
| | | Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and informational texts |
| | | standards for literature and informational texts CC.1.4.3.T |
| | | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. |
| | | CC.1.4.3.U |
| | | With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and |
| | <u> </u> | collaborate with others. |

| | | CC.2.1.3.B.1 |
|-----|--|--|
| | | Apply place value understanding and properties of operations to perform multi-digit arithmetic. |
| | | CC.2.1.3.C.1 Explore and develop an understanding of fractions as numbers. |
| | | CC.2.2.3.A.1 |
| | | Represent and solve problems involving multiplication and division. |
| | | CC.2.2.3.A.2 |
| | | Understand properties of multiplication and the relationship between multiplication and division. CC.2.2.3.A.3 |
| | | Demonstrate multiplication and division fluency. |
| | | CC.2.2.3.A.4 |
| | | Solve problems involving the four operations, and identify and explain patterns in arithmetic. |
| | | CC.2.3.3.A.1 |
| | | Identify, compare, and classify shapes and their attributes. CC.2.3.3.A.2 |
| | | Use the understanding of fractions to partition shapes into parts with equal areas and express the area of each part as a unit |
| | | fraction of the whole. |
| | | CC.2.4.3.A.3 |
| | | Solve problems and make change involving money using a combination of coins and bills. CC.2.4.3.A.4 |
| | | Represent and interpret data using tally charts, tables, pictographs, line plots, and bar graphs. |
| | | CC.2.4.3.A.5 |
| | | Determine the area of a rectangle and apply the concept to multiplication and to addition. |
| 9-M | Matches non-identical objects or non-identical pictures in a messy array of 10 containing 3 similar stimuli, for 25 | CC.1.1.3.D |
| | items (e.g., matches a Ford truck to a Toyota truck) | 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. |
| 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 | CC.1.1.3.E |
| | Ford Mustang to a blue Ford Mustang | Read with accuracy and fluency to support comprehension: |
| 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 with purpose and understanding. |
| 9-c | Matches non-identical objects or pictures to corresponding items in a book for 25 items | Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. |
| | <u> </u> | 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.1.2.3.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. |
| 9-е | Demonstrates spontaneous functional matching-to-sample in the natural environment 2 times (e.g., finds a matching shoe) | CC.1.2.3.G |
| | | Use information gained from text features to demonstrate understanding of a text. |
| | | CC.1.2.3.H |
| | | Describe how an author connects sentences and paragraphs in a text to support particular points. CC.1.3.3.A |
| | | Determine the central message, lesson, or moral in a literary text; explain how it is conveyed in text. |
| | | CC.1.3.3.C |
| | | Describe characters in a story and explain how their actions contribute to the sequence of events. |
| | | CC.1.3.3.D Explain the point of view of the author. |
| | | CC.1.3.3.K |
| | | Read and comprehend literary fiction on grade level, reading independently and proficiently. |
| | | CC.1.4.3.D |
| | | Create an organizational structure that includes information grouped and connected logically with a concluding statement or section. |
| | | CC.1.4.3.I |
| | | Support an opinion with reasons. |
| | | CC.1.4.3.0 |
| | | Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. |
| | | CC.1.4.3.P |
| | | Organize an event sequence that unfolds naturally, using temporal words and phrases to signal event order; provide a sense of |
| | | closure. |
| | | CC.1.4.3.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.1.4.3.T |
| | | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. |
| | | |

| | | CC.1.4.3.U |
|------|--|---|
| | | With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. |
| | | CC.2.1.3.B.1 |
| | | Apply place value understanding and properties of operations to perform multi-digit arithmetic. |
| | | CC.2.1.3.C.1 |
| | | Explore and develop an understanding of fractions as numbers. |
| | | CC.2.2.3.A.1 |
| | | Represent and solve problems involving multiplication and division. |
| | | CC.2.2.3.A.2 |
| | | Understand properties of multiplication and the relationship between multiplication and division. |
| | | CC.2.2.3.A.3 |
| | | Demonstrate multiplication and division fluency. |
| | | CC.2.2.3.A.4 |
| | | Solve problems involving the four operations, and identify and explain patterns in arithmetic. CC.2.3.3.A.1 |
| | | Identify, compare, and classify shapes and their attributes. |
| | | CC.2.3.3.A.2 |
| | | Use the understanding of fractions to partition shapes into parts with equal areas and express the area of each part as a unit |
| | | fraction of the whole. |
| | | CC.2.4.3.A.4 |
| | | Represent and interpret data using tally charts, tables, pictographs, line plots, and bar graphs. |
| | | CC.2.4.3.A.5 |
| | | Determine the area of a rectangle and apply the concept to multiplication and to addition. |
| 10-M | 10-M Matches non-identical objects (3D) to pictures (2D) and/or vice versa, in a messy array of 10 containing 3 | CC.1.2.3.H |
| | similar stimuli, for 25 items | Describe how an author connects sentences and paragraphs in a text to support particular points. |
| 10-a | Assembles, collects, or groups 5 different toys, characters, or items that go together (e.g., a tea set) | CC.1.3.3.A |
| 10-a | Assembles, confects, of groups 5 different toys, characters, of fields that go together (e.g., a tea set) | Determine the central message, lesson, or moral in a literary text; explain how it is conveyed in text. CC.1.3.3.C |
| 10-b | Matches a picture of a body part to his own body part for 5 body parts | Describe characters in a story and explain how their actions contribute to the sequence of events. |
| 10-с | 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.1.3.3.D |
| 10 0 | | Explain the point of view of the author. |
| 10.1 | swimming to a picture of a boy swimming in a different pool) | — CC.1.4.3.D |
| 10-d | Colors pictures in a coloring book although doesn't always stay in the | Create an organizational structure that includes information grouped and connected logically with a concluding statement or |
| 10-e | Matches 10 different items that are associated with each other (e.g., a shoe to a sock) | section. |
| | | CC.1.4.3.I |
| | | Support an opinion with reasons. |
| | | CC.1.4.3.K |
| | | Use a variety of words and sentence types to appeal to the audience. CC.1.4.3.M |
| | | Write narratives to develop real or imagined experiences or events. |
| | | CC.1.4.3.Q |
| | | Choose words and phrases for effect. |
| | | CC.2.1.3.B.1 |
| | | Apply place value understanding and properties of operations to perform multi-digit arithmetic. |
| | | CC.2.1.3.C.1 |
| | | Explore and develop an understanding of fractions as numbers. |
| | | CC.2.2.3.A.1 |
| | | Represent and solve problems involving multiplication and division. |
| | | CC.2.2.3.A.2 Understand properties of multiplication and the relationship between multiplication and division. |
| | | CC.2.2.3.A.3 |
| | | Demonstrate multiplication and division fluency. |
| | | CC.2.2.3.A.4 |
| | | Solve problems involving the four operations, and identify and explain patterns in arithmetic. |
| | | CC.2.3.3.A.1 |
| | | Identify, compare, and classify shapes and their attributes. |
| | | CC.2.3.3.A.2 |
| | | Use the understanding of fractions to partition shapes into parts with equal areas and express the area of each part as a unit fraction of the whole. |
| | | traction of the whole. CC.2.4.3.A.4 |
| | | Represent and interpret data using tally charts, tables, pictographs, line plots, and bar graphs. |
| 1 | | represent and interpret data using tany charts, tables, pictographs, line piots, and bar graphs. |

| CC.2.4.3.A.5 |
|---|
| Determine the area of a rectangle and apply the concept to multiplication and to addition. |
| CC.2.4.3.A.6 |
| Solve problems involving perimeters of polygons and distinguish between linear and area measures. |

| | 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.1.1.3.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.2.2.3.A.1 |
| 11-b | Completes a 4-component block design with a 2D sample and 3D blocks for 4 designs | Represent and solve problems involving multiplication and division. CC.2.3.3.A.2 |
| 11-c | Uses glue to make things stick together without physical prompts 2 times | Use the understanding of fractions to partition shapes into parts with equal areas and express the area of each part as a unit |
| 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) | fraction of the whole. |
| 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.1.4.3.D Create an organizational structure that includes information grouped and connected logically with a concluding statement or section. |
| 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.2.1.3.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 understanding and properties of operations to perform multi-digit arithmetic. CC.2.1.3.C.1 Explore and develop an understanding of fractions as numbers. |
| 12-c | Completes a 6-component block design with a 2D sample and 3D blocks for 8 designs | CC.2.2.3.A.1 |
| 12-d | Matches a 3D block design with 4 blocks (e.g., a house, tower) | Represent and solve problems involving multiplication and division. CC.2.2.3.A.2 |
| | | Understand properties of multiplication and the relationship between multiplication and division. CC.2.2.3.A.3 Demonstrate multiplication and division fluency. CC.2.2.3.A.4 Solve problems involving the four operations, and identify and explain patterns in arithmetic. CC.2.3.3.A.1 |
| | | Identify, compare, and classify shapes and their attributes. CC.2.3.3.A.2 Use the understanding of fractions to partition shapes into parts with equal areas and express the area of each part as a unit fraction of the whole. |
| | | CC.2.4.3.A.4 Represent and interpret data using tally charts, tables, pictographs, line plots, and bar graphs. CC.2.4.3.A.5 Determine the area of a rectangle and apply the concept to multiplication and to addition. |
| | | CC.2.4.3.A.6 Solve problems involving perimeters of polygons and distinguish between linear and area measures. |
| 13-M | Completes 20 different block designs, parquetry, shape puzzles, or similar tasks with at least 8 different pieces | CC.1.2.3.I |
| 13-a | Uses scissors to cut out 5 different patterns or items without physical prompts | Compare and contrast the most important points and key details presented in two texts on the same topic. |
| 13-b | Sets a table for two people with 6 dishes and utensils | Refer to parts of texts when writing or speaking about a text using such terms as chapter, scene and stanza and describe how |
| 13-c | Place 3 sets of items in order by size (seriation) | each successive part builds upon earlier sections. CC.1.4.3.B |
| 13-d | Imitates a model block structure or similar assembly of objects with at least 6 parts | Identify and introduce the topic. CC.1.4.3.C Develop the topic with facts, definitions, details, and illustrations, as appropriate. |

| | CC.1.4.3.D |
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| | Create an organizational structure that includes information grouped and connected logically with a concluding statement or |
| | section. |
| | CC.1.4.3.I |
| | Support an opinion with reasons. CC.1.4.3.K |
| | Use a variety of words and sentence types to appeal to the audience. |
| | CC.1.4.3.M Write narratives to develop real or imagined experiences or events. |
| | CC.1.4.3.Q |
| | Choose words and phrase for effect. CC.2.1.3.B.1 |
| | Apply place value understanding and properties of operations to perform multi-digit arithmetic. CC.2.1.3.C.1 |
| | Explore and develop an understanding of fractions as numbers. CC.2.2.3.A.1 |
| | Represent and solve problems involving multiplication and division. CC.2.2.3.A.2 |
| | Understand properties of multiplication and the relationship between multiplication and division. |
| | CC.2.2.3.A.3 Demonstrate multiplication and division fluency. |
| | CC.2.2.3.A.4 |
| | Solve problems involving the four operations, and identify and explain patterns in arithmetic. |
| | CC.2.3.3.A.1 |
| | Identify, compare, and classify shapes and their attributes. CC.2.3.3.A.2 |
| | Use the understanding of fractions to partition shapes into parts with equal areas and express the area of each part as a unit |
| | fraction of the whole. |
| | CC.2.4.3.A.4 |
| | Represent and interpret data using tally charts, tables, pictographs, line plots, and bar graphs. CC.2.4.3.A.5 |
| | Determine the area of a rectangle and apply the concept to multiplication and to addition. |
| | CC.2.4.3.A.6 |
| | Solve problems involving perimeters of polygons and distinguish between linear and area measures. |
| 14-M Sorts 5 items from 5 different categories without a model (e.g., animals, clothing, furniture) | CC.1.2.3.I Compare and contrast the most important points and key details presented in two texts on the same topic. |
| 14-a Successfully completes a human figure puzzle with at least 6 parts | CC.1.3.3.E |
| 14-b Matches 25 items that are associated with each other in a messy array of 6 with 3 similar stimuli | Refer to parts of texts when writing or speaking about a text using such terms as chapter, scene and stanza and describe how |
| 14-c Completes 10 different seriation tasks (i.e., part-to-whole, small-to-large, etc.) | each successive part builds upon earlier sections. CC.1.4.3.D |
| 14-d Plays a short "concentration" or memory game with identical pictures | Create an organizational structure that includes information grouped and connected logically with a concluding statement or |
| 11-d 1 lays a short concentration of memory game with identical pictures | section. |
| | CC.1.4.3.H |
| | Introduce the topic and state an opinion on the topic. CC.1.4.3.I |
| | Support an opinion with reasons. |
| | CC.1.4.3.K |
| | Use a variety of words and sentence types to appeal to the audience. CC.1.4.3.Q |
| | Choose words and phrases for effect. |
| | CC.2.1.3.B.1 |
| | Apply place value understanding and properties of operations to perform multi-digit arithmetic. CC.2.1.3.C.1 |
| | Explore and develop an understanding of fractions as numbers. CC.2.2.3.A.1 |
| | Represent and solve problems involving multiplication and division. CC.2.2.3.A.2 |
| | Understand properties of multiplication and the relationship between multiplication and division. CC.2.2.3.A.4 |
| | Solve problems involving the four operations, and identify and explain patterns in arithmetic. CC.2.3.3.A.1 |
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| | CC.2.3.3.A.2 |
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| | Use the understanding of fractions to partition shapes into parts with equal areas and express the area of each part as a unit fraction of the whole. |
| | CC.2.4.3.A.1 |
| | Solve problems involving measurement and estimation of temperature, liquid volume, mass or length. CC.2.4.3.A.2 |
| | Tell and write time to the nearest minute and solve problems by calculating time intervals. CC.2.4.3.A.4 |
| | Represent and interpret data using tally charts, tables, pictographs, line plots, and bar graphs. CC.2.4.3.A.5 |
| | Determine the area of a rectangle and apply the concept to multiplication and to addition. CC.2.4.3.A.6 |
| | Solve problems involving perimeters of polygons and distinguish between linear and area measures. |
| 15-M Continues 20 three-step patterns, sequences, or seriation tasks (e.g., star, triangle, heart, star, triangle) | CC.1.1.3.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.1.3.3.E Refer to parts of texts when writing or speaking about a text using such terms as chapter, scene and stanza and describe how |
| 15-c Places 3 pictures in the correct sequential order for 5 sets | each successive part builds upon earlier sections. |
| 15-d Constructs 5 felt (or similar material) scenes with 5 parts (e.g., farm, party) | CC.1.4.3.A |
| Constructs 5 feit (of similar material) seemes with 5 parts (e.g., farm, party) | Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. CC.1.4.3.B |
| | Identify and introduce the topic. |
| | CC.1.4.3.I |
| | Support an opinion with reasons. |
| | CC.1.4.3.0 Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of |
| | characters to situations. |
| | CC.1.4.3.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.1.4.3.T |
| | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. CC.1.4.3.W |
| | Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. |
| | CC.1.4.3.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.1.5.3.D |
| | Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly with adequate volume, appropriate pacing, and clear pronunciation. |
| | CC.2.1.3.B.1 |
| | Apply place value understanding and properties of operations to perform multi-digit arithmetic. CC.2.2.3.A.1 |
| | Represent and solve problems involving multiplication and division. CC.2.2.3.A.2 |
| | Understand properties of multiplication and the relationship between multiplication and division. CC.2.2.3.A.3 |
| | Demonstrate multiplication and division fluency. CC.2.2.3.A.4 |
| | Solve problems using the four operations, and identify and explain patterns in arithmetic. CC.2.3.3.A.2 |
| | Use the understanding of fractions to partition shapes into parts with equal areas and express the area of each part as a unit fraction of the whole. CC.2.4.3.A.2 |
| | Tell and write time to the nearest minute and solve problems by calculating time intervals. CC.2.4.3.A.3 |
| | Solve problems and make change involving money using a combination of coins and bills. CC.2.4.3.A.4 |
| | Represent and interpret data using tally charts, tables, pictographs, line plots, and bar graphs. CC.2.4.3.A.5 |

| Determine the area of a rectangle and apply the concept to multiplication and to addition. |
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| CC.2.4.3.A.6 |
| Salva problems involving perimeters of polygons and distinguish between linear and area massures |

| | 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.1.3.3.K |
| 1-a | Has a favorite comfort item that he might sleep with or carry (e.g., a blanket, stuffed animal) | Read and comprehend literary fiction on grade level, reading independently and proficiently. CC.1.4.3.N |
| 1-b | Reaches for objects of interest (e.g., keys, cup, ball) | Establish a situation and introduce a narrator and/or characters. |
| 1-c | Transfers items from one hand to another | |
| 1-d | Looks at a toy when it is picked up by an adult | |
| 2-M | Shows variation in play by independently interacting with 5 different items (e.g., plays with rings, then a ball, then a block) | CC.1.2.3.C Explain how a series of events, concepts, or steps in a procedure is connected within a text, using language that pertains to time, sequence, and cause/effect. |
| 2-a | Points to a toy or object of interest | CC.1.4.3.N |
| 2-b | Drops items to watch them fall, or demonstrates other interests in cause-and-effect | Establish a situation and introduce a narrator and/or characters. CC.1.4.3.U |
| 2-c | Opens cupboard doors, toy boxes, or reaches in a toy container | With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and |
| 2-d | Repeats a play behavior that produces an auditory sound (e.g., squeezes toys, bangs items) | collaborate with others. |
| 2-е | Makes eye contact with others 3 times during play | |
| | | |
| 3-M | Demonstrates generalization by engaging in exploratory movement and playing with the toys in a novel environment | CC.1.2.3.J Acquire and use accurately grade appropriate conversational, general academic, and domain-specific words and phrases, |
| 2 | for 2 minutes (e.g., in a new playroom) | including those that signal spatial and temporal relationships. |
| 3-a 3-b | Brings a toy or object of interest to an adult Dumps containers of items on floor | CC.1.4.3.N Establish a situation and introduce a narrator and/or characters. |
| 3-0 3-c | Transfers items in or out of a container | 25 Maria Mar |
| 3-d | Generalizes known play behaviors to a novel environment | |
| 3-e | Carries toys or objects from one place to another | |
| 3-6 | Carries toys of objects from one place to another | |
| 4-M | Independently engages in movement play for 2 minutes (e.g., swinging, dancing, rocking, jumping, climbing) | CC.1.5.3.E |
| 4-a | Enters a playhouse or similar play structure without adult verbal prompting | Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. |
| 4-b | Learns to work a toy correctly after an adult demonstrates its use (e.g., push buttons on a pop-up toy) | CC.1.5.3.G Demonstrate command of the conventions of standard English when speaking based on grade 3 level and content. |
| 4-c | Mands to an adult for assistance with an item (e.g., child holds up something he can't open) | |
| 4-d | Spontaneously dances when music is played | |
| 4-e | Enjoys being pulled or pushed in a wagon, on a tricycle, or other toy vehicle | |
| | | |
| 5-M | Independently engages in cause-and-effect play for 2 minutes (e.g., dumping containers, playing with pop-up toys, pulling toys, etc.) | CC.1.2.3.C Explain how a series of events, concepts, or steps in a procedure is connected within a text, using language that pertains to time, sequence, and cause/effect. |
| 5-a | Takes pieces of a set apart (e.g., Duplos, Bristle blocks) | CC.2.1.3.C.1 |
| 5-b | Spontaneously pulls and pushes items around | Explore and develop an understanding of fractions as numbers. CC.2.2.3.A.1 |
| 5-c | Carries a large play object to a new location (e.g., a toy car garage) | Represent and solve problems involving multiplication and division. |
| 5-d | Emits sounds or words associated with toys (e.g., says vroom vroom with a car) | CC.2.2.3.A.2 |

| 5-e | Connects things or puts them together (e.g., a car on a track, Duplos) | Understand properties of multiplication and the relationship between multiplication and division. |
|-----|--|--|
| | | CC.2.2.3.A.3 |
| | | Demonstrate multiplication or division fluency. |
| | | CC.2.2.3.A.4 |
| | | Solve problems involving the four operations, and identify and explain patterns in arithmetic. |
| | | CC.2.3.3.A.2 |
| | | Use the understanding of fractions to partition shapes into parts with equal areas and express the area of each part as a unit |
| | | fraction of the whole. |
| | | CC.2.4.3.A.3 |
| | | Solve problems and make change involving money using a combination of coins and bills. |
| | | |

| | 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.1.4.3.V Conduct short research projects the build knowledge about a topic. CC.2.2.3.A.1 |
| 6-a | Carries 2 or more toys while walking | Represent and solve problems involving multiplication and division. |
| 6-b | Independently plays with in-set puzzles for 1 minute | CC.2.2.3.A.2 |
| 6-c | Engages in sensory play for 2 minutes (e.g., scoops sand, or rice from a tray, plays in shaving cream) | Understand properties of multiplication and the relationship between multiplication and division. CC.2.2.3.A.3 |
| 6-d | Splashes water and plays with objects in a swimming or wading pool | Demonstrate multiplication and division fluency. |
| 6-е | Plays with sets of toys that have multiple parts for 2 minutes (e.g., farm animals, form ball) | CC.2.2.3.A.4 Solve problems involving the four operations, and identify and explain patterns in arithmetic. CC.2.3.3.A.2 Use the understanding of fractions to partition shapes into parts with equal areas and express the area of each part as a unit |
| | | fraction of the whole. CC.2.4.3.A.3 Solve problems and make change involving money using a combination of coins and bills. CC.2.4.3.A.4 Represent and interpret data using tally charts, tables, pictographs, line plots, and bar graphs. CC.2.4.3.A.5 Determine the area of a rectangle and apply the concept to multiplication and to addition. |
| 7-M | Independently demonstrates the use of toys or objects according to their function for 5 items (e.g., placing a train on a track, pulling a wagon, holding a telephone to the ear) | CC.1.3.3.K Read and comprehend literary fiction on grade level, reading independently and proficiently. CC.1.4.3.D |
| 7-a | Scribbles on a Magna Doodle, white board, or paper | Create an organizational structure that includes information grouped and connected logically with a concluding statement or |
| 7-b | Waits while an activity is being set up | section. CC.1.4.3.T |
| 7-c | Independently plays for 2 minutes without adult interaction | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. |
| 7-d | Sorts or separates preferred toy items from others in a bin (e.g., pulls out the Thomas trains) | CC.1.4.3.U |
| 7-е | Spontaneously imitates an adult's use of objects (e.g., brushing hair) | With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. CC.1.5.3.F Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. |
| 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.1.5.3.D |
| 8-a | Independently plays on a playground for 2 minutes without adult prompts | Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly with adequate volume, appropriate pacing, and clear pronunciation. |
| 8-b | Observes, then imitates other children on play structures (e.g., going down a slide) | CC.1.5.3.E |
| 8-c 8-d | Strings large beads, laces, or similar fine motor leisure activities for 1 minute Plays with 2 toy sets as designed (e.g., hammer and tool bench set, kitchen set) | Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. CC.1.5.3.G |

| | | Demonstrate command of the conventions of standard English when speaking based on grade 3 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.1.5.3.E Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. CC.1.5.3.G |
| 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) | Demonstrate command of the conventions of standard English when speaking based on grade 3 level and content. |
| 9-b | Completes 5 inset puzzles with 5 or more pieces | |
| 9-с | Repeatedly plays with specific components of a play structure (e.g., goes down a slide several times, goes back and forth on a rope bridge) | |
| 9-d | Spontaneously kicks a ball forward | |
| | | |
| 10-M | Assembles toys that have multiple parts for 5 different sets of materials | CC.1.4.3.D |
| 10-a | Plays with toy sets as designed (e.g., birthday set, tea set) | Create an organizational structure that includes information grouped and connected logically with a concluding statement or section. |
| 10-b | Allows others to play in close proximity | CC.1.4.3.T |
| 10-с | 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-d | Mands to peers to not disturb his structure or toy assembly | CC.1.4.3.U With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to inter |
| 10-е | Improvises when parts are missing (e.g., still plays with a car that is missing a wheel) | collaborate with others. |
| 10-f | Helps to pick up toys after an activity with adult prompts | CC.2.4.3.A.3 Solve problems and make change involving money using a combination of coins and bills. CC.2.4.3.A.4 Represent and interpret data using tally charts, tables, pictographs, line plots, and bar graphs. CC.2.4.3.A.5 Determine the area of a rectangle and apply the concept to multiplication and to addition. |

| | INDEPENDENT PLAY LEVEL 3 | | |
|-------|--|---|--|
| Skill | VB-MAPP Milestones & Supporting Skills | PA Core Standards | |
| 11-M | Spontaneously engages in pretend or imaginary play on 5 occasions (e.g., dressing up, a pretend party with stuffed animals, pretends to cook) | CC.1.5.3.D Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly with adequate volume, appropriate pacing, and clear pronunciation. | |
| 11-a | Navigates a riding toy around obstructions (e.g., moving a tricycle or big wheel around a pole) | CC.1.5.3.E | |
| 11-b | Demonstrates 1 to 1 correspondence in play activities (e.g., places plastic eggs in an egg carton, a doll in a bed with a bottle) | Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. CC.1.5.3.G Demonstrate command of the conventions of standard English when speaking based on grade 3 level and content. | |
| 11-c | Will get toys and play independently for 2 minutes | Demonstrate command of the conventions of standard English when speaking sused on grade 3 level and content. | |
| 11-d | Sings, hums, or recites a few words to familiar songs while engaged in an activity | | |
| | | | |
| 12-M | Repeats a gross motor behavior to obtain a better effect for 2 activities (e.g., throwing a ball in a basket, swinging a bat at a T-ball, foot stomping to launch a rocket, pumping a swing) | CC.1.3.3.K Read and comprehend literary fiction on grade level, reading independently and proficiently. CC.1.4.3.A | |
| 12-a | Brings an assembly activity to completion (e.g., builds a structure out of blocks, strings beads to make a necklace and wears | With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. | |
| | it) | CC.1.4.3.U | |
| 12-b | Colors in a picture in a coloring book or on paper | With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and | |
| 12-c | Independently sits and looks at a book for 5 minutes | collaborate with others. | |
| 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.1.4.3.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.1.5.3.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) | Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual |
| 13-с | Independently draws recognizable items | displays when appropriate to emphasize or enhance certain facts or details. CC.2.3.3.A.1 |
| 13-d | Shows a completed project to an adult or peer (e.g., an art project) | Identify, compare, and classify shapes and their attributes. |
| 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.1.4.3.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 tasks, purposes and addicates. |
| 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.1.4.3.U With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. |
| 15-a | Demonstrates a willingness to try physical activities that are more challenging (e.g., ride a bike with training wheels, in-line | CC.2.2.3.A.2 Understand properties of multiplication and the relationship between multiplication and division. |
| | skates, hitting a golf ball with a club) | |
| 15-b | Spontaneously assists in daily activities (e.g., setting the table, planting seeds in a garden, sorting socks) | CC.2.2.3.A.4 Solve problems involving the four operations, and identify and explain patterns in arithmetic. |
| 15-c | Will engage in a non-preferred activity to earn a preferred activity | CC.2.3.3.A.1 |
| 15-d | Plays computer or video games and properly operates the equipment | Identify, compare, and classify shapes and their attributes. CC.2.4.3.A.3 |
| 15-е | Will independently solve problems encountered in play (e.g., pulling on a toy that is stuck) | Solve problems and make change involving money using a combination of coins and bills. |

| | SOCIAL BEHAVIOR AND SOCIAL PLAY | | |
|-------|---|---|--|
| | LEVEL 1 | | |
| Skill | VB-MAPP Milestones & Supporting Skills | PA Core Standards | |
| 1-M | Makes eye contact as a type of mand 5 times | CC.1.4.3.D | |
| 1-a | Smiles when hearing familiar voices 3 times (e.g., his mom or dad's voice) | Create an organizational structure that includes information grouped and connected logically with a concluding statement or section. | |
| 1-b | Looks at the faces of familiar people at least 3 times | CC.1.4.3.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.1.4.3.U | |
| | | With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and | |
| | | collaborate with others. CC.1.5.3.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.1.4.3.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.1.4.3.U | |
| 2-b | Participates and smiles in reciprocal social play 2 times (e.g., patty cake, peek-a-boo) | With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and | |
| 2-c | Seeks out adult attention using eye gaze, sounds, or gestures 3 times (e.g., pointing) | collaborate with others. | |

| | | CC.1.5.3.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.1.4.3.D |
| 3-a | Takes a desired item from an adult 3 times (e.g., takes a toy when offered) | Create an organizational structure that includes information grouped and connected logically with a concluding statement or section. |
| 3-b | Reacts positively to being approached by other children 2 times (can be siblings) | CC.1.4.3.T |
| 3-с | 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. |
| | Tresponds to groungs from outsis with 2 seconds of the continue 2 times | CC.1.4.3.U |
| | | With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. |
| 4-M | Spontaneously engages in parallel play near other children for a total of 2 minutes (e.g., sits in the sandbox near | CC.1.4.3.D |
| 4-1VI | other children) | Create an organizational structure that includes information grouped and connected logically with a concluding statement or |
| 4 - | / | section. |
| 4-a | Approaches other children 2 times with an adult prompt | CC.1.4.3.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. |
| 4-b | Appropriately stands close by other children in group activities 2 times | CC.1.4.3.U |
| 4-c | Imitates a wave "bye-bye" to others when prompted 2 times | With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and |
| 4-d | Sits next to other children in group activities 2 times when prompted by an adult | collaborate with others. |
| | | |
| 5-M | Spontaneously follows peers or imitates their motor behavior 2 times (e.g., follows a peer into a playhouse) | CC.1.3.3.G |
| 5-a | Spontaneously follows another child 2 times | Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). |
| 5-b | Spontaneously imitates the behavior of another child 2 times | CC.1.3.3.H |
| 5-c | Laughs or smiles when others engage in silly, fun, or entertaining behavior 2 times | Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters. |
| 3 0 | Laughs of shines when others engage in shify, run, of entertaining behavior 2 times | CC.1.3.3.J |
| | | Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships. |
| | | CC.1.4.3.K |
| | | Use a variety of words and sentence types to appeal to the audience. |
| | | CC.1.4.3.0 |
| | | Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. |
| | | CC.1.4.3.P |
| | | Organize an event sequence that unfolds naturally, using temporal words and phrases to signal event order; provide a sense of |
| | | closure. |
| | | CC.1.4.3.Q |
| | | Choose words and phrases for effect. CC.1.4.3.T |
| | | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing |
| | | CC.1.4.3.U |
| | | With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and |
| | | collaborate with others. |

| | 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.1.4.3.K | |
| 6-a | Looks at a peer when he talks 2 times | Use a variety of words and sentence types to appeal to the audience. CC.1.4.3.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.1.4.3.U With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and | |
| 6-d | Engages in physical play with peers (e.g., rolling down a hill) with adult prompts 2 times | with guidance and support, use technology to produce and publish writing (using keyobalding skins) as well as to interact and | |

| 6-е | Spontaneously imitates 5 different behaviors of peers | collaborate with others. |
|-----|---|--|
| | | CC.1.5.3.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.1.2.3.G |
| 7-a | Mands to peers with adult prompts 5 times (e.g., Ask Katie for a cookie.) | Use information gained from text features to demonstrate understanding of a text. CC.1.2.3.J |
| 7-b | Echoes a peer's sounds or words with adult prompts 2 times (e.g., What did he say?) | 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 spatial and temporal relationships. |
| 7-d | Spontaneously offers a reinforcer to a peer 1 time | CC.1.2.3.K |
| 7 4 | Spontaneously offers a feminister to a peer 1 time | 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.1.4.3.D |
| | | Create an organizational structure that includes information grouped and connected logically with a concluding statement or |
| | | section. CC.1.4.3.K |
| | | Use a variety of words and sentence types to appeal to the audience. |
| | | CC.1.4.3.T |
| | | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. |
| | | CC.1.4.3.U With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and |
| | | collaborate with others. |
| | | CC.1.4.3.W |
| | | Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort |
| | | evidence into provided categories. CC.1.5.3.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.1.5.3.E Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. |
| | | CC.2.4.3.A.3 |
| | | Solve problems and make change involving money using a combination of coins and bills. |
| 8-M | Engages in sustained social play with peers for 3 minutes without adult prompts or reinforcement (e.g., | CC.1.4.3.D |
| | cooperatively setting up a play set, water play) | Create an organizational structure that includes information grouped and connected logically with a concluding statement or section. |
| 8-a | Spontaneously greets others with a wave or vocal response 1 time | CC.1.4.3.K |
| 8-b | Spontaneously imitates a peer's actions with objects 2 times (e.g., blowing a pinwheel) | Use a variety of words and sentence types to appeal to the audience. |
| 8-c | Responds to the mands of peers with adult prompts 2 times (e.g., Give him the car.) | CC.1.4.3.Q Choose words and phrases for effect. |
| 8-d | Spontaneously echoes a peer's words 2 times | CC.1.4.3.T |
| 0 4 | Spontaneously concess a poor 5 words 2 times | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. |
| | | CC.1.4.3.U |
| | | With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. |
| | | CC.2.4.3.A.3 |
| | | Solve problems and make change involving money using a combination of coins and bills. |
| 9-M | Spontaneously responds to the mands from peers 5 times (e.g., Pull me in the wagon. I want the train.) | CC.1.2.3.A Determine the main idea of a text; recount the key details and explain how they support the main idea. |
| 9-a | Spontaneously copies a peer's assembly of toys or other items 1 time (e.g., Duplo) | CC.1.4.3.D |
| 9-b | Responds appropriately to mands from peers for an object 2 times (e.g., Give me the truck.) | Create an organizational structure that includes information grouped and connected logically with a concluding statement or |
| 9-c | Responds appropriately to mands from peers for an action 2 times (e.g., Push me.) | section. |
| 9-d | Responds to the mands of peers to stop a behavior 1 time (e.g., Stop pushing me.) | CC.1.4.3.I Support an opinion with reasons. |
| 9-е | Spontaneously mands for help from adults 1 time | CC.1.4.3.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. |
| 1 | (v.g., | CC.1.4.3.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. |
| | | CC.1.4.3.U |
| | | With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and |
| | | collaborate with others. |
| 1 | | CC 1 4 2 V |
| | | CC.1.4.3.V Conduct short research projects that build knowledge about a topic. |

| | | CC.1.4.3.W Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. CC.1.5.3.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.1.5.3.E Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. |
|------|---|---|
| 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.1.4.3.D Create an organizational structure that includes information grouped and connected logically with a concluding statement or |
| 10-a | | section. |
| 10 a | Spontaneously mands to peers to follow directions 2 times (e.g., Put the bike here.) | CC.1.4.3.T |
| 10-b | Spontaneously mands to peers to follow directions 2 times (e.g., Put the bike here.) Spontaneously mands for others to attend to what he is attending to (e.g., Look at this!) | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. |
| | | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. CC.1.4.3.U |
| 10-b | Spontaneously mands for others to attend to what he is attending to (e.g., Look at this!) | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. |

| | 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.1.4.3.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. CC.1.4.3.U | |
| 11-a | Participates in cooperation activities with adult prompts 2 times (e.g., parachute holding) | With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and | |
| 11-b | Appropriately mands to peers to stop an undesirable behavior 2 times | collaborate with others. CC.1.5.3.A | |
| 11-c | Waits for a turn with a reinforcer without negative behavior 2 times | Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and | |
| 11-d | Accepts an invitation to join a social play activity with a peer 2 times | expressing their own clearly. | |
| 11-e | Mands to peers with a WH question 2 times (e.g., Where the shovel? What's you name?) | CC.1.5.3.E Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. | |
| | | | |
| 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.1.3.3.J Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships. | |
| 12-a | Spontaneously imitates a peer's behavior in a pretend play activity 2 times | CC.1.4.3.T | |
| 12-b | Spontaneously mands using where for the location of a missing peer 2 times | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. CC.1.4.3.U | |
| 12-c | Spontaneously mands using what related to the behavior of a peer 2 times | With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and | |
| 12-d | Spontaneously mands using who evoked by an unknown person 2 times | collaborate with others. | |
| 12-e | Has a "best friend" (i.e., will repeatedly play with a specific child) | CC.1.5.3.E Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. | |
| 12-f | Engages in at least 3 verbal exchanges with a peer | Speak in complete sentences when appropriate to task and situation in order to provide requested detail of claimcation. | |
| | | | |
| 13-M | Intraverbally responds to 5 different questions or statements from peers (e.g., verbally responds to What do you want to play?) | CC.1.2.3.C Explain how a series of events, concepts, or steps in a procedure is connected within a text, using language that pertains to time, sequence, and cause/effect. | |
| 13-a | Spontaneously uses please and thank you with an adult or peer 2 times | CC.1.2.3.G | |

| 13-b | Demonstrates any reciprocal verbal exchanges with a peer 2 times | Use information gained from text features to demonstrate understanding of a text. |
|------|--|--|
| 13-c | Follows directions given by a peer in a social play activity 2 times | CC.1.2.3.H |
| 13-d | Gives directions to a peer in a social play activity 2 times | Describe how an author connects sentences and paragraphs in a text to support particular points. CC.1.2.3.K |
| 13-e | Spontaneously offers a reinforcer (sharing) to a peer 2 times | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, |
| 100 | Specialization of the action of the second o | choosing flexibly from a range of strategies and tools. |
| | | CC.1.3.3.A Determine the central message, lesson, or moral in literary text; explain how it is conveyed in text. |
| | | CC.1.3.3.C |
| | | Describe characters in a story and explain how their actions contribute to the sequence of events. |
| | | CC.1.3.3.D Explain the point of view of the author. |
| | | CC.1.3.3.F |
| | | Determine the meaning of words and phrases as they are used in grade level text, distinguishing literal from non-literal meaning as well as shades of meaning among related words. |
| | | CC.1.4.3.L |
| | | Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. |
| | | CC.1.4.3.R Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. |
| | | CC.1.4.3.T |
| | | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. |
| | | CC.1.4.3.U With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and |
| | | collaborate with others. |
| | | CC.1.5.3.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.1.5.3.E |
| 4435 | | Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. CC.1.4.3.T |
| 14-M | Engages in pretend social play activities with peers for 5 minutes without adult prompts or reinforcement (e.g., dress | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. |
| 4.4 | up play, acting out videos, playing house) | CC.1.4.3.U |
| 14-a | Participates in a social play game directed by a peer (e.g., red light/green light) 2 times | With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. |
| 14-b | Spontaneously mands for a new or unfamiliar child's name 1 time | CC.1.5.3.A |
| 14-c | Takes turns and shares reinforcers with peers without prompts 2 times | Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and |
| 14-d | Laughs or smiles at the jokes or humor of peers 2 times | expressing their own clearly. CC.1.5.3.E |
| 14-e | Asks questions about the interests of peers 1 time | Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. |
| | | |
| 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 | CC.1.2.3.A Determine the main idea of a text; recount key details and explain how they support the main idea. |
| | making a creek in a sandbox) | CC.1.2.3.C |
| 15-a | Engages in at least 3 verbal exchanges with a peer 2 times | Explain how a series of events, concepts, or steps in a procedure is connected within a text, using language that pertains to time, |
| 15-b | Engages in a verbal exchange with two or more peers in one setting 2 times | sequence, and cause/effect. CC.1.2.3.G |
| 15-c | Demonstrates coping behavior when a peer takes a reinforcer 2 times | Use information gained from text features to demonstrate understanding of a text. |
| 15-d | Attends to a peer telling a story for 10 seconds, 2 times | CC.1.2.3.H |
| 15-е | Narrates the activity of a peer with at least 2 tacts, 2 times | Describe how an author connects sentences and paragraphs in a text to support particular points. CC.1.2.3.K |
| 15-f | Spontaneously provides sympathy to a peer when hurt 2 times | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, |
| 15-g | Negotiates time with a reinforcer with a peer 2 times | choosing flexibly from a range of strategies and tools. |
| | | CC.1.3.3.A Determine the central message, lesson, or moral in literary text; explain how it is conveyed in text. |
| | | CC.1.3.3.C |
| | | Describe characters in a story and explain how their actions contribute to the sequence of events. |
| | | CC.1.3.3.D Explain the point of view of the author. |
| | | CC.1.3.3.F |
| | | Determine the meaning of words and phrases as they are used in grade level text, distinguishing literal from non-literal meaning as well as shades of meaning among related words. |
| | | as well as snades of meaning among related words. CC.1.4.3.L |
| I | | |

| Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. |
|---|
| CC.1.4.3.R |
| Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. |
| CC.1.4.3.T |
| With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. |
| CC.1.4.3.U |
| With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and |
| collaborate with others. |
| CC.1.4.3.W |
| Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort |
| evidence into provided categories. |
| CC.1.4.3.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.1.5.3.A |
| Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and |
| expressing their own clearly. |
| expressing their own creamy. |

| | MOTOR IMITATION | | |
|-----------------------------|--|---|--|
| Skill | LEVEL 1 Skill VB-MAPP Milestones & Supporting Skills PA Core Standards | | |
| 1-M 1-a 1-b 2-M 2-a 2-b 2-c | 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) 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.1.5.3.E Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. CC.1.5.3.G Demonstrate command of the conventions of standard English when speaking based on grade 3 level and content. CC.1.2.3.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. CC.1.3.3.G Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). CC.1.3.3.H Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters. CC.1.4.3.A Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. CC.1.4.3.D Create an organizational structure that includes information grouped and connected logically with a concluding statement or section. CC.1.4.3.I Support an opinion with reasons. CC.1.4.3.K Use a variety of words and sentence types to appeal to the audience. CC.1.4.3.Q Choose words and phrases for effect. CC.1.4.3.T | |
| 3-M 3-a | Imitates 8 motor movements, 2 of which involve objects (e.g., shaking a maraca, tapping sticks together) Imitates 2 fine motor movements (e.g., wiggles fingers, opens and closes fist) | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. CC.1.4.3.U With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. CC.1.2.3.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. | |

| 3-b 3-c 3-d | Spontaneously imitates 2 gross motor movements of another person (e.g., arms up) Imitates side-to-side body rocking Generalizes known imitation responses to 2 additional people (e.g., claps for 2 new adults) | CC.1.2.3.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies CC.1.4.3.D Create an organizational structure that includes information grouped and connected logically with a concluding statement or section. CC.1.4.3.K Use a variety of words and sentence types to appeal to the audience. CC.1.4.3.Q Choose words and phrases for effect. CC.1.4.3.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. CC.1.4.3.U With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. |
|---------------------------------|--|---|
| 4-M 4-a 4-b 4-c 4-d | Spontaneously imitates the motor behaviors of others on 5 occasions Imitates pointing at people or objects Imitates transferring an object from one hand to another Imitates 5 actions that produce an outcome (e.g., pushing buttons on a pop-up toy) Imitates 2 head movements (e.g., nods yes and no) | CC.1.2.3.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. CC.1.4.3.D Create an organizational structure that includes information grouped and connected logically with a concluding statement or section. CC.1.4.3.N Establish a situation and introduce a narrator and/or characters. CC.1.4.3.P Organize an event sequence that unfolds naturally, using temporal words and phrases to signal event order; provide a sense of |
| 5-M | Imitates 20 motor movements of any type (e.g., fine motor, gross motor, imitation with objects) | closure. CC.1.4.3.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. CC.1.4.3.U With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. CC.1.2.3.C |
| 5-a | Imitates 5 different fine motor movements (e.g., pokes clay with index finger, a pincer grasp) | Explain how a series of events, concepts, or steps in a procedure is connected within a text, using language that pertains to time, |
| 5-b | Imitates the gross motor behavior of other children 2 times when prompted (e.g., running) | sequence, and cause/effect. CC.1.2.3.F |
| 5-c | Spontaneously imitates the behavior of others on 2 occasions (e.g., filling containers) | Determine the meaning of words and phrases as they are used in grade level text, distinguishing literal from non-literal meaning |
| 5-d | Demonstrates generalization of 10 imitative responses to 3 new people | as well as shades of meaning among related words. CC.1.2.3.G Use information from text features to demonstrate understanding of a text. CC.1.2.3.H Describe how an author connects sentences and paragraphs in a text to support particular points. CC.1.2.3.J Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships. CC.1.2.3.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies and tools. CC.1.2.3.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. CC.1.3.3.A Determine the central message, lesson, or moral in literary text; explain how it is conveyed in text. CC.1.3.3.C Describe characters in a story and explain how their actions contribute to the sequence of events. CC.1.3.3.D Explain the point of view of the author. CC.1.3.3.E Refer to parts of texts when writing or speaking about a text using such terms as chapter, scene and stanza and describe how each successive part builds upon earlier sections. |

| | structure that includes information grouped and connected logically with a concluding statement or |
|--------------------------------------|---|
| section. | |
| CC.1.4.3.K | |
| | ad sentence types to appeal to the audience. |
| CC.1.4.3.0 | |
| | ptions of actions, thoughts, and feelings to develop experiences and events or show the response of |
| characters to situations. CC.1.4.3.P | |
| | not that surfolds noticeally, using temporal second physics to signal event ardem provide a consolof |
| closure. | nce that unfolds naturally, using temporal words and phrases to signal event order; provide a sense of |
| CC.1.4.3.S | |
| | ary or informational texts to support analysis, reflection, and research, applying grade level reading |
| standards for literature ar | |
| CC.1.4.3.T | |
| With guidance and support | ort from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. |
| CC.1.4.3.U | |
| | ort, use technology to produce and publish writing (using keyboarding skills) as well as to interact and |
| collaborate with others. | |
| CC.1.4.3.W | |
| | experiences or gather information from print and digital sources; take brief notes on sources and sort |
| evidence into provided co | ategories. |
| CC.1.4.3.X | |
| • · | nded time frames (time for research, reflection, and revision) and shorter time frames (a single sitting |
| CC.1.5.3.D | ge of discipline-specific tasks, purposes and audiences. |
| | tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking |
| | ume, appropriate pacing, and clear pronunciation. |
| CC.1.5.3.E | unic, appropriate paenig, and cicai pronunciation. |
| | ices when appropriate to task and situation in order to provide requested detail or clarification. |
| Speak in complete senter | ices when appropriate to task and situation in order to provide requested detail of charication. |

| | 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.1.2.3.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. CC.1.3.3.K | |
| 6-a | Imitates blowing 2 times (e.g., bubbles, candles, balloons) | Read and comprehend literary fiction on grade level, reading independently and proficiently. | |
| 6-b | Imitates 5 common gestures (e.g., shrugging shoulders, thumbs up, finger to closed lips) | CC.1.4.3.D | |
| 6-c | Imitates turning a page in a book | Create an organizational structure that includes information grouped and connected logically with a concluding statement or section. | |
| 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.1.4.3.K Use a variety of words and sentence types to appeal to the audience. CC.1.4.3.O | |
| 6-e | Imitates pulling 5 different items apart (e.g., Duplos, Kid K'Nex, lids on containers) | | |

| 7-M 7-a 7-b 7-c 7-d 7-e 7-f 7-g | Imitates 20 different fine motor actions when prompted, Do this (e.g., wiggling fingers, pinching, making a fist, making a butterfly) Imitates 3 play behaviors in the natural environment (e.g., pushing a car down a ramp) Imitates 5 two-step behaviors (e.g., touch head and touch shoulders) Spontaneously imitates a behavior observed on a TV or video (e.g., dancing, hopping) Imitates 5 facial expressions (e.g., kissing, opening mouth, shutting eyes, scrunching nose) Maintains a newly acquired imitative behavior after 24 hours without training Imitates a new behavior correctly on the first trial Imitates 5 examples of finger play (e.g., pretend walking on two fingers, finger dancing) | Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. CC.1.4.3.P Organize an event sequence that unfolds naturally, using temporal words and phrases to signal event order; provide a sense of closure. CC.1.4.3.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.1.4.3.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. CC.1.4.3.U With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. CC.1.1.3.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.1.4.3.D CC.1.4.3.D Create an organizational structure that includes information grouped and connected logically with a concluding statement or section. CC.1.4.3.K Use a variety of words and sentence types to appeal to the audience. CC.1.4.3.M Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. CC.1.4.3.Q Chose words and phrases for effect. CC.1.4.3.S CC.1.4.3.C CC.1.4.3.C CC.1.4.3.S CC.1.4.3.S CC.1.4.3.S CC.1.4.3.S CC.1.4.3.C |
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| 8-M | Imitates 10 different three-component sequences of actions when prompted, Do this (e.g., clapping, jumping, | standards for literature and informational texts. CC.1.1.3.E Read with accuracy and fluency to support comprehension: |
| 0 | touching toes; pick up a doll, place her in a crib and rock the crib) | Read on-level text with purpose and understanding. |
| 8-a | Imitates 5 actions in a 10-second fluency test | Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. |
| 8-b | Imitates drawing a circle on 2 occasions | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. CC.1.2.3.A |
| 8-c | Imitates 5 pretend play activities (e.g., a monster, pouring tea, shooting spider webs) Spontaneously imitates 5 fine motor arts and grafts activities (e.g., autting, pasting, drawing) | Determine the main idea of a text; recount the key details and explain how they support the main idea. |
| 8-d 8-e | Spontaneously imitates 5 fine motor arts and crafts activities (e.g., cutting, pasting, drawing) Acquires 5 new listener skills through transfer of control from imitation to listener (e.g., the child learns to cast a toy | CC.1.2.3.L |
| 0-6 | fishing pole by first being shown how, then told how) | Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. CC.1.3.3.E |
| 8-f | Imitates other children during daily activities on 2 occasions (e.g., lining up, pulling a wagon) | Refer to parts of texts when writing or speaking about a text using such terms as chapter, scene and stanza and describe how |
| 8-g | Repeats a fun behavior previously observed (delayed imitation) (e.g., squirting water) | each successive part builds upon earlier sections. CC.1.4.3.A |
| ~ <i>B</i> | | Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. |
| | | CC.1.4.3.D Create an organizational structure that includes information grouped and connected logically with a concluding statement or section. CC.1.4.3.K |
| | | Use a variety of words and sentence types to appeal to the audience. |
| | | CC.1.4.3.M |

| 9-M 9-a 9-b 9-c 9-d | Spontaneously imitates 5 functional skills in the natural environment (e.g., eating with a spoon, putting on a coat, removing shoes) Imitates a socio-dramatic play activity modeled by peers on 2 occasions Spontaneously imitates 5 behaviors in a group activity (e.g., sits when other children sit) Imitates 10 two-component actions (e.g., pretend pouring and drinking) Imitates the same behavior going fast and slow for 5 behaviors (e.g., arms up fast then slow) | CC.1.4.3.Q Choose words and phrases for effect. CC.1.4.3.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. CC.1.4.3.U With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. CC.1.4.3.W Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. CC.1.4.3.X Wite 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.1.5.3.F Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. CC.2.1.3.B.1 Apply place value understanding and properties of operations to perform multi-digit arithmetic. CC.2.2.3.A.1 Represent and solve problems involving multiplication and division. CC.2.2.3.A.2 Understand properties of multiplication and the relationships between multiplication and division. CC.2.2.3.A.4 Solve problems involving the four operations, and identify and explain patterns in arithmetic. CC.2.3.3.A.1 Identify, compare, and classify shapes and their attributes. CC.1.4.3.D Create an organizational structure that includes information grouped and connected logically with a concluding statement or section CC.1.4.3.J Create an organizational structure that includes reasons linked in a logical order with a concluding statement or section CC.1.4.3.J Create an organizational structure that includes reasons linked in a logical order with a concluding statement or section CC.1.4.3.J With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. CC.1.4.3.U With guidance and support, use technology to produc |
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| 10-M | Imitates (or attempts to with approximations) any novel motor action modeled by an adult with and without objects | CC.1.2.3.E Use text features and search tools to locate and interpret information. |
| 10 c | (i.e., a "generalized imitative repertoire") Imitates building items or the construction of a toy set (e.g., Legos, a train set, Lincoln Logs) | CC.1.4.3.J |
| 10-a 10-b | Imitates 5 sequences of multi-step functional self-care skills (e.g., brushing teeth, washing face, putting on shoes) | Create an organizational structure that includes reasons linked in a logical order with a concluding statement or section. CC.1.4.3.O |
| 10-b 10-c | Imitates 5 sequences of mutu-step functional sen-care skins (e.g., brushing teeth, washing face, putting on shoes) Imitates 5 functional activities of daily living skills (e.g., setting the table, sweeping the floor) | Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of |
| 10-c 10-d | Demonstrates delayed imitation of adult behavior in pretend play (e.g., driving a car, typing) | characters to situations. CC.1.4.3.S |
| 10-e | 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.1.5.3.D Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly with adequate volume, appropriate pacing, and clear pronunciation. CC.1.5.3.E Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. CC.2.2.3.A.2 Understand properties of multiplication and the relationship between multiplication and division. CC.2.2.3.A.4 Solve problems involving the four operations, and identify and explain patterns in arithmetic. |

| | ECHOIC | |
|-------|--|--|
| | LEVEL 1 | |
| Skill | VB-MAPP Milestones & Supporting Skills | PA Core Standards |
| | Intentionally left blank | CC.1.5.3.D Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly with adequate volume, appropriate pacing, and clear pronunciation. CC.1.5.3.E Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. CC.1.5.3.G Demonstrate command of the conventions of standard English when speaking based on grade 3 level and content. |

| | ECHOIC | |
|-------|--|--|
| | LEVEL 2 | |
| Skill | VB-MAPP Milestones & Supporting Skills | PA Core Standards |
| | Intentionally left blank | CC.1.5.3.D Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly with adequate volume, appropriate pacing, and clear pronunciation. CC.1.5.3.E Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. CC.1.5.3.G Demonstrate command of the conventions of standard English when speaking based on grade 3 level and content. |

| | SPONTANEOUS VOCAL BEHAVIOR | | |
|-------|--|--|--|
| | LEVEL 1 | | |
| Skill | VB-MAPP Milestones & Supporting Skills | PA Core Standards | |
| | Intentionally left blank | CC.1.5.3.D Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly with adequate volume, appropriate pacing, and clear pronunciation. CC.1.5.3.E Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. CC.1.5.3.G Demonstrate command of the conventions of standard English when speaking based on grade 3 level and content. | |

| | LISTENER RESPONDING BY FUNCTION, FEATURE, & CLASS LEVEL 2 | | |
|--------------------------|--|--|--|
| Skill | VB-MAPP Milestones & Supporting Skills | PA Core Standards | |
| 6-M 6-a 6-b 6-c | 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 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) 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.1.1.3.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.1.5.3.C Ask and answer questions about information from a speaker, offering appropriate detail. | |
| 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.1.1.3.E Read with accuracy and fluency to support comprehension: • Read on-level text with purpose and understanding. | |
| 7-a 7-b 7-c | Selects an item from an array of 5 for 5 different fill-in statements containing a verb (e.g., You sleep in a) Selects an item from an array of 5 for 5 different spoken associated sets of words (e.g., Shoes and) Reverses 5 previously acquired associations in an LRFFC format (e.g., Shoes and, Socks and) | 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.1.2.3.I | |
| 7-d | Generalizes 10 known LRFFC responses to different tones of voice, volumes, prosody, etc. | Compare and contrast the most important points and key details presented in two texts on the same topic. CC.1.4.3.D | |
| 7-e 7-f | Generalizes 10 known LRFFC responses to new carrier phrases without training (e.g., Let's sit on aTime to sit on a) Generalizes 10 known LRFFC responses to 2 different pictures or objects (e.g., two different shoes) | Create an organizational structure that includes information grouped and connected logically with a concluding statement or section. CC.1.4.3.V | |
| | | Conduct short research projects that build knowledge about a topic. CC.1.5.3.C Ask and answer questions about information from a speaker, offering appropriate detail. CC.2.3.3.A.1 Identify, compare, and classify shapes and their attributes. CC.2.4.3.A.4 Represent and interpret data using tally charts, tables, pictographs, line plots, and bar graphs. CC.2.4.3.A.5 Determine the area of a rectangle and apply the concept to multiplication and to addition. CC.2.4.3.A.6 Solve problems involving perimeters of polygons and distinguish between linear and area measures. | |
| 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.1.1.3.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 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. CC.1.2.3.B | |
| 8-c 8-d | Selects an item from an array of 8 for 10 fill-in class statements (e.g., A kind of animal is a) Selects an item from an array of 8 for 10 different what questions (e.g., What do you eat?) | Ask and answer questions about the text and make inferences from text; refer to text to support responses. | |
| 8-e | Selects an item from an array of 8 for 10 different what questions (e.g., which one flies?) | CC.1.2.3.I | |
| 8-f | Selects an item from an array of 8 for 10 different which questions (e.g., Who builds a nest?) | Compare and contrast the most important points and key details presented in two texts on the same topic. CC.1.2.3.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. CC.1.3.3.B Ask and answer questions about the text and make inferences from text; refer to text to support responses. CC.1.3.3.K | |

| CC1.4.3.0 Selects an item given 3 different verbal statements about each item when independently presented (e.g., Find a national. What barks? What has paws?) for 25 items Demonstrates LRFFC class generalization with 5 examples (e.g., 5 different animals) for 10 classes Demonstrates LRFFC class generalization with 5 examples (e.g., 5 different animals) for 10 classes Selects an item given 2 different verbal statements about each item when independently presented (e.g., Find a food. Whitt do you eat?) for 10 different liems Selects an item given 2 different verbal statements about each item when independently presented (e.g., Find a food. Whitt do you eat?) for 10 different liems Selects an item given 2 different verbal statements about each item when independently presented (e.g., Find a food. Whitt do you eat?) for 10 different liems Selects an item given 2 different verbal statements about each item when independently presented (e.g., Find a food. Whitt do you eat?) for 10 different liems Selects an item given 2 different verbal statements about each item when independently presented (e.g., Find a food. Whitt do you eat?) for 10 different liems Selects an item given 2 different verbal statements about each item when independently presented (e.g., Find a food. Whitt do you eat?) for 10 different liems Selects an item given 2 different verbal statements about each item when independently presented (e.g., Find a food. Whitt do you eat?) for 10 different liems Selects an item given 2 different verbal statements about each item when independently presented (e.g., Find a food. Whitt do you eat?) for 10 different liems Selects an item given 2 different verbal statements about each item when independently presented (e.g., Find a food. Whitt do you eat?) for 10 different liems Selects an item given 2 different verbal statements about each item when independently presented (e.g., Find a food. Whitt do you eat?) for 10 different liems Selects an item given 2 different verbal statements about each item when | | | Read and comprehend literary fiction on grade level, reading independently and proficiently. |
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| Ask and answer questions about information from a speaker, offering appropriate detail. CC.23.3.43 Demonstrate and division fluency. Selects an item given 3 different verbal statements about each item when independently presented (e.g., Find an animal. What barks? What has paws?) for 25 items 9-M Demonstrates LIMPs C class generalization with 5 examples (e.g., 5 different animals) for 10 classes 9-Emirs Dix howord IRFC responses in an array of 10 in 10 different items 9-B Demonstrates 10 LRFFC responses in the natural environment Selects an item from an array of 10 for 10 different items 10-B Demonstrates 10 LRFFC responses in the natural environment CC.23.3.4 Demonstrates 10 LRFFC responses in the natural environment CC.24.3.4 Selects an item from an array of 10 for 10 different items CC.24.3.4 CC.23.4 CC | | | |
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| Solve problems involving measurement and estimation of temperature, liquid volume, mass or length. C.C.2.4.3.A.4 Represent and interpret data using tally charts, tables, pictographs. The plots, and but graphs. Represent and interpret data using tally charts, tables, pictographs. The plots, and but graphs. Represent and interpret data using tally charts, tables, pictographs. The plots, and but graphs. Represent and interpret data using tally charts, tables, pictographs. The plots, and but graphs. Represent a statement should be called the monoportation tall from the meaning of a methodic and applicates as they are used in grade level text, distinguishing literal from non-literal meaning are well as stades of meaning among related words. Possible Solves an item from an array of 10 in less than 1 minute (fluency) Solves than item from an array of 10 of 10 different tall the meaning of the state meaning of uses. Demonstrates 10 LRFFC responses in the natural environment CC.1.2.3.K Demonstrates 10 LRFFC responses in the natural environment CC.1.4.3.K Demonstrates 10 LRFFC responses in the natural environment CC.1.4.3.C CC.1.3.3.C CC.2.3.3.A Identify compute, and desirity the meaning of used information grouped and crimical desirity with a concluding statement or section. CC.2.3.3.A Understand properties for intrinsic firms a spoaker, offering appropriate detail. CC.2.3.3.A Understand properties of multiplication and division fluency. CC.2.3.3.A Understand properties of multiplication and division fluency. CC.2.3.3.A Understand properties of multiplication and division fluency. CC.2.3.3.A Understand properties of multiplication and division fluency. CC.2.3.3.A Understand properties of multiplication and division fluency. CC.2.3.3.A Understand properties of multipl | | | |
| Selects an item given 3 different verbal statements about each item when independently presented (e.g., Find an animal. What barks? What has paws?) for 25 items 9-a Demonstrates LRFFC class generalization with 5 examples (e.g., 5 different animals) for 10 classes 9-b Emits 10 known LRFFC responses in an array of 10 in less than 1 minute (fluency) 9-c Selects an item given 2 different verbal statements about each item when independently presented (e.g., Find a food. What do you ear?) for 10 different items 9-d Selects an item from an array of 10 for 10 different LRFFC where questions (e.g., Where do you find the milk?) 9-e Demonstrates 10 LRFFC responses in the natural environment 10-c Associated and the properties of the continguation of the continu | | | |
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| | 10.2 | | |
| REIIS | 10-a | | |
| | | 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-с | 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.) | |
| | | |

| | LISTENER RESPONDING BY FUNCTION, FEATURE, & CLASS LEVEL 3 | | |
|--|--|--|--|
| Skill | VB-MAPP Milestones & Supporting Skills | PA Core Standards | |
| 11-M 11-a 11-b 11-c 11-d 11-e 11-f | 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 Selects 2 members of a class (e.g., Find two body parts.) from an array of 10, for 25 classes Selects 50 items from a book given any type of LRFFC task Selects 50 items from the natural environment or in a functional activity (e.g., setting the table) given any type of LRFFC task Demonstrates 200 different LRFFC response, tested or obtained from an accumulated list of known responses 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 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 | CC.1.4.3.I Support an opinion with reasons. CC.2.1.3.B.1 Apply place value understanding and properties of operations to perform multi-digit arithmetic. CC.2.2.3.A.3 Demonstrate multiplication and division fluency. CC.2.3.3.A.1 Identify, compare, and classify shapes and their attributes. CC.2.4.3.A.4 Represent and interpret data using tally charts, tables, pictographs, line plots, and bar graphs. CC.2.4.3.A.5 Determine the area of a rectangle and apply the concept to multiplication and to addition. | |
| 12-M 12-a 12-b 12-c 12-d 12-e 12-f | 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?) Selects an item from an array of 10 given a color and class (e.g., a yellow animal) for 25 items Selects an item from an array of 10 given a shape and class (e.g., a round food) for 25 items 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.) 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?) 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 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 | CC.1.2.3.B Ask and answer questions about the text and make inferences from text; refer to text to support responses. CC.1.3.3.B Ask and answer questions about the text and make inferences from text; refer to text to support responses. CC.1.4.3.D Create an organizational structure that includes information grouped and connected logically with a concluding statement or section. CC.1.4.3.I Support an opinion with reasons. CC.1.4.3.K Use a variety of words and sentence types to appeal to the audience. CC.1.4.3.Q Choose words and phrases for effect. CC.2.4.3.A.1 Solve problems involving measurement and estimation of temperature, liquid volume, mass or length. | |
| 13-M 13-a | Selects items from a page in a book or in the natural environment based on 3 verbal components (e.g. verb, adjective, preposition, pronoun), for 25 WH-question LRFFC tasks (e.g. Which fruit grows on trees?) Selects an item from a book after being read a short passage (10+ words) and given an LRFFC question (e.g., Who blew the house down?) | CC.1.2.3.B Ask and answer questions about the text and make inferences from text; refer to text to support responses. CC.1.2.3.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. CC.1.3.3.B Ask and answer questions about the text and make inferences from text; refer to text to support responses. | |
| 13-b 13-c 13-d 13-e | 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 Selects an item from an array of 10 given a pronoun and any LRFFC question (e.g., Which toys are his?) for 25 items Selects an item from an array of 10 given an adverb and any LRFFC question (e.g., Which animal runs fast?) for 25 items Selects 10 community helpers from a book when asked what they do (e.g., Who helps you when you are sick?) | CC.1.3.3.K Read and comprehend literary fiction on grade level, reading independently and proficiently. CC.1.4.3.D Create an organizational structure that includes information grouped and connected logically with a concluding statement or | |

| 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?) for 25 sets | section. CC.1.4.3.I |
|--------------|---|--|
| 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 locations | Support an opinion with reasons. CC.1.4.3.K Use a variety of words and sentence types to appeal to the audience. |
| 13-h | Selects an item in the natural environment that contains 3 similar stimuli when given an LRFFC question for 25 tasks (e.g., Get something to sweep with. Find something to make this stick.) | CC.1.4.3.N Establish a situation and introduce a narrator and/or characters. CC.1.4.3.Q Choose words and phrases for effect. CC.1.4.3.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. CC.1.4.3.U With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. |
| 14-M | Selects the correct items from a book or the natural environment given 4 different rotating LRFFC questions about a single topic (Where does the cow live? What does the cow eat? Who milks the cow?) for 25 different topics | CC.1.2.3.B Ask and answer questions about the text and make inferences from text; refer to text to support responses. CC.1.2.3.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 how a series of events, concepts, or steps in a procedure is connected within a text, using language that pertains to time, |
| 14-b | Selects an item from a book given a when question (e.g., When do you need a towel?) for 10 items | sequence, and cause/effect. |
| 14-c | Selects an item from a book given a how question (e.g., How do you get to school?) for 10 items | CC.1.2.3.I Compare and contrast the most important points and key details presented in two texts on the same 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-preposition combinations | CC.1.2.3.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. |
| 14-е | 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 | - CC.1.3.3.B Ask and answer questions about the text and make inferences from text; refer to text to support responses. |
| 14-f | Selects an item from an array of 10 when asked What is missing? from a picture (e.g., a car without wheels, an airplane without wings) for 25 items | CC.1.4.3.I Use a variety of words and sentence types to appeal to the audience. CC.1.4.3.M Write narratives to develop real or imagined experiences or events. CC.1.4.3.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. CC.1.4.3.U With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. CC.1.5.3.B Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally. |
| 15-M | Demonstrates 1000 different LRFFC responses, tested or obtained from an accumulated list of known responses | CC.1.2.3.C Explain how a series of events, concepts, or steps in a procedure is connected within a text, using language that pertains to time, |
| 15-a | Selects an item from an array of 10 relating to past events (e.g., Where did you go yesterday?) for 5 events | sequence, and cause/effect. |
| 15-b 15-c | Selects an item relating to future events (e.g., What's happening tomorrow?) for 5 events 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 | CC.1.2.3.I Compare and contrast the most important points and key details presented in two texts on the same topic. CC.1.2.3.L |
| 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 | Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. CC.1.3.3.K Read and comprehend literary fiction on grade level, reading independently and proficiently. |
| 1.7 | instrument?) for 25 functions, features, or classes | - CC.1.4.3.D |
| 15-e | Selects items from a page in a book or in the natural environment based on 4 verbal components (e.g., verb, adjective, | Create an organizational structure that includes information grouped and connected logically with a concluding statement or |

| editing. |
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| | INTRAVERBAL LEVEL 2 | | |
|---------------------|---|--|--|
| Skill | VB-MAPP Milestones & Supporting Skills | PA Core Standards | |
| 6-M 6-a 6-b 6-c 6-d | 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) Provides the sound made by 2 animals or objects (e.g., A dog says A horn goes) Gives 2 animal names when given the sounds they make (e.g., Meow says a) Completes 5 different song fill-ins (e.g., The wheels on the Twinkle, twinkle little) Completes 2 different verbal fill-ins involving fun activities (e.g., Peek-a Ready, set) | CC.1.1.3.D Know and apply grade level phonics and word analysis skills in decoding words. Use combined knowledge of all lettersound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words. CC.1.1.3.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.1.2.3.B Ask and answer questions about the text and make inferences from text; refer to text to support responses. CC.1.2.3.B Ask and cause/effect. CC.1.3.3.B Ask and answer questions about the text and make inferences from text; refer to text to support responses. CC.1.3.3.G Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). CC.1.3.3.H | |
| | | Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters. CC.1.4.3.D Create an organizational structure that includes information grouped and connected logically with a concluding statement or sections. CC.1.4.3.I Support an opinion with reasons. CC.1.4.3.M Write narratives to develop real or imagined experiences or events. CC.1.4.3.V Conduct short research projects that build knowledge about a topic. | |

| | | CC.1.5.3.A |
|-------|---|--|
| | | Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and |
| 7-M | Provides first name when asked, What is your name? (T) 8-a Completes 2 eat and 2 drink classification fill-ins | expressing their own clearly. CC.1.2.3.J |
| /-IVI | (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 spatial and temporal relationships. CC.1.3.3.G |
| 7-a | Correctly responds to 5 in-context fill-ins when they are reversed (e.g., In your bed you go to) | Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, |
| 7-c | Completes 5 different out of context fill-in-the-blank phrases (e.g., You wash your) | emphasize aspects of a character or setting). |
| 7-d | Generalizes 10 known intraverbal responses to a different adult and setting | CC.1.3.3.H Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters. |
| / u | Generalizes to known intraversal responses to a uniferent addit and setting | CC.1.4.3.C |
| | | Develop the topic with facts, definitions, details, and illustrations, as appropriate. CC.1.4.3.D |
| | | Create an organizational structure that includes information grouped and connected logically with a concluding statement or |
| | | section. |
| | | CC.1.4.3.I Support an opinion with reasons. |
| | | CC.1.4.3.K |
| | | Use a variety of words and sentence types to appeal to the audience. CC.1.4.3.M |
| | | Write narratives to develop real or imagined experiences or events. |
| | | CC.1.4.3.Q |
| | | Choose words and phrases for effect. CC.1.4.3.T |
| | | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. |
| | | CC.1.4.3.U With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and |
| | | collaborate with others. |
| | |) (CC112) |
| 8-M | Completes 25 different fill-in-the-blank phrases (not including songs) (e.g., You eat You sleep in a Shoes and. | CC.1.1.3.D Know and apply grade level phonics and word analysis skills in decoding words. Use combined knowledge of all letter- |
| 8-a | Completes 2 eat and 2 drink classification fill-ins (e.g., You eat You drink) | sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words. |
| 8-b | Completes 5 different noun-noun association fill-in-the-blank phrases (e.g., mommy and) | CC.1.1.3.E Read with accuracy and fluency to support comprehension: |
| 8-c | Completes 5 song fill-ins with 2 or more words (e.g., Old McDonald had a farm) | Read on-level text with purpose and understanding. |
| 8-d | Generalizes 10 intraverbal responses to new carrier phrases (e.g., We bounce a Let's bounce a) | 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.1.2.3.A Determine the main idea of a text; recount the key details and explain how they support the main idea. |
| | | CC.1.2.3.B |
| | | Ask and answer questions about the text and make inferences from text; refer to text to support responses. CC.1.2.3.J |
| | | Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, |
| | | including those that signal spatial and temporal relationships. |
| | | CC.1.3.3.B Ask and answer questions about the text and make inferences from text; refer to text to support responses. |
| | | CC.1.3.3.F |
| | | Determine the meaning of words and phrases as they are used in grade level text, distinguishing literal from non-literal meaning as well as shades of meaning among related words. |
| | | CC.1.4.3.D |
| | | Create an organizational structure that includes information grouped and connected logically with a concluding statement or |
| | | section. CC.1.4.3.K |
| | | Use a variety of words and sentence types to appeal to the audience. |
| | | CC.1.4.3.L Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. |
| | | CC.1.4.3.Q |
| | | Choose words and phrases for effect. |
| | | CC.1.4.3.R Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. |
| | | - 6 and appropriate committee of the continues of standard English granification of pointing. |

| | | CC.1.4.3.W Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. CC.1.4.3.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.1.5.3.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.1.5.3.B Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally. CC.2.3.3.A.2 Use the understanding of fractions to partition shapes into parts with equal areas and express the area of each part as a unit fraction of the whole. CC.2.4.3.A.2 Tell and write time to the nearest minute and solve problems by calculating time intervals. CC.2.4.3.A.4 Represent and interpret data using tally charts, tables, pictographs, line plots, and bar graphs. CC.2.4.3.A.5 Determine the area of a rectangle and apply the concept to multiplication and to addition. |
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| 9-M | Answers 25 different what questions (e.g., What do you brush?) | CC.1.2.3.A |
| 9-a | Completes 10 different verb-noun fill-in-the-blank phrases (e.g., You ride the You play in) | Determine the main idea of a text; recount the key details and explain how they support the main idea. CC.1.2.3.B |
| 9-b | Spontaneously emits (no additional verbal prompts) 2 intraverbal responses | Ask and answer questions about the text and make inferences from text; refer to text to support responses. |
| 9-c | Answers 10 different what questions with a verb as the primary SD (e.g., What do you brush?) | CC.1.2.3.F Determine the meaning of words and phrases as they are used in grade level text, distinguishing literal from non-literal meaning |
| 9-d | Answers 10 different what questions with a noun as the primary SD (e.g., What's in the barn?) | as well as shades of meaning among related words. |
| 9-e | When asked What do you eat (or drink)? provides 2 or more members of each category | CC.1.2.3.G Use information gained from text features to demonstrate understanding of a text. |
| 9-f | Provides 5 novel responses to previously acquired questions (response generalization) (e.g., when asked to name an | CC.1.2.3.H |
| | animal the child answers bear for the first time without receiving training on bear) | Describe how an author connects sentences and paragraphs in a text to support particular points. CC.1.2.3.K |
| | | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies and tools. CC.1.2.3.L |
| | | Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. CC.1.2.3.J |
| | | Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships. |
| | | CC.1.3.3.A Determine the central message, lesson, or moral in literary text; explain how it is conveyed in text. CC.1.3.3.B |
| | | Ask and answer questions about the text and make inferences from text; refer to text to support responses. CC.1.3.3.C Describe absences in a stem and applain how their actions contribute to the acqueroe of quanta. |
| | | Describe characters in a story and explain how their actions contribute to the sequence of events. CC.1.3.3.D Explain the point of view of the author. |
| | | CC.1.3.3.J Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships. CC.1.4.3.D |
| | | Create an organizational structure that includes information grouped and connected logically with a concluding statement or section. CC.1.4.3.J |
| | | Create an organizational structure that includes reasons linked in a logical order with a concluding statement or section. CC.1.4.3.K |
| | | Use a variety of words and sentence types to appeal to the audience. CC.1.4.3.N |

| | | CC.1.4.3.0 |
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| | | Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of |
| | | characters to situations. |
| | | CC.1.4.3.P |
| | | Organize an event sequence that unfolds naturally, using temporal words and phrases to signal event order; provide a sense of |
| | | closure. CC.1.4.3.Q |
| | | Choose words and phrases for effect. |
| | | CC.1.4.3.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.1.4.3.T |
| | | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. CC.1.4.3. U |
| | | With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. CC.1.4.3.V |
| | | Conduct short research projects that build knowledge about a topic. CC.1.4.3.W |
| | | Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. |
| | | CC.1.4.3.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.1.5.3.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.1.5.3.B |
| | | Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally. CC.1.5.3.D |
| | | Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly with adequate volume, appropriate pacing, and clear pronunciation. |
| | | CC.1.5.3.E Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. CC.2.2.3.A.3 |
| | | Demonstrate multiplication and division fluency. |
| | | CC.2.4.3.A.2 Tell and write time to the nearest minute and solve problems by calculating time intervals. |
| | | CC.2.4.3.A.3 |
| | | Solve problems and make change involving money using a combination of coins and bills. CC.2.4.3.A.4 |
| | | Represent and interpret data using tally charts, tables, pictographs, line plots, and bar graphs. CC.2.4.3.A.5 |
| | | Determine the area of a rectangle and apply the concept to multiplication and to addition. CC.2.4.3.A.6 |
| | | Solve problems involving perimeters of polygons and distinguish between linear and area measures. |
|)-M | Answers 25 different who or where questions (e.g., Whose your friend? Where is your pillow?) | CC.1.1.3.E Read with accuracy and fluency to support comprehension: |
|)-a | Answers 5 different where questions (e.g., Where are your videos?). | Read on-level text with purpose and understanding. |
| -b | Answers 5 different who questions (e.g., Who is your teacher?) | Read on-level text with purpose and understanding. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. |
| -c | 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. |
|)-d | Answers 10 different class questions (e.g., What animals do you like? What toys do you like?) | CC.1.2.3.A |
| -е | Answers both color and name questions about 10 visible items (e.g., What is it? What color is it?) | Determine the main idea of a text; recount the key details and explain how they support the main idea. CC.1.2.3.B |
|)-f | Answers 10 different function questions (e.g., What do you do with a toothbrush?) | Ask and answer questions about the text and make inferences from text; refer to text to support responses. |
|)-g | Spontaneously emits 5 intraverbal-mands (e.g., Dad says It's hot. and the child says Let's go swimming.) | CC.1.2.3.F |
| 0 | 1 | Determine the meaning of words and phrases as they are used in grade level text, distinguishing literal from non-literal meaning as well as shades of meaning among related words. CC.1.2.3.G |

Use information gained from text features to demonstrate understanding of a text.

CC.1.2.3.K

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies and tools.

CC.1.2.3.L

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

Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.

CC.1.3.3.B

Ask and answer questions about the text and make inferences from text; refer to text to support responses.

CC.1.3.3.I

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies and tools.

CC.1.4.3.D

Create an organizational structure that includes information grouped and connected logically with a concluding statement or section.

CC.1.4.3.J

Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.

CC.1.4.3.K

Use a variety of words and sentence types to appeal to the audience.

CC.1.4.3.N

Establish a situation and introduce a narrator and/or characters.

CC.1.4.3.O

Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

Organize an event sequence that unfolds naturally, using temporal words and phrases to signal event order; provide a sense of closure.

CC.1.4.3.0

Choose words and phrases for effect.

CC.1.4.3.S

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

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. CC.1.4.3.U

With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

CC.1.4.3.V

Conduct short research projects that build knowledge about a topic. CC.1.4.3.W

Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

CC.1.4.3.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.1.5.3.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.1.5.3.B

Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally.

CC.1.5.3.D

Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly with adequate volume, appropriate pacing, and clear pronunciation.

CC.1.5.3.E

Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Solve problems and make change involving money using a combination of coins and bills.

| Represent and interpret data using tally charts, tables, pictographs, line plots, and bar graphs. |
|---|
| CĈ.2.4.3.A.5 |
| Determine the area of a rectangle and apply the concept to multiplication and to addition. |
| CC.2.4.3.A.6 |
| Solve problems involving perimeters of polygons and distinguish between linear and area measures. |

| | INTRAVERBAL LEVEL 3 | | |
|--|--|---|--|
| Skill | VB-MAPP Milestones & Supporting Skills | PA Core Standards | |
| 11-M 11-a 11-b 11-c 11-d 11-e 11-f 11-g 11-h | 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!) Completes 10 two-component (noun-verb) fill-ins (e.g., For breakfast you eat For lunch you eat) Answers 25 two-component where questions (e.g., Where do you find the milk? Where's your wagon?) Answers 25 two-component who questions (e.g., Who takes you to school? Who do you play with?) Answers 25 what questions involving function (e.g., What do you do with crayons?) Answers 25 what questions when given the function (e.g., What gets you clean?) Demonstrates 10 untrained intraverbals (e.g., retells what happened in a video without any specific training) Demonstrates 5 new intraverbals with just tact training (e.g., tact of computerDaddy has a computer.) Answers I don't know to questions that the child cannot answer | CC.1.2.3.A Determine the main idea of a text; recount the key details and explain how they support the main idea. CC.1.2.3.B Ask and answer questions about the text and make inferences from text; refer to text to support responses. CC.1.2.3.C Explain how a series of events, concepts, or steps in a procedure is connected within a text, using language that pertains to time, sequence, and cause/effect. CC.1.2.3.J Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships. CC.1.3.3.B Ask and answer questions about the text and make inferences from text; refer to text to support responses. CC.1.3.3.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies and tools. CC.1.3.3.J Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships. CC.1.3.3.K Read and comprehend literary fiction on grade level, reading independently and proficiently. CC.1.4.3.D Create an organizational structure that includes information grouped and connected logically with a concluding statement or section. CC.1.4.3.I Support an opinion with reasons. CC.1.4.3.K Use a variety of word and sentence types to appeal to the audience. CC.1.4.3.N Establish a situation and introduce a narrator and/or characters. CC.1.4.3.Q | |
| 12-M | Demonstrates 300 different intraverbal responses, tested or obtained from an accumulated list of known | Choose words and phrases for effect. CC.1.4.3.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. CC.1.4.3.U With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. CC.1.4.3.V Conduct short research projects that build knowledge about a topic. CC.1.2.3.A | |
| | intraverbals | Determine the main idea of a text; recount the key details and explain how they support the main idea. CC.1.2.3.B | |
| 12-a | Provides at least 3 members of 10 classes (e.g., What do you see on a playground?) | Ask and answer questions about the text and make inferences from text; refer to text to support responses. | |
| 12-b | Answers 25 multiple choice questions (e.g., Does a fish live in the water or in trees?) | CC.1.2.3.F | |

| 12-c | Provides 10 categories when given several members (e.g., a horse, cow, and pig are all) | Determine the meaning of words and phrases as they are used in grade level text, distinguishing literal from non-literal meaning |
|------|---|---|
| 12-d | Provides the name of 25 items when given a specific feature (e.g., What has wheels?) | as well as shades of meaning among related words. |
| 12-e | Provides 2 features of 10 items when given their names (e.g., What's on a fire truck?) | CC.1.3.3.B Ask and answer questions about the text and make inferences from text; refer to text to support responses. |
| 12-f | Provides an answer to 3 emotion questions (e.g., What makes you sad? What makes you happy?) | CC.1.3.3.E |
| 12-r | Provides at least 25 3+ word responses to questions (e.g., what makes you sad: what hakes you happy:) | Refer to parts of texts when writing or speaking about a text using such terms as chapter, scene and stanza and describe how each |
| 12 8 | to play with cars) | successive part builds upon earlier sections. CC.1.3.3.K |
| | to play with ears) | Read and comprehend literary fiction on grade level, reading independently and proficiently. |
| | | CC.1.4.3.A |
| | | Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. CC.1.4.3.B |
| | | Identify and introduce the topic. |
| | | CC.1.4.3.C |
| | | Develop the topic with facts, definitions, details, and illustrations, as appropriate. CC.1.4.3.D |
| | | Create an organizational structure that includes information grouped and connected logically with a concluding statement or |
| | | section. |
| | | CC.1.4.3.G Write opinion pieces on familiar topics or texts. |
| | | CC.1.4.3.H |
| | | Introduce the topic and state an opinion on the topic. CC.1.4.3.I |
| | | Support an opinion with reasons. |
| | | CC.1.4.3.J |
| | | Create an organizational structure that includes reasons linked in a logical order with a concluding statement or section. CC.1.4.3.K |
| | | Use a variety of word and sentence types to appeal to the audience. |
| | | CC.1.4.3.M |
| | | Write narratives to develop real or imagined experiences or events. CC.1.4.3.0 |
| | | Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of |
| | | characters to situations. |
| | | CC.1.4.3.P Organize an event sequence that unfolds naturally, using temporal words and phrases to signal event order; provide a sense of |
| | | closure. |
| | | CC.1.4.3.Q |
| | | Choose words and phrases for effect. CC.1.4.3.T |
| | | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. |
| | | CC.1.4.3.U With avidence and support, was tachnalogy to produce and publish switing (using leasth conding skills) as well as to interest and |
| | | With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. |
| | | CC.1.4.3.W |
| | | Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. |
| | | CC.1.4.3.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.1.5.3.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.1.5.3.B Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, |
| | | including visually, quantitatively, and orally. |
| | | CC.1.5.3.D |
| | | Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly with adequate volume, appropriate pacing, and clear pronunciation. |
| | | CC.1.5.3.E |
| | | Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. |
| | | CC.2.2.3.A.3 Demonstrate multiplication and division fluency. |
| | | 2 constant management and arrived materials. |

| | | 222.12.2 |
|------|---|---|
| | | CC.2.4.3.A.3 Solve problems and make change involving money using a combination of coins and bills. |
| | | CC.2.4.3.A.4 |
| | | Represent and interpret data using tally charts, tables, pictographs, line plots, and bar graphs. |
| | | CC.2.4.3.A.5 |
| | | Determine the area of a rectangle and apply the concept to multiplication and to addition. |
| 13-M | Answers 2 questions after being read short passages (15+ words) from books, for 25 passages (e.g., Who blew the | CC.1.2.3.A |
| | house down?) | Determine the main idea of a text; recount the key details and explain how they support the main idea. |
| 13-a | Answers 25 questions with yes or no (e.g., Is a shoe good to eat?) | CC.1.2.3.B |
| | | Ask and answer questions about the text and make inferences from text; refer to text to support responses. CC.1.2.3.C |
| 13-b | Describes 5 locations not in view (e.g., Tell me about your bedroom?) | Explain how a series of events, concepts, or steps in a procedure is connected within a text, using language that pertains to time, |
| 13-с | Answers 25 intraverbal questions involving adjectives (e.g., Can you tell me a big animal?) | sequence, and cause/effect. |
| 13-d | Answers a question about a single sentence just read, for 10 sentences | CC.1.2.3.G |
| 13-е | Correctly answers the question How old are you? | Use information gained from text features to demonstrate understanding of a text. |
| 13-f | Answers 2 time questions with general responses (e.g., What time do you go to bed?at nighttime) | — CC.1.2.3.H |
| | | Describe how an author connects sentences and paragraphs in a text to support particular points. CC.1.2.3.J |
| 13-g | Completes a story sequence for 5 stories (e.g., Then what happened to the three little pigs?) | Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, |
| 13-h | Engages in 5 different conversations that contain at least 3 intraverbal exchanges on a single topic | including those that signal spatial and temporal relationships. |
| 13-i | Describes 2 attributes about himself (e.g., I have brown hair. I have blue eyes.) | CC.1.2.3.L |
| | | Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. |
| | | CC.1.3.3.A |
| | | Determine the central message, lesson, or moral in literary text; explain how it is conveyed in text. CC.1.3.3.B |
| | | Ask and answer questions about the text and make inferences from text; refer to text to support responses. |
| | | CC.1.3.3.C |
| | | Describe characters in a story and explain how their actions contribute to the sequence of events. |
| | | CC.1.3.3.D |
| | | Explain the point of view of the author. |
| | | CC.1.3.3.E |
| | | Refer to parts of texts when writing or speaking about a text using such terms as chapter, scene and stanza and describe how each successive part builds upon earlier sections. |
| | | CC.1.3.3.I |
| | | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, |
| | | choosing flexibly from a range of strategies and tools. |
| | | CC.1.3.3.K |
| | | Read and comprehend literary fiction on grade level, reading independently and proficiently. |
| | | CC.1.4.3.A Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. |
| | | CC.1.4.3.B |
| | | Identify and introduce the topic. |
| | | CC.1.4.3.C |
| | | Develop the topic with facts, definitions, details, and illustrations, as appropriate. |
| | | CC.1.4.3.D |
| | | Create an organizational structure that includes information grouped and connected logically with a concluding statement or |
| | | section. CC.1.4.3.I |
| | | Support an opinion with reasons. |
| | | CC.1.4.3.K |
| | | Use a variety of words and sentence types to appeal to the audience. |
| | | CC.1.4.3.M |
| | | Write narratives to develop real or imagined experiences or events. |
| | | CC.1.4.3.0 Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of |
| | | characters to situations. |
| | | CC.1.4.3.P |
| | | Organize an event sequence that unfolds naturally, using temporal words and phrases to signal event order; provide a sense of |
| 1 | | closure. |
| 1 | | CC.1.4.3.Q |
| | | Choose words and phrases for effect. |
| | | CC.1.4.3.T |

| | | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. CC.1.4.3.U With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. CC.1.4.3.W Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. CC.1.4.3.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.1.5.3.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.1.5.3.B Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally. CC.1.5.3.D Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly with adequate volume, appropriate pacing, and clear pronunciation. CC.1.5.3.E Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. CC.2.2.3.A.1 Represent and solve problems involving multiplication and division. CC.2.4.3.A.3 Solve problems and make change involving money using a combination of coins and bills. |
|--------------|---|---|
| | | CC.2.4.3.A.4 Represent and interpret data using tally charts, tables, pictographs, line plots, and bar graphs. CC.2.4.3.A.5 |
| | | Determine the area of a rectangle and apply the concept to multiplication and to addition. |
| 14-M | Describes 25 different events, videos, stories, etc. with 8+ words (e.g., Tell me what happened The big monster scared everybody and they all ran into the house.) | CC.1.2.3.A Determine the main idea of a text; recount the key details and explain how they support the main idea. CC.1.2.3.B |
| 14-a | Answers 25 different who, what, or where questions that contain 3 or more elements (e.g., What color is a fire truck?) | Ask and answer questions about the text and make inferences from text; refer to text to support responses. |
| 14-b | Provides at least 3 members of 25 categories (e.g., What do you find on a playground?) | CC.1.2.3.C Explain how a series of events, concepts, or steps in a procedure is connected within a text, using language that pertains to time, |
| 14-c | Answers 5 questions about daily or current events (e.g., Where are you going with dad?) | sequence, and cause/effect. |
| 14-d 14-e | Intraverbally responds at least 25 times in a day to the verbal questions or statements from peers Shows generalization by giving the same answer to 10 questions presented in 3 different ways (e.g., answers my house to | CC.1.2.3.F Determine the meaning of words and phrases as they are used in grade level text, distinguishing literal from non-literal meaning |
| 14-6 | Where do you live? Where is your dog? and Where do play?) | as well as shades of meaning among related words. CC.1.2.3.G |
| 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.) | Use information gained from text features to demonstrate understanding of a text. |
| 14-g | Provides 3 pieces of personal information (e.g., Where do you live? What's your brother's name?) | CC.1.2.3.H Describe how an author connects sentences and paragraphs in a text to support particular points. |
| 14-h | Answers 25 intraverbal questions involving prepositions (e.g., What's under your bed?) | CC.1.2.3.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 spatial and temporal relationships. |
| 14-j | Provides 25 answers to sequence questions (e.g., What do you do after you get to school?) | CC.1.2.3.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 3 reading and content, choosing flexibly from a range of strategies and tools. |
| | | CC.1.2.3.L |
| | | Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. CC.1.3.3.A |
| | | Determine the central message, lesson, or moral in literary text; explain how it is conveyed in text. |
| | | CC.1.3.3.B Ask and answer questions about the text and make inferences from text; refer to text to support responses. |
| | | CC.1.3.3.C |
| | | Describe characters in a story and explain how their actions contribute to the sequence of events. CC.1.3.3.D |
| | | Explain the point of view of the author. |
| | | CC.1.3.3.K Read and comprehend literary fiction on grade level, reading independently and proficiently. |
| L | 1 | read and comprehend needly neutrinoin on grade level, reading independently and profilerently. |

CC.1.4.3.N

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

CC.1.4.3.B

Identify and introduce the topic.

CC.1.4.3.C

Develop the topic with facts, definitions, details, and illustrations, as appropriate.

Create an organizational structure that includes information grouped and connected logically with a concluding statement or

CC.1.3.3.E

Refer to parts of texts when writing or speaking about a text using such terms as chapter, scene and stanza and describe how each successive part builds upon earlier sections.

CC.1.3.3.F

Determine the meaning of words and phrases as they are used in grade level text, distinguishing literal from non-literal meaning as well as shades of meaning among related words.

CC.1.4.3.I

Support an opinion with reasons. **CC.1.4.3.J**

Create an organizational structure that includes reasons linked in a logical order with a concluding statement or section.

CC.1.4.3.K

Use a variety of words and sentence types to appeal to the audience.

CC.1.4.3.L

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

CC.1.4.3.M

Write narratives to develop real or imagined experiences or events.

Establish a situation and introduce a narrator and/or characters.

Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

CC.1.4.3.P

Organize an event sequence that unfolds naturally, using temporal words and phrases to signal event order; provide a sense of

CC.1.4.3.Q

Choose words and phrases for effect.

CC.1.4.3.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.1.4.3.T

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. CC.1.4.3.U

With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

CC.1.4.3.V

Conduct short research projects that build knowledge about a topic.

Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

CC.1.4.3.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.

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

CC.1.5.3.B

Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally.

CC.1.5.3.D

Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly with adequate volume, appropriate pacing, and clear pronunciation

| | | CC.1.5.3.E |
|------|---|--|
| | | Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. CC.2.2.3.A.1 |
| | | Represent and solve problems involving multiplication and division. |
| | | CC.2.2.3.A.3 Demonstrate multiplication and division fluency. |
| | | CC.2.4.3.A.2 |
| | | Tell and write time to the nearest minute and solve problems by calculating time intervals. CC.2.4.3.A.3 |
| | | Solve problems and make change involving money using a combination of coins and bills. |
| 15-M | Answers 4 different rotating WH questions about a single topic for 10 topics (e.g., Who takes you to school? Where | CC.1.2.3.A Determine the main idea of a text; recount the key details and explain how they support the main idea. |
| | do you go to school? What do you take to school?) | CC.1.2.3.B |
| 15-a | Answers 10 questions about community helpers (e.g., What does a doctor do?) | Ask and answer questions about the text and make inferences from text; refer to text to support responses. |
| 15-b | Answers 25 different questions that contain 4 or more parts of speech (e.g., What tool do you need to pound nails?) | CC.1.2.3.C Explain how a series of events, concepts, or steps in a procedure is connected within a text, using language that pertains to time, |
| 15-c | Takes turns adding to a story started by others (e.g., And then he saw a boat) | sequence, and cause/effect. |
| 15-d | Answers 5 different how questions (e.g., How do you fix the hole?) | CC.1.2.3.D Explain the point of view of the author. |
| 15-е | Provides last name when asked (e.g., Harrison) | CC.1.2.3.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, distinguishing literal from non-literal meaning |
| 15-g | Shows response generalization by describing the same 10 objects, events, pets, people, etc. in 3 different ways (e.g., in | as well as shades of meaning among related words. CC.1.2.3.G |
| 17.1 | reference to a pet dog Toby, the child says at different times a dog, an animal, Toby) | Use information gained from text features to demonstrate understanding of a text. |
| 15-h | Describes 5 events that happened in the past | CC.1.2.3.H Describe how an author connects sentences and paragraphs in a text to support particular points. |
| 15-i | Describes 5 events that will happen in the future | CC.1.2.3.I |
| 15-j | Summarizes 5 different stories with at least 10 words | Compare and contrast the most important points and key details presented in two texts on the same topic. |
| 15-k | Suggests a possible solution when presented with a problem | CC.1.2.3.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, |
| | | choosing flexibly from a range of strategies and tools. |
| | | CC.1.2.3.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. |
| | | CC.1.3.3.A |
| | | Determine the central message, lesson, or moral in literary text; explain how it is conveyed in text. |
| | | CC.1.3.3.B Ask and answer questions about the text and make inferences from text; refer to text to support responses. |
| | | CC.1.3.3.C |
| | | Describe characters in a story and explain how their actions contribute to the sequence of events. CC.1.3.3.D |
| | | Explain the point of view of the author. |
| | | CC.1.3.3.1 |
| | | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies and tools. |
| | | CC.1.3.3.K |
| | | Read and comprehend literary fiction on grade level, reading independently and proficiently. CC.1.4.3.D |
| | | Create an organizational structure that includes information grouped and connected logically with a concluding statement or |
| | | section. |
| | | CC.1.3.3.F Determine the meaning of words and phrases as they are used in grade level text, distinguishing literal from non-literal meaning |
| | | as well as shades of meaning among related words. |
| | | CC.1.4.3.I Support an opinion with reasons. |
| | | CC.1.4.3.J |
| | | Create an organizational structure that includes reasons linked in a logical order with a concluding statement or section. |
| | | CC.1.4.3.K Use a variety of words and sentence types to appeal to the audience. |
| | | CC.1.4.3.L |
| | | Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. CC.1.4.3.M |
| | | Write narratives to develop real or imagined experiences or events. |
| | | |

| | CC.1.4.3.0 |
|---|---|
| | Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of |
| | characters to situations. |
| | CC.1.4.3.P |
| | Organize an event sequence that unfolds naturally, using temporal words and phrases to signal event order; provide a sense of |
| | closure. |
| | CC.1.4.3.Q |
| | Choose words and phrases for effect. |
| | CC.1.4.3.R |
| | Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. |
| | CC.1.4.3.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.1.4.3.T |
| | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. |
| | CC.1.4.3.U |
| | With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and |
| | collaborate with others. |
| | CC.1.4.3.V |
| | Conduct short research projects that build knowledge about a topic. |
| | CC.1.4.3.W |
| | Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort |
| | evidence into provided categories. |
| | CC.1.4.3.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.1.5.3.B |
| | Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, |
| | including visually, quantitatively, and orally. |
| | CC.1.5.3.D |
| | Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly with adequate volume, appropriate pacing, and clear pronunciation. |
| | CC.1.5.3.E |
| | Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. |
| | CC.2.2.3.A.3 |
| | Demonstrate multiplication and division fluency. |
| | CC.2.4.3.A.2 |
| | Tell and write time to the nearest minute and solve problems by calculating time intervals. |
| | CC.2.4.3.A.3 |
| | Solve problems and make change involving money using a combination of coins and bills. |
| [| Solve problems and make change involving money using a combination of coms and orns. |

| | 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.1.4.3.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.1.4.3.U | |
| 6-b | Sits at a snack or lunch table when physically prompted for 1 minute | With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and | |
| 6-c | Lines up with other children when physically prompted | collaborate with others. CC.1.5.3.A | |
| 6-d | Demonstrates general compliance for all classroom aides | 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.1.4.3.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.1.4.3.U |
| 7-b | Puts away personal items (e.g., coat, backpack, lunch box) with gestural and verbal prompts | With guidance and support, use technology to produce and publish writing (using keyboarding skills) 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. |
| 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.1.4.3.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.1.4.3.U |
| 8-b | Goes to and sits at a table or work station with only verbal prompts | With guidance and support, use technology to produce and publish writing (using keyboarding skills) 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. |
| 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.1.4.3.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.1.4.3.U |
| 9-b | Participates in group movement and song activities with only verbal prompts (e.g., Ring Around the Rosy, Duck-Duck | With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and |
| | Goose, Hokey Pokey) | collaborate with others. CC.1.5.3.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 a teacher's SDs | CC.1.3.3.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies and tools. |
| 10-a | Gets lunch with only verbal prompts | CC.1.4.3.T |
| 10-b | Puts away backpack, lunch box, or coat upon entering the classroom with group prompts | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. |
| 10-с | Imitates group activities with objects (e.g., tapping sticks together, shaking a maraca) | CC.1.4.3.U With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and |
| 10-d | Gets out and opens most snack/lunch items independently | collaborate with others. |
| 10-е | Verbally responds in a group setting 2 times during a 5 minute session | CC.1.5.3.A Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and |
| 10-f | Imitates peers doing a song or activity in a group setting 2 times in a 5 minute session | expressing their own clearly. |
| 10-g | Will sit on the toilet without negative behavior when prompted, but may not eliminate | |
| | | |

| | CLASSROM ROUTINES & GROUP SKILLS LEVEL 3 | | |
|-------|--|--|--|
| Skill | VB-MAPP Milestones & Supporting Skills | PA Core Standards | |
| 11-M | Uses the toilet and washes hands with only verbal prompts | CC.1.4.3.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. CC.1.4.3.U | |
| 11-b | Responds to 1 group instruction without additional prompts (e.g., Everybody stand up | With guidance and support, use technology to produce and publish writing (using keyboarding skills) 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. CC.1.4.3.X | |
| 11-d | Comes to the front of the group with 1 verbal prompt | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences. | |

| 12-M | Responds to 5 different group instructions or questions without direct prompts in a group of 3 or more children | CC.1.4.3.D |
|------|--|---|
| | (e.g., Everybody stand up. Does anyone have a red shirt on?) | Create an organizational structure that includes information grouped and connected logically with a concluding statement or section. |
| 12-a | Raises hand to take a turn in a group setting (e.g., Who wants to pick a song?) | CC.1.4.3.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.1.4.3.U |
| 12-c | Puts away toys and material when prompted to do so | With guidance and support, use technology to produce and publish writing (using keyboarding skills) 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. |
| | | CC.1.5.3.F Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. |
| 13-M | Works independently for 5 minutes in a group, and stays on task for 50% of the period | CC.1.4.3.D |
| 13-a | Gets necessary materials to complete an activity when verbally prompted (e.g., Get some glue.) | Create an organizational structure that includes information grouped and connected logically with a concluding statement or section. |
| 13-b | Independently transitions between classroom activities with only group verbal prompts | CC.1.4.3.T |
| 13-с | 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.1.4.3.U |
| 13-d | Mands to use the toilet and has minimal accidents | With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and |
| 14-M | Acquires 2 new behaviors in a 15-minute group-teaching format involving 5 or more children | CC.1.4.3.D |
| 14-a | Takes turns and shares items with peers | Create an organizational structure that includes information grouped and connected logically with a concluding statement or section. |
| 14-b | Discriminates and follows two-component group instructions (e.g., All the boys line up) | CC.1.4.3.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. |
| 14-d | Leads 2 different group activities involving 3 other children (e.g., red-light, green-light game) | CC.1.4.3.U With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and |
| 14-е | Mands for a specific activity in a group setting (e.g., Let's play tag!) | collaborate with others. |
| 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.1.4.3.D Create an organizational structure that includes information grouped and connected logically with a concluding statement or section. |
| 15-a | Focuses on a task despite disruptions in the room | CC.1.4.3.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-с | Verbally interacts with peers 3 times in a table-top group activity | CC.1.4.3.U With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and |
| 15-d | Sits back down when his turn is over without prompts | collaborate with others. |
| 15-е | 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 | | 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.1.2.3.A |
|------------|--|---|
| 0-141 | The clina s articulation of 10 tacts can be understood by familiar adults who cannot see the item tacted | Determine the main idea of a text; recount the key details and explain how they support the main idea. |
| | | CC.1.2.3.B Ask and answer questions about the text and make inferences from text; refer to text to support responses. |
| | | CC.1.3.3.B Ask and answer questions about the text and make inferences from text; refer to text to support responses. CC.1.3.3.E |
| | | Refer to parts of texts when writing or speaking about a text using such terms as chapter, scene and stanza and describe how each successive part builds upon earlier sections. CC.1.3.3.G |
| | | Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). CC.1.3.3.H |
| | | Cc.1.3.3.H Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters. CC.1.4.3.A |
| | | Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. CC.1.4.3.B |
| | | Identify and introduce the topic. CC.1.4.3.D |
| | | Create an organizational structure that includes information grouped and connected logically with a concluding statement or section. |
| | | CC.1.4.3.F Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. |
| | | CC.1.4.3.I Support an opinion with reasons. CC.1.4.3.K |
| | | Use a variety of words and sentence types to appeal to the audience. CC.1.4.3.M |
| | | Write narratives to develop real or imagined experiences or events. CC.1.4.3.N |
| | | Establish a situation and introduce a narrator and/or characters. CC.1.4.3.Q |
| | | Choose words and phrases for effect. CC.1.4.3.W |
| | | Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. CC.1.5.3.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.1.5.3.B |
| | | Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally. |
| | | CC.1.5.3.C Ask and answer questions about information from a speaker, offering appropriate detail. CC.1.5.3.D |
| | | Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly with adequate volume, appropriate pacing, and clear pronunciation. |
| | | CC.1.5.3.E Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. |
| | | |
| 7-M | Has a total listener vocabulary of 100 words (e.g., Touch nose. Jump. Find keys.) | CC.1.1.3.E Read with accuracy and fluency to support comprehension: |
| 7-a | Uses recognizable words more frequently than jargon | Read with accuracy and fluency to support comprehension: • 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 with purpose and understanding. 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.1.2.3.A Determine the main idea of a text; recount the key details and explain how they support the main idea. |
| | | CC.1.2.3.B Ask and answer questions about the text and make inferences from text; refer to text to support responses. CC.1.3.3.B |

| | | Ask and answer questions about the text and make inferences from text; refer to text to support responses. CC.1.3.3.F Determine the meaning of words and phrases as they are used in grade level text, distinguishing literal from non-literal meaning as well as shades of meaning among related words. CC.1.3.3.G Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). CC.1.3.3.H Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters. CC.1.4.3.A Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. CC.1.4.3.B Identify and introduce the topic. CC.1.4.3.D Create an organizational structure that includes information grouped and connected logically with a concluding statement or |
|--------------------|--|--|
| | | section. CC.1.4.3.E Choose words and phrases for effect. CC.1.4.3.I Support an opinion with reasons. CC.1.4.3.J Create an organizational structure that includes reasons linked in a logical order with a concluding statement or section. CC.1.4.3.K Use a variety of words and sentence types to appeal to the audience. |
| | | CC.1.4.3.M Write narratives to develop real or imagined experiences or events. CC.1.4.3.N Establish a situation and introduce a narrator and/or characters. CC.1.4.3.Q Choose words and phrases for effect. CC.1.4.3.R |
| | | Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. CC.1.4.3.W Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. CC.1.4.3.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. |
| | | Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly. CC.1.5.3.B Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally. |
| | | CC.1.5.3.C Ask and answer questions about information from a speaker, offering appropriate detail. CC.1.5.3.D Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly with adequate volume, appropriate pacing, and clear pronunciation. CC.1.5.3.E |
| B-M | Emits 10 different 2-word utterances per day of any type except echoic (e.g., mand, tact) | Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. CC.1.2.3.A |
| -1 v1 -a | Emits 10 different 2-word utterances per day of any type except echoic (e.g., mand, tact) Emits 2-word mands for recurrence (e.g., more tickle) | Determine the main idea of a text; recount the key details and explain how they support the main idea. |
| b | Emits 2-word mands for recurrence (e.g., more tiexte) Emits 2-word noun-verb or verb-noun mands or tacts (e.g., Pour juice. Baby crying.) | CC.1.2.3.B Ask and answer questions about the text and make inferences from text; refer to text to support responses. |
| c | Adjusts volume of voice on command (e.g., whispers and uses loud voice) | CC.1.3.3.B |
| -c -d | Echoes 10 different rhythms, intonations, or pitches | Ask and answer questions about the text and make inferences from text; refer to text to support responses. CC.1.3.3.E Refer to parts of texts when writing or speaking about a text using such terms as chapter, scene and stanza and describe how each successive part builds upon earlier sections. CC.1.3.3.G |
| | | Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, |

| | | emphasize aspects of a character or setting). CC.1.3.3.H |
|-------------|--|--|
| | | Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters. CC.1.4.3.A |
| | | Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. |
| | | CC.1.4.3.B Identify and introduce the topic. |
| | | CC.1.4.3.D |
| | | Create an organizational structure that includes information grouped and connected logically with a concluding statement or |
| | | section. |
| | | CC.1.4.3.E Choose words and phrases for effect. |
| | | Choose words and phrases for effect. CC.1.4.3.I |
| | | Support an opinion with reasons. |
| | | CC.1.4.3.K |
| | | Use a variety of words and sentence types to appeal to the audience. |
| | | CC.1.4.3.M Write namedicas to develop and or invariances or events |
| | | Write narratives to develop real or imagined experiences or events. CC.1.4.3.N |
| | | Establish a situation and introduce a narrator and/or characters. |
| | | CC.1.4.3.Q |
| | | Choose words and phrases for effect. |
| | | CC.1.4.3.W Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort |
| | | evidence into provided categories. |
| | | CC.1.5.3.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.1.5.3.B Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, |
| | | including visually, quantitatively, and orally. |
| | | CC.1.5.3.C |
| | | Ask and answer questions about information from a speaker, offering appropriate detail. |
| | | CC.1.5.3.D Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking |
| | | clearly with adequate volume, appropriate pacing, and clear pronunciation. |
| | | CC.1.5.3.E |
| | | Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. |
| 9-M | Emits functional prosody (i.e., rhythm, stress, intonation) on 5 occasions in one day (e.g., puts emphasis or stress | CC.1.1.3.E Read with accuracy and fluency to support comprehension: |
| | on certain words at appropriate times such as, It's MINE!) | Read on-level text with purpose and understanding. |
| 9-a | Consistently emits the initial consonants of words | Read on-level text with purpose and understanding. 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-с | Emits 2-word mands or tacts for location (e.g., Come here. There's Thomas.) | CC.1.4.3.E |
| 9-d | Emits 2-word mands for negation or refusal (e.g., No Barney. No shoes. No more.) | Choose words and phrases for effect. |
| 9-e | Combines 2 words to make a novel word or phrase (e.g., Miss Betty) | CC.1.4.3.R Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. |
| <i>)</i> -c | Combines 2 words to make a mover word or pinase (e.g., wiss betty) | CC.1.4.3.S |
| | | Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading |
| | | |
| | | standards for literature and informational texts. |
| | | standards for literature and informational texts. CC.1.5.3.A |
| | | standards for literature and informational texts. CC.1.5.3.A Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and |
| | | standards for literature and informational texts. CC.1.5.3.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.1.5.3.B |
| | | standards for literature and informational texts. CC.1.5.3.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.1.5.3.B Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, |
| | | standards for literature and informational texts. CC.1.5.3.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.1.5.3.B Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally. |
| | | standards for literature and informational texts. CC.1.5.3.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.1.5.3.B Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally. CC.1.5.3.C |
| | | standards for literature and informational texts. CC.1.5.3.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.1.5.3.B Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally. |
| | | standards for literature and informational texts. CC.1.5.3.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.1.5.3.B Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally. CC.1.5.3.C Ask and answer questions about information from a speaker, offering appropriate detail. |

| | | CC.1.5.3.E |
|------|--|--|
| | | Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. |
| 10-M | Has a total speaker vocabulary of 300 words (all verbal operants except echoic) | CC.1.1.3.D |
| 10-a | Echoes most words or approximations to words on command (generalized echoic repertoire) but still has articulation | 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. |
| 10.1 | errors | CC.1.1.3.E Read with accuracy and fluency to support comprehension: |
| 10-b | Strangers can understand at least 50% of the words emitted by the child | Read on-level text with purpose and understanding. |
| 10-с | Emits a total listener vocabulary size of 400 words | Read on-level text with purpose and understanding. Read 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?) | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| | | CC.1.2.3.A |
| | | Determine the main idea of a text; recount the key details and explain how they support the main idea. CC.1.2.3.B |
| | | Ask and answer questions about the text and make inferences from txt; refer to text to support responses. CC.1.2.3.C |
| | | Explain how a series of events, concepts, or steps in a procedure is connected within a text, using language that pertains to time, |
| | | sequence, and cause/effect. |
| | | CC.1.2.3.D Explain the point of view of the author. |
| | | CC.1.2.3.F |
| | | Demonstrate the meaning of words and phrases as they are used in grade level text, distinguishing literal from non-literal meaning as well as shades of meaning among related words. |
| | | CC.1.2.3.G |
| | | Use information gained from text features to demonstrate understanding of text. CC.1.2.3.I |
| | | Compare and contrast the most important points and key details presented in two texts on the same topic. CC.1.2.3.K |
| | | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies and tools. CC.1.2.3.L |
| | | Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. CC.1.3.3.B |
| | | Ask and answer questions about the text and make inferences from text; refer to text to support responses. CC.1.3.3.E |
| | | Refer to parts of texts when writing or speaking about a text using such terms as chapter, scene and stanza and describe how each successive part builds upon earlier sections. CC.1.3.3.F |
| | | Determine the meaning of words and phrases as they are used in grade level text, distinguishing literal from non-literal meaning as well as shades of meaning among related words. CC.1.3.3.G |
| | | Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). |
| | | CC.1.3.3.H Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters. CC.1.4.3.A |
| | | Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. CC.1.4.3.B |
| | | Identify and introduce the topic. CC.1.4.3.D |
| | | Create an organizational structure that includes information grouped and connected logically with a concluding statement or |
| | | section. CC.1.4.3.E Choose words and phrases for effect. |
| | | CC.1.4.3.F |
| | | Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. CC.1.4.3.I Support on opinion with recepts |
| | | Support an opinion with reasons. CC.1.4.3.J |
| | | Create an organizational structure that includes reasons linked in a logical order with a concluding statement or section. CC.1.4.3.K |
| | | Use a variety of words and sentence types to appeal to the audience. |

| CC.1.4.3.M |
|--|
| Write narratives to develop real or imagined experiences or events. |
| CC.1.4.3.0 |
| Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of |
| characters to situations. |
| CC.1.4.3.P |
| Organize an event sequence that unfolds naturally, using temporal words and phrases to signal event order; provide a sense of |
| closure. |
| CC.1.4.3.Q |
| Choose words and phrases for effect. |
| CC.1.4.3.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.1.4.3.V |
| Conduct short research projects that build knowledge about a topic. |
| CC.1.4.3.W |
| Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort |
| evidence into provided categories. |
| CC.1.4.3.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.1.5.3.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.1.5.3.B |
| \$ \$12.0 P.C |
| Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, |
| including visually, quantitatively, and orally. |
| CC.1.5.3.C |
| Ask and answer questions about information from a speaker, offering appropriate detail. |
| CC.1.5.3.D |
| Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking |
| clearly with adequate volume, appropriate pacing, and clear pronunciation. |
| CC.1.5.3.E |
| Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. |
| |

| | 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.1.2.3.G Use information gained from text features to demonstrate understanding of a text. CC.1.2.3.K | |
| 11-a | Emits auxiliary (helping) verbs in a tact or mand carrier phrase (e.g., do, have, will, can, was) | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, | |
| 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) | choosing flexibly from a range of strategies and tools. CC.1.3.3.F Determine the meaning of words and phrases as they are used in grade level text, distinguishing literal from non-literal meaning | |
| 11-c | Uses "s" vs. "es" plural markers (e.g., books or glasses) | as well as shades of meaning among related words. | |
| 11-d | Uses irregular plurals correctly (e.g., foot-feet, mouse-mice, tooth-teeth) | CC.1.4.3.D Create an organizational structure that includes information grouped and connected logically with a concluding statement or section. CC.1.4.3.E Choose words and phrases for effect. CC.1.4.3.F Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. | |

| | | CC.1.4.3.L Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. |
|--------|---|---|
| | | CC.1.4.3.R |
| | | Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. |
| | | CC.1.4.3.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.1.5.3.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.1.5.3.B |
| | | Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, |
| | | including visually, quantitatively, and orally. |
| | | CC.1.5.3.C Ask and answer questions about information from a speaker, offering appropriate detail. |
| | | CC.1.5.3.D |
| | | Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking |
| | | clearly with adequate volume, appropriate pacing, and clear pronunciation. |
| | | CC.1.5.3.E |
| | | Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. |
| | | CC.1.5.3.G Demonstrate command of the conventions of standard English when speaking based on grade 3 level and content. |
| 12-M | Emits verb inflections by combining 10 root verbs with affixes for regular past tense (e.g., played) and 10 root | CC.1.3.3.F |
| 12-141 | verbs with affixes for future tense (e.g., will play) | Determine the meaning of words and phrases as they are used in grade level text, distinguishing literal from non-literal meaning |
| 12-a | Uses is and am appropriately with verbs (e.g., I am eating. The dog is barking.) | as well as shades of meaning among related words. |
| | | CC.1.4.3.D Create an organizational structure that includes information grouped and connected logically with a concluding statement or |
| 12-b | Emits conjunctions to combine words and phrases (e.g., and, or, but) | section. |
| 12-c | Emits some irregular past tense verbs appropriately (e.g., dug, ran, built) | CC.1.4.3.E |
| 12-d | Emits 2-word noun-verb or verb-noun mands or tacts (e.g., Pour juice. Baby crying.) | Choose words and phrases for effect. CC.1.4.3.F |
| 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. |
| | | CC.1.4.3.L |
| | | Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. |
| | | CC.1.4.3.R Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. |
| | | CC.1.4.3.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.1.5.3.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.1.5.3.B |
| | | Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, |
| | | including visually, quantitatively, and orally. |
| | | CC.1.5.3.C Ask and answer questions about information from a speaker, offering appropriate detail. |
| | | CC.1.5.3.D |
| | | Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking |
| | | clearly with adequate volume, appropriate pacing, and clear pronunciation. |
| | | CC.1.5.3.E |
| | | Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. CC.1.5.3.G |
| | | Demonstrate command of the conventions of standard English when speaking based on grade 3 level and content. |
| 13-M | Emits 10 different noun phrases containing at least 3 words, with 2 modifiers (e.g., adjectives, prepositions, | CC.1.2.3.A |
| | pronouns) (e.g., He's my puppet. I want chocolate ice cream.) | Determine the main idea of a text; recount the key details and explain how they support the main idea. |
| 13-a | Speaks in 3-5 word sentences | CC.1.2.3.B Ask and answer questions about the text and make inferences from text; refer to text to support responses. |
| 13-b | Emits prepositional phrases (e.g., on the table, in the house), but may not discriminate between prepositional pairs (e.g., | CC.1.2.3.G |
| | on vs. under; in vs. out) | Use information gained from text features to demonstrate understanding of a text. |
| 13-с | Emits adjectives to modify nouns (e.g., blue train, chocolate cookie) | CC.1.2.3.H Demonstrate how an author connects sentences and paragraphs in a text to support particular points. |
| 15 0 | Dillio dejectives to mounty nouns (e.g., olde truin, enocolde cookie) | - The support particular points. |

| 13-d I | Emits contractions in a mand, tact, or intraverbal context (e.g., can't, don't, won't) | CC.1.2.3.I |
|--------|--|--|
| | Emits pronouns to modify nouns (e.g., My shoes. Your cup.) | Compare and contrast the most important points and key details presented in two texts on the same topic. CC.1.2.3.J |
| | | Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships. CC.1.2.3.K |
| | | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies and tools. CC.1.3.3.A |
| | | Determine the central message, lesson, or moral in literary text; explain how it is conveyed in text. CC.1.3.3.B |
| | | Ask and answer questions about the text and make inferences from text; refer to text to support responses. CC.1.3.3.C |
| | | Describe characters in a story and explain how their actions contribute to the sequence of events. CC.1.3.3.D |
| | | Explain the point of view of the author. CC.1.3.3.E |
| | | Refer to parts of texts when writing or speaking about a text using such terms as chapter, scene and stanza and describe how each successive part builds upon earlier sections. CC.1.3.3.F |
| | | Determine the meaning of words and phrases as they are used in grade level text, distinguishing literal from non-literal meaning as well as shades of meaning among related words. CC.1.3.3.G |
| | | Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). CC.1.3.3.H |
| | | Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters. CC.1.3.3.K |
| | | Read and comprehend literary fiction on grade level, reading independently and proficiently. CC.1.4.3.A Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. |
| | | CC.1.4.3.B Identify and introduce the topic. |
| | | CC.1.4.3.D Create an organizational structure that includes information grouped and connected logically with a concluding statement or section. CC.1.4.3.E |
| | | Choose words and phrases for effect. CC.1.4.3.F |
| | | Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. CC.1.4.3.I |
| | | Support an opinion with reasons. CC.1.4.3.J |
| | | Create an organizational structure that includes reasons linked in a logical order with a concluding statement or section. CC.1.4.3.M |
| | | Write narratives to develop real or imagined experiences or events. CC.1.4.3.R |
| | | Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. CC.1.4.3.U With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and |
| | | collaborate with others. CC.1.4.3.W |
| | | Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. |
| | | 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.1.5.3.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.1.5.3.B Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, |

| | | including visually, quantitatively, and orally. CC.1.5.3.C |
|--------|---|---|
| | | Ask and answer questions about information from a speaker, offering appropriate detail. CC.1.5.3.D |
| | | Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly with adequate volume, appropriate pacing, and clear pronunciation. CC.1.5.3.E |
| | | Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. CC.1.5.3.G |
| | | Demonstrate command of the conventions of standard English when speaking based on grade 3 level and content. |
| 14-M | Emits 10 different verb phrases containing at least 3 words, with 2 modifiers (e.g., adverbs, prepositions, | CC.1.3.3.E Refer to parts of texts when writing or speaking about a text using such terms as chapter, scene and stanza and describe how each |
| | pronouns) (e.g., Push me hard. Go up the steps.) | successive part builds upon earlier sections. |
| 14-a | Adjectives usually precede nouns when appropriate (e.g., a big boat vs. a boat big) | CC.1.3.3.F |
| 14-b | Verbs agree with the subjects in person (e.g., he was laughing vs. he were laughing) | Determine the meaning of words and phrases as they are used in grade level text, distinguishing literal from non-literal meaning as well as shades of meaning among related words. |
| 14-c | Verbs agree with the subjects in number (e.g., Joey is home vs. Joey are home) | CC.1.4.3.D |
| 14-d | Emits adjective inflections with the comparative suffixes "er" and "est" (e.g., good, better, best) | Create an organizational structure that includes information grouped and connected logically with a concluding statement or |
| 14-е | Emits adverbs to modify verbs (e.g., Go fast. It's slow.) | section. CC.1.4.3.F |
| | | Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. CC.1.4.3.J |
| | | Create an organizational structure that includes reasons linked in a logical order with a concluding statement or section. CC.1.4.3.L |
| | | Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. CC.1.4.3.R |
| | | Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. CC.1.5.3.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.1.5.3.B |
| | | Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally. CC.1.5.3.C |
| | | Ask and answer questions about information from a speaker, offering appropriate detail. CC.1.5.3.D |
| | | Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly with adequate volume, appropriate pacing, and clear pronunciation. |
| | | CC.1.5.3.E Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. |
| | | CC.1.5.3.G Demonstrate command of the conventions of standard English when speaking based on grade 3 level and content. |
| 15-M | Combines noun and verb phrases to produce 10 different syntactically correct clauses or sentences containing at | CC.1.2.3.G |
| 10 111 | least 5 words (e.g., The dog licked my face.) | Use information gained from text features to demonstrate understanding of a text. CC.1.2.3.H |
| 15-a | Emits different noun and verb phrases connected by conjunctions (e.g., and, or, but, yet) | Describe how an author connects sentences and paragraphs in a text to support particular points. |
| 15-b | Demonstrates a MLU of 5 morphemes (5 utterances in one "sentence" that each have an individual meaning, e.g., She | CC.1.2.3.J Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, |
| | pushed him down — the "ed" ending is a morpheme) | including those that signal spatial and temporal relationships. |
| 15-c | Pronouns agree with gender (e.g., the boy splashed himself vs. the boy splashed herself) | CC.1.2.3.K |
| 15-d | Pronouns agree with number (e.g., the boy splashed himself vs. the boys splashed himself) | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies and tools. |
| 15-е | Uses quantification in a sentence (e.g., always, never, sometimes) | CC.1.3.3.A |
| 15-f | Uses demonstratives in a sentence (e.g., this that, these, those) | Determine the central message, lesson, or moral in literary text; explain how it is conveyed in text. |
| 15-g | Emits words that describe the certainty of other words (e.g., I think I'm sure maybe) | CC.1.3.3.C Describe characters in a story and explain how their actions contribute to the sequence of events. CC.1.3.3.D |
| | | Explain the point of view of the author. CC.1.3.3.F |
| | | Determine the meaning of words and phrases as they are used in grade level text, distinguishing literal from non-literal meaning as well as shades of meaning among related words. CC.1.4.3.D |

| | | Create an organizational structure that includes information grouped and connected logically with a concluding statement or |
|-------|--|---|
| | | section. CC.1.4.3.E |
| | | Choose words and phrases for effect. |
| | | CC.1.4.3.F |
| | | Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. |
| | | CC.1.4.3.I Support an opinion with reasons. |
| | | CC.1.4.3.J |
| | | Create an organizational structure that includes reasons linked in a logical order with a concluding statement or section. |
| | | CC.1.4.3.L |
| | | Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. CC.1.4.3.N |
| | READ | |
| | | |
| | LEVE | L 3 |
| Skill | VB-MAPP Milestones & Supporting Skills | PA Core Standards |
| 11-M | Attends to a book when a story is being read to him for 75% of the time | CC.1.1.3.D Know and apply grade level phonics and word analysis skills in decoding words. Use combined knowledge of all letter- |
| 11-a | Turns pages and looks at books for 30 seconds | sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words. |
| 11-b | Mands to be read stories from books | CC.1.2.3.A |
| 11-c | Touches pictures in books that correspond to the story (e.g., Where's the big bad wolf?) | Determine the main idea of a text; recount the key details and explain how they support the main idea. |
| | | CC.1.2.3.B Ask and answer questions about the text and make inferences from text; refer to text to support responses. |
| | | CC.1.2.3.D |
| | | Explain the point of view of the author. |
| | | CC.1.2.3.L Pood and commonly and literary non-fiction and informational text on guada level, reading independently and proficiently |
| | | Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. CC.1.2.3.G |
| | | Use information gained from text features to demonstrate understanding of a text. |
| | | CC.1.2.3.H |
| | | Describe how an author connects sentences and paragraphs in a text to support particular points. CC.1.3.3.A |
| | | Determine the central message, lesson, or moral in literary text; explain how it is conveyed in text. |
| | | CC.1.3.3.B |
| | | Ask and answer questions about the text and make inferences from text; refer to text to support responses. |
| | | CC.1.3.3.C Describe characters in a story and explain how their actions contribute to the sequence of events. |
| | | CC.1.3.3.D |
| | | Explain the point of view of the author. |
| | | CC.1.3.3.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, |
| | | choosing flexibly from a range of strategies and tools. |
| | | CC.1.3.3.K |
| | | Read and comprehend literary fiction on grade level, reading independently and proficiently. CC.1.4.3.I |
| | | Support an opinion with reasons. |
| | | CC.1.4.3.M |
| | | Write narratives to develop real or imagined experiences or events. CC.1.4.3.0 |
| | | Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences or events or show the response of |
| | | characters to situations. |
| | | CC.1.4.3.P Organize an event sequence that unfolds naturally, using temporal words and phrases to signal event order; provide a sense of |
| | | closure. |
| | | CC.1.4.3.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.1.4.3.W |
| | 1 | CONTINUE |

| | | Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort |
|------|---|--|
| | | evidence into provided categories. |
| | | CC.1.5.3.B Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, |
| | | including visually, quantitatively, and orally. |
| | | CC.1.5.3.D |
| | | Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking |
| | | clearly with adequate volume, appropriate pacing, and clear pronunciation. CC.1.5.3.E |
| | | Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. |
| 12-M | Selects (LDs) the correct uppercase letter from an array of 5 letters, for 10 different letters | CC.1.1.3.D |
| 12-w | Completes an ABC inset puzzle without prompts | 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. |
| 12-b | Recites 5 letters from the alphabet with a starting prompt (e.g., A B) | CC.1.1.3.E Read with accuracy and fluency to support comprehension: |
| 12-c | Has a favorite book, and can provide the name of it by seeing the pictures on the cover | Read on-level text with purpose and understanding. |
| 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-e | Matches to sample all uppercase letters | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| | | CC.1.2.3.D |
| | | Explain the point of view of the author. |
| | | CC.1.2.3.G |
| | | Use information gained from text features to demonstrate understanding of a text. CC.1.2.3.H |
| | | Describe how an author connects sentences and paragraphs in a text to support particular points. |
| | | CC.1.2.3.J |
| | | Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, |
| | | including those that signal spatial and temporal relationships. CC.1.2.3.K |
| | | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, |
| | | choosing flexibly from a range of strategies and tools. |
| | | CC.1.3.3.A |
| | | Demonstrate the central message, lesson, or moral in a literary text; explain how it is conveyed in a text. |
| | | CC.1.3.3.C |
| | | Describe characters in a story and explain how their actions contribute to the sequence of events. CC.1.3.3.D |
| | | Explain the point of view of the author. |
| | | CC.1.3.3.K |
| | | Read and comprehend literary fiction on grade level, reading independently and proficiently. |
| | | CC.1.5.3.B Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, |
| | | including visually, quantitatively, and orally. |
| 13-M | Tacts 10 uppercase letters on command | CC.1.2.3.G |
| 13-a | Recites (or sings) the whole alphabet with only a verbal prompt to do so | Use information gained from text features to demonstrate understanding of a text. |
| 13-b | Mands for what written words say (e.g., What word is that?) | CC.1.2.3.H |
| | | Describe how an author connects sentences and paragraphs in a text to support particular points. CC.1.2.3.K |
| 13-c | Pretends to read a book | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, |
| 13-d | Discriminates as a listener (LDs) his own name from an array of 3 written names | choosing flexibly from a range of strategies and tools. |
| 13-е | Looks at the written words, rather than just the pictures when stories are being read to him | CC.1.3.3.A |
| | | Determine the central message, lesson or moral in literary text; explain how it is conveyed in text. CC.1.3.3.C |
| | | Describe characters in a story and explain how their actions contribute to the sequence of events. |
| | | CC.1.3.3.D |
| | | Explain the point of view of the author. |
| | | CC.1.3.3.I |
| | | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies and tools. |
| | | CC.1.3.3.K |
| | | Read and comprehend literary fiction on grade level, reading independently and proficiently. |
| 14-M | Reads his own name | CC.1.1.3.E |
| 14-a | Discriminates among most uppercase letters (but may confuse some; e.g., M and N; P and R) | Read with accuracy and fluency to support comprehension: |
| | | |

| 14-b | Matches 5 word cards to the same word written on paper | Read on-level text with purpose and understanding. |
|--------------|--|--|
| 14-c | Provides the letter name given 5 sounds, and 5 sounds given a letter name | Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. |
| 14-d | Intraverbally recalls 3 stories that have been read to him | • Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| 14-е | Demonstrates LD and tact generalization for 3 different variations of the uppercase letters | — CC.1.2.3.A Determine the main idea of a text; recount the key details and explain how they support the main idea. |
| 1.0 | 22 and the generalization for a different fundament of the appearance forms | CC.1.2.3.D |
| | | Explain the point of view of the author. |
| | | CC.1.2.3.I Compare and contrast the most important points and key details presented in two texts on the same topic. |
| | | CC.1.2.3.J |
| | | Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, |
| | | including those that signal spatial and temporal relationships. |
| | | CC.1.2.3.L Read and comprehend literary fiction and informational text on grade level, reading independently and proficiently. |
| | | CC.1.4.3.0 |
| | | Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of |
| | | characters to situations. CC.1.4.3.T |
| | | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. |
| | | CC.1.4.3.U |
| | | With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and |
| | | collaborate with others. CC.1.4.3.W |
| | | Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort |
| | | evidence into provided categories. |
| | | CC.1.5.3.B Determine the main ideas and supporting details of a text read aloud or information presented in diverse media 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.1.1.3.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- |
| 15-a | Indicates if 2 words rhyme or not for 10 different rhymes (e.g., cat and hat vs. cat and book) | sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words. CC.1.1.3.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-c 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. |
| | · · | • Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| 15-e | Spells his own name without prompts | CC.1.2.3.F Determine the meaning of words and phrases as they are used in grade level text, distinguishing literal from non-literal meaning |
| 15-f | Selects (LDs) the correct written word from an array of 3 words, for 5 different words | as well as shades of meaning among related words. |
| | | CC.1.3.3.K |
| | | Read and comprehend literary fiction on grade level, reading independently and proficiently. |
| | | CC.1.4.3.V Conduct short research projects that build knowledge about a topic. |
| | | CC.1.5.3.B |
| | | Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, |
| | | including visually, quantitatively, and orally. CC.2.4.3.A.2 |
| | | Tell and write time to the nearest minute and solve problems by calculating time intervals. |
| | | CC.2.4.3.A.3 |
| | | Solve problems and make change involving money using a combination of coins and bills. |
| | WRITING | |

| | WILLING | | |
|-------|---|---|--|
| | LEVEL 3 | | |
| Skill | l VB MAPP Milestones & Task Analysis PA Core Standards | | |
| 11-M | Imitates 5 different writing actions modeled by an adult using a writing instrument and writing surface | CC.1.4.3.A | |
| 11-a | Uses a writing instrument to mark on paper, white board, or Magna Doodle when prompted | Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. CC.1.4.3.B | |
| 11-b | Independently scribbles on paper, a white board, Magna Doodle, etc. | Identify and introduce the topic. | |

| 11-c | Demonstrates right or left hand dominance | CC.1.4.3.C |
|------|---|--|
| 11-d | Imitates back and forth horizontal movements with a crayon, marker, or pencil | Develop the topic with facts, definitions, details, and illustrations, as appropriate. CC.1.3.3.E |
| 11-e | Imitates up and down vertical movements with a crayon, marker, or pencil | Refer to parts of texts when writing or speaking about a text using such terms as chapter, scene and stanza and describe how |
| 11-f | Imitates small and large circular movements with a crayon, marker, or pencil | each successive part builds upon earlier sections. |
| 11-g | Imitates diagonal and curved movements with a crayon, marker, or pencil | CC.1.4.3.E Choose words and phrases for effect. |
| 8 | | CC.1.4.3.F |
| | | Demonstrate a grade appropriate command of standard English grammar and spelling. |
| | | CC.1.4.3.G |
| | | Write opinion pieces on familiar topics or texts. CC.1.4.3.H |
| | | Introduce the topic and state an opinion on the topic. |
| | | CC.1.4.3.M |
| | | Write narratives to develop real or imagined experiences or events. |
| | | CC.1.4.3.U With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and |
| | | collaborate with others. |
| | | CC.1.4.3.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.1.5.3.F |
| | | 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.2.1.3.B.1 |
| | | Apply place value understanding and properties of operations to perform multi-digit arithmetic. CC.2.2.3.A.1 |
| | | Represent and solve problems involving multiplication and division. |
| | | CC.2.4.3.A.2 |
| | | Tell and write time to the nearest minute and solve problems by calculating time intervals. CC.2.4.3.A.4 |
| | | Represent and interpret data using tally charts, tables, pictographs, line plots, and bar graphs. |
| | | CC.2.4.3.A.5 |
| | | Determine the area of a rectangle and apply the concept to multiplication and to addition. |
| 12-M | Independently traces within ¼ inch of the lines of 5 different geometrical shapes (e.g. circle, square, triangle, | CC.1.4.3.E Choose words and phrases for effect. |
| | rectangle, star) | CC.1.4.3.F |
| 12-a | Demonstrates a proper grip on a writing instrument | Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. |
| 12-b | Imitates drawing a square and triangle | CC.1.4.3.G Write opinion pieces on familiar topics or texts. |
| 12-c | Traces 3 different shapes and stays within 1 inch of the lines | CC.1.4.3.H |
| 12-d | Copies 3 different shapes when given a sample | Introduce the topic and state an opinion on the topic. |
| 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 | CC.1.4.3.U With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and |
| 12-f | Copies 5 different lines and shapes together | collaborate with others. |
| | | CC.1.5.3.F |
| | | 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.2.3.3.A.1 Identify, compare, and classify shapes and their attributes. |
| | | CC.2.4.3.A.2 |
| | | Tell and write time to the nearest minute and solve problems by calculating time intervals. |
| | | CC.2.4.3.A.4 Represent and interpret data using tally charts, tables, pictographs, line plots, and bar graphs. |
| | | CC.2.4.3.A.5 |
| | | Determine the area of a rectangle and apply the concept to multiplication and to addition. |
| 13-M | Copies 10 letters or numbers legibly | CC.1.3.3.E |
| 13-a | Copies 4 numbers or letters | Refer to parts of texts when writing or speaking about a text using such terms as chapter, scene, and stanza and describe how each successive part builds upon earlier sections. |
| 13-b | Independently combines shapes to make a picture (adult verbal prompts are okay) | CC.1.3.3.G |
| 13-c | Independently draws a person with 4 recognizable body parts (adult verbal prompts are okay) | Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, |
| | 1 | |

| 13-d | Traces his own name on paper and stays within 1/2 inch of the letters | emphasize aspects of a character or setting). CC.1.3.3.H |
|------|--|---|
| | | Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters. |
| | | CC.1.4.3.A |
| | | Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. |
| | | CC.1.4.3.B Identify and introduce the topic. |
| | | CC.1.4.3.C |
| | | Develop the topic with facts, definitions, details, and illustrations, as appropriate. |
| | | CC.1.4.3.E |
| | | Choose words and phrases for effect. CC.1.4.3.F |
| | | Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. |
| | | CC.1.4.3.G |
| | | Write opinion pieces on familiar topics or texts. |
| | | CC.1.4.3.H Introduce the topic and state an opinion on the topic. |
| | | CC.1.4.3.M |
| | | Write narratives to develop real or imagined experiences or events. |
| | | CC.1.4.3.U |
| | | With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. |
| | | CC.1.4.3.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.2.2.3.A.1 Represent and solve problems involving multiplication and division. |
| | | CC.2.3.3.A.1 |
| | | Identify, compare, and classify shapes and their attributes. |
| | | CC.2.4.3.A.1 |
| | | Solve problems involving measurement and estimation of temperature, liquid volume, mass or length. CC.2.4.3.A.4 |
| | | Represent and interpret data using tally charts, tables, pictographs, line plots, and bar graphs. |
| | | CC.2.4.3.A.5 |
| | | Determine the area of a rectangle and apply the concept to multiplication and to addition. |
| 14-M | Legibly spells and writes his own name without copying | CC.1.4.3.E Choose words and phrases for effect. |
| 14-a | Legibly copies his own name on lined paper | CC.1.4.3.F |
| 14-b | Colors in pictures in coloring books and mostly stays within the lines | Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. |
| 14-c | Copies numbers 1-10 legibly on lined paper | CC.1.4.3.G Write opinion pieces on familiar topics or texts. |
| 14-d | Copies 10 upper case and 10 lower case letters legibly on lined paper | CC.1.4.3.H |
| | | Introduce the topic and state an opinion on the topic. |
| | | CC.1.4.3.U |
| | | With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. |
| | | CC.2.4.3.A.1 |
| | | Solve problems involving measurement and estimation of temperature, liquid volume, mass or length. |
| | | CC.2.4.3.A.2 |
| | | Tell and write time to the nearest minute and solve problems by calculating time intervals. CC.2.4.3.A.4 |
| | | Represent and interpret data using tally charts, tables, pictographs, line plots, and bar graphs. |
| | | CC.2.4.3.A.5 |
| 4 | | Determine the area of a rectangle and apply the concept to multiplication and to addition. |
| 15-M | Copies all 26 upper and lower case letters legibly | CC.1.4.3.A Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. |
| 15-a | Draws recognizable pictures of 3 different items | CC.1.4.3.B |
| 15-b | Legibly writes 10 letters or numbers when dictated | Identify and introduce the topic. |
| 15-c | Copies 5 simple words legibly | - CC.1.4.3.C |
| | Copies & Simple Side legion, | Develop the topic with facts, definitions, details, and illustrations, as appropriate. CC.1.3.3.E |
| | | Refer to parts of texts when writing or speaking about a text using such terms as chapter, scene and stanza and describe how |
| | | |

each successive part builds upon earlier sections. CC.1.3.3.G Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). **CC.1.3.3.H** Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters. CC.1.4.3.E Choose words and phrases for effect. CC.1.4.3.F Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. CC.1.4.3.G Write opinion pieces on familiar topics or texts. CC.1.4.3.H Introduce the topic and state an opinion on the topic. CC.1.4.3.I Support an opinion with reasons. **CC.1.4.3.J** Create an organizational structure that includes reasons linked in a logical order with a concluding statement or section. CC.1.4.3.K Use a variety of words and sentence types to appeal to the audience. CC.1.4.3.M

Write narratives to develop real or imagined experiences or events. CC.1.4.3.Q Choose words and phrases for effect. CC.1.4.3.U

With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. CC.1.4.3.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.2.4.3.A.1 Solve problems involving measurement and estimation of temperature, liquid volume, mass or length. CC.2.4.3.A.2 Tell and write time to the nearest minute and solve problems by calculating time intervals. CC.2.4.3.A.4 Represent and interpret data using tally charts, tables, pictographs, line plots, and bar graphs. CC.2.4.3.A.5 Determine the area of a rectangle and apply the concept to multiplication and to addition. CC.2.4.3.A.6 Solve problems involving perimeters of polygons and distinguish between linear and area measures.

| | MATH LEVEL 3 | | |
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| 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.1.1.3.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.2.1.3.B.1 | |
| 11-c | Distinguishes between 1 and 2 items as a listener (e.g., Where are 2 boats?) | Apply place value understanding and properties of operations to perform multi-digit arithmetic. | |
| 11-d | Distinguishes between 1 and 2 items as a mand (e.g., I want 2 cookies.) | CC.2.2.3.A.1 Represent and solve problems involving multiplication and division. | |
| 11-e | Matches to sample the numbers 1-10 (e.g., puts the number 4 with the number 4) | CC.2.2.3.A.2 | |
| | | Understand properties of multiplication and the relationship between multiplication and division. | |
| | | CC.2.2.3.A.3 Demonstrate multiplication and division fluency. | |
| | | CC.2.2.3.A.4 | |

| CC.2.4.3.A.1 Solve problems involving mea CC.2.4.3.A.2 Tell and write time to the near CC.2.4.3.A.3 Solve problems involving mon CC.2.4.3.A.3 Solve problems involving mon CC.2.4.3.A.5 CC.2.4.3.A.5 CC.2.4.3.A.5 CC.2.4.3.A.5 CC.2.4.3.A.5 CC.2.4.3.A.5 CC.2.4.3.A.6 | ur operations, and identify and explain patterns in arithmetic. Irement and estimation of temperature, liquid volume, mass or length. It minute and solve problems by calculating time intervals. It minute and solve |
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| Tell and write time to the near CC.2.4.3.A.3 Solve problems involving mon CC.2.4.3.A.4 Represent and interpret data us CC.2.4.3.A.5 Determine the area of a rectang CC.2.4.3.A.6 Solve problems involving mon CC.2.4.3.A.6 Solve problems involving perior CC.2.4.3.A.6 Solve problems involving mon CC.2.4.3.A.6 Solve problems involving perior CC.2.4.3.A.6 Solve problems involving mon CC.2.4.3.A.6 Solve problems involving perior CC.2.4.3.A.6 Solve problems involving perior CC.2.4.3.A.6 Solve problems involving mon CC.2.4.3.A.6 Solve pro | rement and estimation of temperature, liquid volume, mass or length. |
| CC.2.4.3.A.3 Solve problems involving mon CC.2.4.3.A.4 Represent and interpret data us CC.2.4.3.A.5 Determine the area of a rectang CC.2.4.3.A.6 Solve problems involving perint and interpret data us CC.2.4.3.A.6 Solve problems involving perint and interpret data us CC.2.4.3.A.6 Solve problems involving perint area.) Counts out 1-5 items from a larger set of items with 1 to 1 correspondence (e.g., Give me 4 cars. Now give me 2 cars.) CC.2.4.3.A.1 Apply place value understandic CC.2.2.3.A.1 Represent and solve problems CC.2.3.A.1 Represent and solve problems | |
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| CC.2.4.3.A.4 Represent and interpret data us CC.2.4.3.A.5 Determine the area of a rectang CC.2.4.3.A.6 Solve problems involving perint Cars.) CC.2.4.3.A.6 Solve problems involving perint CC.2.4.3.A.6 Solve problems alarger set of items with 1 to 1 correspondence (e.g., Give me 4 cars. Now give me 2 cars.) CC.2.4.3.A.1 Apply place value understanding CC.2.3.3.1 Apply place value understanding CC.2.3.3.1 Represent and solve problems | |
| Represent and interpret data us CC.2.4.3.A.5 Determine the area of a rectang CC.2.4.3.A.6 Solve problems involving perint cars.) CC.2.1.3.B.1 Apply place value understanding CC.2.3.A.1 Provides age when asked Represent and solve problems | y and make change using a combination of coins and bills. |
| 13-M Counts out 1-5 items from a larger set of items with 1 to 1 correspondence (e.g., Give me 4 cars. Now give me 2 cars.) 13-a Provides age when asked CC.2.4.3.A.5 Determine the area of a rectang CC.2.4.3.A.6 Solve problems involving pering CC.2.1.3.B.1 Apply place value understanding CC.2.2.3.A.1 Represent and solve problems | ng tally charts, tables, pictographs, line plots, and bar graphs. |
| Determine the area of a rectang CC.2.4.3.A.6 Solve problems involving perint Cars.) Counts out 1-5 items from a larger set of items with 1 to 1 correspondence (e.g., Give me 4 cars. Now give me 2 cars.) CC.2.1.3.B.1 Apply place value understanding CC.2.2.3.A.1 Represent and solve problems | is unity charts, and est, piecographs, line prots, and our graphs. |
| 13-M Counts out 1-5 items from a larger set of items with 1 to 1 correspondence (e.g., Give me 4 cars. Now give me 2 cars.) 13-a Provides age when asked CC.2.4.3.A.6 Solve problems involving perince (e.g., Give me 4 cars. Now give me 2 cars.) Represent and solve problems | e and apply the concept to multiplication and to addition. |
| 13-M Counts out 1-5 items from a larger set of items with 1 to 1 correspondence (e.g., Give me 4 cars. Now give me 2 cars.) 13-a Provides age when asked CC.2.3.3.B.1 Represent and solve problems | |
| Apply place value understandi CC.2.2.3.A.1 Provides age when asked Apply place value understandi CC.2.2.3.A.1 Represent and solve problems | eters of polygons and distinguish between linear and area measures. |
| Apply place value understandic CC.2.2.3.A.1 13-a Provides age when asked Represent and solve problems | |
| 13-a Provides age when asked Represent and solve problems | g and properties of operations to perform multi-digit arithmetic. |
| | |
| 13 h Counts out up to 3 items given the verbal prompt How many) and the related set of items | evolving multiplication and division. |
| 13-b Counts out up to 3 items given the verbal prompt from many? and the related set of items | lication and the relationship between multiplication and division. |
| 13-c Identifies as a listener (LDs) the number of items (e.g., Which picture has 2 cars?) | incation and the relationship octween multiplication and division. |
| 13-d Demonstrates enumeration in counting (final emphasis on correct number) for numbers 1-3 Demonstrate multiplication and | division fluency. |
| CC.2.2.3.A.4 | |
| Solve problems involving the f | |
| CC.2.4.3.A.1 | ur operations, and identify and explain patterns in arithmetic. |
| | |
| CC.2.4.3.A.2 | ur operations, and identify and explain patterns in arithmetic. urement and estimation of temperature, liquid volume, mass or length. |
| | rement and estimation of temperature, liquid volume, mass or length. |
| | |
| | rement and estimation of temperature, liquid volume, mass or length. t minute and solve problems by calculating time intervals. |
| | rement and estimation of temperature, liquid volume, mass or length. |
| CC.2.4.3.A.5 | trement and estimation of temperature, liquid volume, mass or length. t minute and solve problems by calculating time intervals. y and make change using a combination of coins and bills. |
| | rement and estimation of temperature, liquid volume, mass or length. t minute and solve problems by calculating time intervals. |
| CC.2.4.3.A.6 | rement and estimation of temperature, liquid volume, mass or length. t minute and solve problems by calculating time intervals. y and make change using a combination of coins and bills. ng tally charts, tables, pictographs, line plots, and bar graphs. |
| Solve problems involving periods | trement and estimation of temperature, liquid volume, mass or length. t minute and solve problems by calculating time intervals. y and make change using a combination of coins and bills. |
| Tell and write time to the neare CC.2.4.3.A.3 Solve problems involving mon CC.2.4.3.A.4 Represent and interpret data us CC.2.4.3.A.5 Determine the area of a rectang CC.2.4.3.A.6 | |

| 14-M | Identifies as a listener 8 different comparisons involving measurement (e.g., show me more or less, big or little, | CC.2.1.3.B.1 |
|--------------|--|--|
| | long or short, full or empty, loud or quiet) | Apply place value understanding and properties of operations to perform multi-digit arithmetic. CC.2.2.3.A.1 |
| 14-a | Correctly tacts a collection of 1-3 items as "1," "2," and "3" (e.g., How many are here?) | Represent and solve problems involving multiplication and division. |
| 14-b | Identifies (LDs) a collection of items as more or less/fewer than a comparison group | CĈ.2.2.3.A.2 |
| 14-c | Identifies (LDs) a container as full or empty | Understand properties of multiplication and the relationship between multiplication and division. CC.2.2.3.A.3 |
| 14-d | Identifies (LDs) an item as bigger or smaller than a comparison item | Demonstrate multiplication and division fluency. |
| 14-е | Identifies (LDs) an item as longer or shorter than a comparison item | CC.2.2.3.A.4 |
| | | Solve problems involving the four operations, and identify and explain patterns in arithmetic. CC.2.4.3.A.1 |
| | | Solve problems involving measurement and estimation of temperature, liquid volume, mass or length. |
| | | CC.2.4.3.A.2 Tell and write time to the nearest minute and solve problems by calculating time intervals. |
| | | CC.2.4.3.A.3 |
| | | Solve problems involving money and make change using a combination of coins and bills. |
| | | CC.2.4.3.A.4 Represent and interpret data using tally charts, tables, pictographs, line plots, and bar graphs. |
| | | CC.2.4.3.A.5 |
| | | Determine the area of a rectangle and apply the concept to multiplication and to addition. |
| | | CC.2.4.3.A.6 Solve problems involving perimeters of polygons and distinguish between linear and area measures. |
| 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.1.4.3.U |
| 15-11 | matches the number 3 to a picture of 3 trucks) | With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and |
| 15-a | Performs an action a specified number of times up to 5 (e.g., Clap 3 times) | collaborate with others. |
| 15-a | Completes a sequence or pattern containing 2 elements (e.g., red-green; red-green) | Apply place value understanding and properties of operations to perform multi-digit arithmetic. |
| 15-c | Correctly Identifies (LDs) the ordinal terms "first" and "last" | CC.2.2.3.A.1 |
| 15-d | Correctly Identifies (LDs) and tacts morning time and night time | Represent and solve problems involving multiplication and division. CC.2.2.3.A.2 |
| 15-u 15-e | Intraverbally responds to what number is next for numbers 1-9 | Understand properties of multiplication and the relationship between multiplication and division. |
| 15-E | Correctly Identifies (LDs) 3 different coins, and intraverbally states what to do with money | CC.2.2.3.A.3 |
| 13-1 | Correctly identifies (LDs) 5 different coms, and intraverbally states what to do with money | Demonstrate multiplication and division fluency. CC.2.2.3.A.4 |
| | | Solve problems involving the four operations, and identify and explain patterns in arithmetic. |
| | | CC.2.4.3.A.1 |
| | | Solve problems involving measurement and estimation of temperature, liquid volume, mass or length. CC.2.4.3.A.2 |
| | | Tell and write time to the nearest minute and solve problems by calculating time intervals. |
| | | CC.2.4.3.A.3 Solve problems involving money and make change using a combination of coins and bills. |
| | | Solve problems involving money and make change using a combination of coins and bills. CC.2.4.3.A.4 |
| | | Represent and interpret data using tally charts, tables, pictographs, line plots, and bar graphs. CC.2.4.3.A.5 |
| | | Determine the area of a rectangle and apply the concept to multiplication and to addition. CC.2.4.3.A.6 |
| | | Solve problems involving perimeters of polygons and distinguish between linear and area measures. |

4th Grade

VB-MAPP Milestones Alignment to the PA Core Standards

MAND LEVEL 1

| Skill | VB-MAPP Milestones & Supporting Skills List | PA Core Standards |
|------------|---|--|
| 1-M | Emits 2 words, sign, or icons but may require echoic, imitative, or other prompts, but no physical prompts (e.g. cracker, book) | CC.1.4.4.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. |
| 1-a | Makes eye contact (gaze shift) as a mand for attention or other reinforcers 2 times | 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 guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact |
| 1-d | Points or gestures towards a reinforce in order to obtain it 2 times | 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 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: |
| 2-1VI | slinky, ball) | CC.1.2.4.J |
| 2-a | Points to 2 different reinforcers in order to obtain them 2 times | Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, |
| 2-b | Nods or says yes or no when offered a reinforce 2 times (not an early target) | including those that signal precise actions, emotions, or states of being and that are basic to a particular topic. 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 2-e | Spontaneously emits 1 mand without echoic or imitative prompts- can be with object prompts Generalizes 2 known mands across 2 different people and 2 settings Generalizes 6 mands across 2 people, 2 settings, and 2 different examples of a reinforcers (e.g., mands bubbles | 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.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.A.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-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-с | 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 | Emits 6 different mands without echoic or imitative prompts — can be with verbal or object prompts | choosing flexibly from a range of strategies and tools. |
| 3-u | Emits of different mands without echoic of miniative prompts — can be with verbal of object prompts | GC.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 |
| | | 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, quantitatively, and orally. |
| 4-d | Mands for others to attend to the same stimulus that he is attending to 5 times per day | 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., apple, swing, car, juice) | CC.1.4.4.F Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. CC.1.4.4.E |
| 5-a | Emits 3 different mands without an object present — can be with a verbal prompt (e.g., mommy) | Use precise language and domain-specific vocabulary to explain or inform about the topic. |
| 5-b | Emits 3 different mands without verbal prompts — can be with an object prompt | CC.1.4.4.G Write opinion pieces on topics or texts. |
| 5-c | Mands contain intonations that vary and are appropriate to the current MO 2 times | CC.1.4.4.H |
| 5-d | Acquires a new mand in less than 20 training trials | Introduce the topic and state an opinion on the topic. |
| 5-е | Continues to emit a mand 2 times if the reinforcer is not delivered (persistence) | 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.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; include illustrations and multimedia when useful to aiding comprehension. |
| 6-b | Emits 10 different mands without echoic or imitative prompts — object can be present | CC.1.4.4.G |
| 6-c 6-d | Mands for 5 different missing items without prompts (except a verbal prompt) Generalizes 4 mands to 4 different people | Write opinion pieces on topics or texts. CC.1.4.4.H |
| 6-e | 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. 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. |

| 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 |
|----------------------|---|---|
| 7-141 | a swing) | Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases; |
| 7-a | Mands 2 times with 2 words in a phrase or sentence (e.g., Drink juice.) | provide a concluding statement or section; include formatting when useful to aiding comprehension. 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 With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact |
| 7-d | Demonstrates response generalization for two different mands (e.g., calls a filled cup both cup and drink; calls a dog both | and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single |
| | dog and Maggie) | sitting. |
| 7-е | 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. |
| 7-f | Mands for help or assistance 2 times | CC.1.5.4.A |
| 7-g | Demonstrates a high frequency of manding (15 in a 5 minute period) | Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and |
| - 8 | | 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 |
| 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: | Differentiate between contexts that require formal English versus informal situations. CC.1.4.4.F |
| 0-1/1 | 60 min.) | Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. |
| 8-a | Mands 5 times with 2 words in a phrase or sentence | CC.1.4.4.K |
| 8-b | Mands for information 2 times using what questions (e.g., What's that?) | Choose words and phrases to convey ideas precisely. CC.1.4.4.L |
| 8-c | Mands with a pronoun 2 times (e.g., My train. That's yours.) | Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. |
| 8-d | Mands occur with 3 different carrier phrases (e.g., I want It's my Can I That's my) | CC.1.4.4.Q Choose words and phrases to convey ideas precisely. |
| 8-e | , | CC.1.4.4.R |
| 8-e 8-f | Mands with yes and no 4 times (e.g., Do you want a ride? Yes.) | Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. |
| 8-1 | 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 |
| 9-M | Spontaneously emits 15 different mands (e.g. Let's play Open Lwent healt) | Differentiate between contexts that require formal English versus informal situations. CC.1.4.4.F |
| 9-1 v1 9-a | Spontaneously emits 15 different mands (e.g., Let's play. Open. I want book.) 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-a 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 |
|) -U | giraffe) | Choose words and phrases to convey ideas precisely. CC.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. |
| 9-c 9-d | Mands with an adjective 5 times (e.g., big chip, red car) | CC.1.4.4.Q Choose words and phrases to convey ideas precisely. |
| 9-u 9-e | Emits 5 mands in 30 seconds (e.g., during a game or fun activity such as water play) | CC.1.4.4.R |
| 9-e 9-f | Mands contain 3-word phrases 10 times (e.g., That's my horse.) | Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. |
| 7-1 | ividinas contain 3-word pinases to times (e.g., that s my norse.) | |

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| | | 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 |
| 10.34 | | Differentiate between contexts that require formal English versus informal situations. CC.1.2.4.J |
| 10-M | Emits 10 new mands without specific mand training (e.g., spontaneously says Where kitty go? without formal mand | Acquire and use accurately grade appropriate conversational, general academic, and domain-specific words and phrases. |
| | training) | Including those that signal precise actions, emotions, or states of being and that are basic to a particular topic. |
| 10-a | Emits 2 new mands without training (e.g., says I want hot cocoa without training) | 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. |
| | | CC.1.4.4.K |
| 10-c | Mands with an adjective 5 times — can use verbal and nonverbal prompts | Choose words and phrases to convey ideas precisely. |
| 10-d | Mands for information 3 times using who questions | CC.1.4.4.L |
| 10-е | 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. |
| 10-f | Spontaneously mands to novel and unfamiliar people 2 times | CC.1.4.4.Q Choose words and phrases to convey ideas precisely. |
| 101 | Spontaneously mands to nover and amanimal people 2 times | 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 3 | | |
|-----------------|--|---|
| Skill | VB-MAPP Milestones & Supporting Skills List | PA Core Standards |
| 11-M | Spontaneously mands for different verbal information using a WH question or question word 5 times (e.g., What's your name? Where do I go?) | Use text structure to interpret information (e.g. chronology, comparison, cause/effect, problem/solution). CC.1.4.4.T |
| 11-a | Mands to peers 5 times | 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 With some guidance and support was technology, including the Internet, to guidance and guidance as well as to interest |
| 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 and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single |
| 11-d | Mands contain 3-word phrases 10 times (e.g, Can I see?) | sitting. |
| 11-е | Mands for a specific quantity of reinforcers 2 times (e.g., two gummy bears) | CC.1.4.4.V |

| Conduct that research process that point investigation of dillitered analyses of a super. CC1.54.0 Conduct that research process that point investigation of dillitered and many that is a super of collaborative discussions on grade level topics and cause, building on with the cap resident of the control | |
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| Quantitatively, and orally. CC1.54.2 | icually |
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| descriptor details to support anail ideas or themes: speaking clearly with adequate volume, appropriate particular process. CC.1.5.4. CC.2.1.4.B. Apply place value and numeration concepts to company, find equivalencies, and round. CC.2.1.4.B. Legalace value and numeration concepts to company, find equivalencies, and round. CC.2.1.4.B. Legalace value and numeration concepts to company, find equivalencies, and round. CC.2.1.4.B. Legalace value and numeration concepts to company, find equivalencies, and round. CC.2.1.4.B. Legalace value and properties of operations to perform multi-digit arithmetic. Regress run all out graph number theory eacogus to find factors and untitiples. CC.2.1.4.B. Politely mands to stop an undesirable activity, or remove any aversive MO under 5 different circumstances (e.g., Please stop pushing me. No thank you. Excuse me, can you move?) Please stop pushing me. No thank you. Excuse me, can you move?) Please stop pushing me. No thank you. Excuse me, can you move?) Please stop pushing me. No thank you. Excuse me, can you move?) Lea Mands to remove an aversive item or activity 2 times (e.g., Lote, kir) and the company of the company | |
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| CC.14.B.1 Apply pines whee and numeration concepts to compare, find equivalencies, and round. CC.21.4.B.2 Apply pines whee and numeration concepts to compare, find equivalencies, and round. CC.21.4.B.2 Use place walte understanding and properties of operations to perform multi-digit arithmetic. Represent and solve problems involving the four operations. CC.22.4.A.2 Develop and or apply number theory concepts to find factors and multiples. CC.22.4.A.2 Develop and or apply number theory concepts to find factors and multiples. CC.22.4.A.2 Develop and or apply number theory concepts to find factors and multiples. CC.22.4.A.2 Develop and or apply number theory concepts to find factors and multiples. CC.22.4.A.2 Develop and or apply number theory concepts to find factors and multiples. CC.22.4.A.2 Develop and or apply number theory concepts to find factors and multiples. CC.22.4.A.2 Develop and or apply number theory concepts to find factors and multiples. CC.22.4.A.2 Develop and or apply number theory concepts to find factors and multiples. CC.22.4.A.2 Develop and or apply number theory concepts to find factors and multiples. CC.22.4.A.2 Develop and or apply number theory concepts to find factors and multiples. CC.22.4.A.2 Develop and or apply number theory concepts to find factors and multiples. CC.22.4.A.2 Develop theory number theory concepts to find factors and multiples. CC.22.4.A.2 Develop the form of the factors and multiples. CC.22.4.A.2 Develop the factors and multiples and prompts (e.g., What do you say 1) CC.22.4.A.2 Develop the factors and multiples and prompts (e.g., What do you say 2) CC.22.4.A.2 Develop the factors and adod or information presented in diverse media and formats, including statement or application of a text and adod or information presented in diverse media and formats, including statement or application or application or application or application or application or application or application or application or | |
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| Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate fa descriptive details to support main ideas or themes; speaking clearly with adequate volume, appropriate fa descriptive details to support main ideas or themes; speaking clearly with adequate volume, appropriate fa descriptive details to support main ideas or themes; speaking clearly with adequate volume, appropriate fa descriptive details to support main ideas or themes; speaking clearly with adequate volume, appropriate fa descriptive details to support main ideas or themes; speaking clearly with adequate volume, appropriate fa descriptive details to support main ideas or themes; speaking clearly with adequate volume, appropriate fa descriptive details to support main ideas or themes; speaking clearly with adequate volume, appropriate fa descriptive details to support main ideas or themes; speaking clearly with adequate volume, appropriate fa descriptive details to support main ideas or themes; speaking clearly with adequate volume, appropriate fa descriptive details to support main ideas or themes; speaking clearly with adequate volume, appropriate fa descriptive details to support main ideas or themes; speaking clearly with adequate volume, appropriate fa descriptive details to support main ideas or themes; speaking clearly with adequate volume, appropriate pa prountication. CC.1.5.4.E Differentiate between contexts that require formal English versus informal situations. CC.1.2.4.J CC.1.2.4.J Develop the topic with facts, definitions, concrete details, quotations, or other information and examples re include illustrations and multimedia when useful to alding comprehension. CC.1.4.F. Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. CC.1.4.H. Introduce the topic and state an opinion on the topic. CC.1.4.A.I. Introduce the topic and state an opinion on the topic. CC.1.4.A.I. Introduce the topic and state an opinion on the topic. CC.1.4.A | |
| pronunciation. CC.1.5.4.E Differentiate between contexts that require formal English versus informal situations. CC.1.5.4.E Differentiate between contexts that require formal English versus informal situations. CC.1.2.4.J Acquire and use accurately grade-appropriately conversational, general academic, and domain-specific wo including those that signal precise actions, emotions, or states of being and that are basic to a particular top CC.1.4.C Mands for others to attend to some aspect of the environment 2 times (e.g., Look, it's a truck.) 13-d Mands with 2 different adjectives (e.g., I want the red gummy bear.) 13-e Mands with 2 different prepositions (e.g., Put it in the house.) 13-f Mands with 2 different adverbs (e.g., Slow down.) Mands with 2 different adverbs (e.g., Slow down.) CC.1.4.H Introduce the topic and state an opinion on the topic. CC.1.4.J Create an organizational structure that includes related ideas grouped to support the writer's purpose and in order with a concluding statement or section related to the opinion. CC.1.5.E Differentiate between contexts that require formal English versus informal situations. CC.1.2.J Acquire and use accurately grade-appropriately conversational, general academic, and domain-specific wo including those that signal precise actions, emotions, or states of being and that are basic to a particular to a particular to precise actions, emotions, or other information and examples reinclude illustrations and multimedia when useful to aiding comprehension. CC.1.4.F Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. CC.1.4.J.I Introduce the topic and state an opinion on the topic. CC.1.4.J.J Create an organizational structure that includes related ideas grouped to support the writer's purpose and in order with a concluding statement or section related to the opinion. | cts and relevant, |
| 13-M Mands with 10 different adjectives, prepositions, or adverbs (e.g., My crayon is broken. Don't take it out. Go fast.) 13-a Spontaneously mands to use the bathroom 2 times 13-b Mands for others to attend to his own nonverbal behavior 2 times (e.g., watch me) 13-c Mands for others to attend to some aspect of the environment 2 times (e.g., Look, it's a truck.) 13-d Mands with 2 different adjectives (e.g., I want the red gummy bear.) 13-e Mands with 2 different prepositions (e.g., Put it in the house.) 13-f Mands with 2 different adverbs (e.g., Slow down.) 13-f Mands with 2 different adverbs (e.g., Slow down.) 13-f CC.1.4.4.F Develop the topic with facts, definitions, concrete details, quotations, or other information and examples re included illustrations and multimedia 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.F Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. CC.1.4.4.F Lintroduce the topic and state an opinion on the topic. CC.1.4.4.I Create an organizational structure that includes related ideas grouped to support the writer's purpose and li order with a concluding statement or section related to the opinion. CC.1.4.4.F | ing, and clear |
| Differentiate between contexts that require formal English versus informal situations. | |
| 13-a Spontaneously mands to use the bathroom 2 times 13-b Mands for others to attend to his own nonverbal behavior 2 times (e.g., watch me) 13-c Mands for others to attend to some aspect of the environment 2 times (e.g., Look, it's a truck.) 13-d Mands with 2 different adjectives (e.g., I want the red gummy bear.) 13-e Mands with 2 different prepositions (e.g., Put it in the house.) 13-f Mands with 2 different adverbs (e.g., Slow down.) 13-f Mands with 2 different adverbs (e.g., Slow down.) 13-f C.1.4.4.F 13-f C.1.4.4. | |
| 13-b Mands for others to attend to his own nonverbal behavior 2 times (e.g., watch me) 13-c Mands for others to attend to some aspect of the environment 2 times (e.g., Look, it's a truck.) 13-d Mands with 2 different adjectives (e.g., I want the red gummy bear.) 13-e Mands with 2 different prepositions (e.g., Put it in the house.) 13-f Mands with 2 different adverbs (e.g., Slow down.) 13-f Mands with 2 different adverbs (e.g., Slow down.) 13-f CC.1.4.4.F CC.1.4.4.F CC.1.4.4.I CC.1.4.4.J Create an organizational structure that includes related ideas grouped to support the writer's purpose and light order with a concluding statement or section related to the opinion. CC.1.4.4.L CC.1.4.4 | ide and physics |
| 13-b Mands for others to attend to his own nonverbal behavior 2 times (e.g., watch me) | ic. |
| 13-d Mands with 2 different adjectives (e.g., I want the red gummy bear.) 13-e Mands with 2 different prepositions (e.g., Put it in the house.) 13-f Mands with 2 different adverbs (e.g., Slow down.) CC.1.4.G Write opinion pieces on topics or texts. CC.1.4.H Introduce the topic and state an opinion on the topic. CC.1.4.L Create an organizational structure that includes related ideas grouped to support the writer's purpose and light order with a concluding statement or section related to the opinion. CC.1.4.L CC.1.4.L CC.1.4.L CC.1.4.L CC.1.4.L CC.1.4.L CC.1.4.L CC.1.4.L CC.1.4.L CC.1.4.L CC.1.4.L CC.1.4.L CC.1.4.L CC.1.4.L CC.1.4.L CC.1.4.L CC.1.4.L CC.1.4.L CC.1.4.L | |
| 13-d Mands with 2 different adjectives (e.g., I want the red gummy bear.) 13-e Mands with 2 different prepositions (e.g., Put it in the house.) 13-f Mands with 2 different adverbs (e.g., Slow down.) CC.1.4.4.G | lated to the topic; |
| Mands with 2 different adverbs (e.g., Slow down.) 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.J Create an organizational structure that includes related ideas grouped to support the writer's purpose and li order with a concluding statement or section related to the opinion. CC.1.4.4.L | |
| 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.J Create an organizational structure that includes related ideas grouped to support the writer's purpose and li order with a concluding statement or section related to the opinion. CC.1.4.4.L | |
| CC.1.4.4.J Create an organizational structure that includes related ideas grouped to support the writer's purpose and li order with a concluding statement or section related to the opinion. CC.1.4.4.L | |
| CC.1.4.4.J Create an organizational structure that includes related ideas grouped to support the writer's purpose and li order with a concluding statement or section related to the opinion. CC.1.4.4.L | |
| Create an organizational structure that includes related ideas grouped to support the writer's purpose and li order with a concluding statement or section related to the opinion. CC.1.4.4.L | |
| order with a concluding statement or section related to the opinion. CC.1.4.4.L | nkad in a logical |
| | iked iii a logical |
| 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 other expressing their own clearly. CC.1.5.4.B | s' ideas and |

| Paraphrase portions of a text read aloud or information presented quantitatively, and orally. CC.1.5.4.C Identify the reasons and evidence a speaker provides to support paragraphs. CC.1.5.4.D | in diverse media and formats, including visually, |
|--|--|
| CC.1.5.4.C Identify the reasons and evidence a speaker provides to support particles. | |
| Identify the reasons and evidence a speaker provides to support pa | |
| | articular points |
| COLLETTIZ | articular points. |
| Report on a topic or text, tell a story, or recount an experience in a | an organized manner, using appropriate facts and relevant, |
| descriptive details to support main ideas or themes; speaking 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 | nomican causa/affact muchlam/aclusticn |
| (e.g., You put the glue on first, then stick it. You sit here while I get a book.) Use text structure to interpret information (e.g. chronology, comp CC.1.4.4.A | varison, cause/effect, problem/solution). |
| 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 convergence. | ev 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.) | ., |
| Introduce and identify the topic clearly. | |
| Contact | |
| 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, quotation | ons, or other information and examples related to the topic; |
| the big bike fast.) | ehension. |
| Use precise language and domain-specific vocabulary to inform a | about or explain the topic |
| CC.1.4.4.F | toott of explain the topic. |
| 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. | |
| 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 grou | uped to support the writer's purpose and linked in a logical |
| order with a concluding statement or section related to the opinion | n. |
| 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 | is. |
| 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 | |
| CC.1.4.P | |
| Organize an event sequence that unfolds naturally, using a variety | y of transitional words and phrases to manage the sequence of |
| events; provide a conclusion that follows from the narrated experi | iences 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 | standard English graninar and spennig. |
| Draw evidence from literary or informational texts to support and | llysis, 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 inv | restigation of different aspects of a topic. |
| CC.1.4.4.W Recall relevant information from experiences or pathor relevant in | nformation from point and digital |
| Recall relevant information from experiences or gather relevant in categorize information, and provide a list of sources. | mormation from print and digital sources; take notes and |
| CC.1.4.4.X | |
| Write routinely over extended time frames (time for research, refl | lection, and revision) and shorter time frames (a single sitting |
| or a day or two) for a range of discipline-specific tasks, purposes | |
| CC.1.5.4.A | |
| Engage effectively in a range of collaborative discussions on grad | de 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 |
| 13-11 | · · · · · · · · · · · · · · · · · · · | Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. |
| | happened I'm telling the story) | CC.1.4.4.B |
| 15-a | Mands contain 5 word phrases or sentences 10 times | Introduce and identify the topic clearly. |
| | 1 | |
| 15-b | Mands for information about future events 2 times (e.g., When are we going to the party?) | CC.1.4.4.C |
| 15-c | Mands for attention to a private event 2 times (e.g., My stomach hurts.) | 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. |
| 15-d | Mands for information 5 times using why questions | CC.1.4.4.E |
| | C V I | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| 15-e | Mands for information 5 times using how 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 |
| | | Differentiate between contexts that require formal English versus informal situations. |
| | | 2. The content of the require refined English serious information structions. |

| | 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 |
|-----|---|---|
| 1-a | Tacts 1 familiar person, pet, or object with verbal prompts and motivation present (e.g. mama) | Conduct short research projects that build knowledge through investigation of different aspects of a topic. CC.1.5.4.E |
| | | 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 Differentiate between contexts that require formal English versus informal situations. |
| 3-M | Tacts 6 non-reinforcing items (e.g., shoe, hat, spoon, car, cup, bed) | 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 in bed and in the kitchen) | Write opinion pieces on topics or texts. CC.1.5.4.E 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 |
| 4-a | Looks at family photos and, with verbal prompts, tacts 2 family members | 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. |
| 4-b | 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.1.4.4.0 |
| | | 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. |
| 5-M | Tacts 10 items (e.g., common objects, people, body parts, or pictures) | CC.1.1.4.D |
| 5-a | Tacts 5 pictures (2D) | 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 | Maintains a newly acquired tact after 24 hours without training | 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 text. |
| | | 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. including those that signal precise actions, emotions, or states of being and that are basic to a particular topic. CC.1.2.4.K 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.C include illustrations and multimedia when useful to aiding comprehension. provide a concluding statement or section; include formatting when useful to aiding comprehension. 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 order with a concluding statement or section related to the opinion. Choose words and phrases to convey ideas precisely. CC.1.4.4.M Write narratives to develop real or imagined experiences or events. Orient the reader by establishing a situations and introducing a narrator and/or characters. 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.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 CC.1.4.4.V

Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases,

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and

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

Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic;

Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases;

Create an organizational structure that includes related ideas grouped to support the writer's purpose and linked in a logical

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

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

| categorize information, and CC.1.4.4.X Write routinely over extend | n from experiences or gather relevant information from print and digital sources; take notes and d provide a list of sources. ded time frames (time for research, reflection, and revision) and shorter time frames (a single sitting e of discipline-specific tasks, purposes and audiences. |
|--|--|
| CC.1.4.4.X Write routinely over extens or a day or two) for a range | ded time frames (time for research, reflection, and revision) and shorter time frames (a single sitting |
| Write routinely over extens or a day or two) for a range | |
| or a day or two) for a range | |
| or a day or two) for a range | |
| CC.1.5.4.B | |
| | |
| Paraphrase portions of a te | ext 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, t | ell a story, or recount an experience in an organized manner, using appropriate facts and relevant, |
| descriptive details to support | ort main ideas or themes; speaking clearly with adequate volume, appropriate pacing, and clear |
| pronunciation. | |
| CC.1.5.4.E | |
| Differentiate between cont | exts that require formal English versus informal situations. |
| CC.2.1.4.B.1 | |
| Apply place-value underst | anding for multi-digit whole numbers. |
| CC.2.1.4.B.2 | |
| | ding and properties of operations to perform multi-digit arithmetic. |
| CC.2.1.4.C.1 | |
| | of fractions to show equivalence and ordering. |
| CC.2.1.4.C.2 | |
| | ractions by applying and extending previous understandings of operations on whole numbers. |
| CC.2.1.4.C.3 | |
| | to fractions, and compare decimal fractions (base 10 denominator, e.g., 19/100). |
| CC.2.3.4.A.1 | |
| | identify these in two-dimensional figures. |
| CC.2.3.4.A.2 | |
| | figures by properties of their lines and angles. |
| CC.2.3.4.A.3 | |
| | pes and draw lines of symmetry. |
| CC.2.4.4.A.2 | |
| | n one type of data display to another. |
| CC.2.4.4.A.4 | |
| | ta involving fractions using information provided in a line plot. |
| CC.2.4.4.A.6 | |
| Measure angles and use pr | operties of adjacent angles to solve problems. |

| | TACT LEVEL 2 | | |
|---------------------------------|--|---|--|
| Skill | VB-MAPP Milestones & Supporting Skills List | PA Core Standards | |
| 6-M 6-a 6-b 6-c 6-d | Tacts 25 items when asked, What's that? (e.g., book, shoe, car, dog, hat) Tacts 4 different people, pets, or characters by their specific name (can include mama and dada) Tacts 2 actions when asked, for example, What am I doing? (e.g., jumping, clapping) Acquires a new tact in less than 20 training trials Tacts 5 items in a 15 second period (fluency) | CC.1.1.4.D Know and apply grade level phonics and word analysis skills in decoding words. Use combined knowledge of all lettersound 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.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 | |

ext.

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.

CĈ.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 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.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.A.6 Measure angles and use properties of adjacent angles to solve problems. |
|-----|---|--|
| 7-M | Generalizes tacts across 3 examples of 50 items, or from a list of known generalizations | CC.1.1.4.D |
| 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. |
| 7-b | Tacts 2 auditory stimuli (e.g., phone ringing, siren, dog barking) | CC.1.1.4.E |
| 7-с | Spontaneously emits a tact containing two words for 5 different tacts (e.g., baby's crying) | Read with accuracy and fluency to support comprehension: |
| 7-d | Tacts 2 different actions when asked What he doing? (e.g., drinking, swimming) | Read on-level text with purpose and understanding. |
| 7-е | Tacts 40 items when asked What's that? (e.g., tree, bowl, sock, crayon, apple) | 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, 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.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 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.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.2.3.4.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. |
| 8-M | Tacts 10 actions when asked, for example, What am I doing? (e.g., jumping, sleeping, eating) | CC.1.2.4.B Refer to details and examples in text to support what the text says explicitly and make inferences. |
| 8-a | Tacts 2 tactile stimuli (e.g., says ball when feeling a ball in a bag) | CC.1.2.4.L |
| 8-b | Tacts 5 noun-verb or verb-noun combinations (e.g., dog eating, rolling ball) | Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. |
| 8-c | Tacts two or more items from 10 different pages in a book when asked, What do you see here? | CC.1.4.4.D |
| 8-d | Glances at a listener while tacting on 5 occasions | 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 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. |
| 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 |
| | (e.g., washing face, Joe swinging, baby sleeping) | Determine the main idea of a text and explain how it is supported by key details; summarize the text. — 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 |
| 9-c | Spontaneously tacts items in a book, on TV, or in a video 5 times (e.g., Cinderella) | 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. |
| 9-d | Learns 2 new tacts without direct training (e.g., untrained echoic to tact transfer) | CC.1.2.4.L |
| 9-u 9-e | Shows response generalization for 5 items (i.e., tacts the same stimulus with two different words teacher and Katie; cat and | Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. |
|) -C | Garfield; dog and Maggie) | CC.1.2.4.J |
| - | Oarnold, dog and maggic) | 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 |
| | | |

| (F- | | |
|------|--|---|
| | | 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 | | or a day or two) for a range of discipline-specific tasks, purposes and audiences. |
| 10-M | Tacts 200 nouns and/or verbs (or other parts of speech), tested or from an accumulated list of known tacts | CC.1.1.4.D Know and apply grade level phonics and word analysis skills in decoding words. Use combined knowledge of all letter- |
| 10-a | Tacts 10 actions (e.g., climbing, playing, coloring, swimming, washing) | sound 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 |
| 10-c | Tacts 20 items in a 1 minute fluency test | Read with accuracy and fluency to support comprehension: |
| | • | 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 |
| | | 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. |
| | | CĈ.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.

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.

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.

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.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.

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.

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

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 |
| | 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. |
| | Tacts 2 olfactory stimuli (e.g., cookies, popcorn, flowers) | CC.1.1.4.E Read with accuracy and fluency to support comprehension: |
| | Acquires 5 new tacts in a week without direct training | Read on-level text with purpose and understanding. |
| | Tacts 2 people (not family members) by their first names | Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. |
| | Tacts 5 categories or classes (e.g., animals, drinks, toys) | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| 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. |
| | 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. |
| | 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 |
| | 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 | 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.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.V Conduct short research projects that build knowledge through investigation of different aspects of a topic. 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. |

| | | 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 |
| 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 | Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. |
| | him, A cookie is a type of) (part intraverbal) | CC.1.4.4.N 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 |
| 12-e | Tacts people with 2 different pronouns (e.g., Who has the hat on?you do) (part intraverbal) | Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. 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 Use place value understanding and properties of operations to perform multi-digit arithmetic. |
| | animals, the child tacts a bear as an animal on the first trial) | 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 |
| | quietly, gently) | 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 | 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. CC.1.4.4.K |
| 13-c | Tacts 2 pairs of relative adjectives (e.g., big and little; long and short) (part intraverbal if questions such as What size is this? | 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. CC.1.4.4.N |
| 13-е | Spontaneously tacts with 2 different adverbs | 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.1.4.4.R |
| | | Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. CC.2.1.4.B.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 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.1 |
| | | Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit. |
| | | CC.2.4.4.A.4 Propresent and interpret data involving fractions using information provided in a line plot |
| | | Represent and interpret data involving fractions using information provided in a line plot. CC.2.4.4.A.6 |
| | | CC.2.4.4.A.4 Represent and interpret data involving fractions using information provided in a line plot. |

| | | Measure angles and use properties of adjacent angles to solve problems. |
|------|---|--|
| 14-M | Tacts with complete sentences containing 4 or more words, 20 times | CC.1.1.4.E |
| 14-a | Tacts people by relationship using 4 different terms (e.g., sister, brother, grandmother, uncle) (part intraverbal if questions | Read with accuracy and fluency to support comprehension: |
| | are used) | Read on-level text with purpose and understanding. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. |
| 14-b | Tacts 5 adjective-noun combinations in a complete sentence (e.g., That is a big dog.) | Wead on-level text orang with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| 14-c | Tacts 5 verb-adverb combinations in a complete sentence (e.g., He is singing loud.) | CC.1.2.4.C |
| 14-d | Tacts 5 preposition-noun combinations in a complete sentence (The dog's in the house.) | Explain events, procedures, ideas, or concepts in a text, including what happened and why, based on specific information in the |
| 14-e | Tacts 5 subject-verb-noun combinations in a complete sentence (e.g., The girl is pulling the wagon.) | text. CC.1.2.4.L |
| 14-0 | 1 acts 3 subject-vero-noun combinations in a complete sentence (e.g., The girl is pulling the wagon.) | Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. |
| | | 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 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.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. |
| | | 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. |
| 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 |
| | tacts | Read with accuracy and fluency to support comprehension: |
| 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 |
| | 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-c | Tacts 5 community helpers (e.g., policeman, fireman, nurse, doctor, garbage man) | CC.1.2.4.B Defeate details and examples in taxt to example the taxt save explicitly and make informace |
| | Tacts with 2 different negation words 5 times (e.g., That's not a cat.) | Refer to details and examples in text to support what the text says explicitly and make inferences. CC.1.2.4.C |
| 15-d | | 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 Compare and contrast an event or topic told from two different points of view. |
| 15-g | Spontaneously emits untrained tacts in sentences containing at least 5 words, 5 times | 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. 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. 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. 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.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 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. 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 1-a | Attends to a speaker's voice by making eye contact with the speaker 5 times Turns head to locate the source of a sound (e.g., bell, squeaky toy, a cell phone ringing) | CC.1.2.4.B Refer to details and example sin 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.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 2-a | Responds to hearing his own name 5 times (e.g., looks at the speaker) Smiles at the sound of the caretaker's voice 2 times | 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.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 3-a 3-b 3-c 3-d 3-e 3-f | Looks at, touches, or points to the correct family member, pet, or other reinforcer when presented in an array of 2, for 5 different reinforcers (e.g., Where's Elmo? Where's mommy?) Interrupts a play activity when his name is called Responds to no, hot, stop or other commands in the appropriate context Attends to an object or picture when named (without discrimination) 5 times Responds to 2 simple (1 part) verbal instructions in context (e.g., sit down, when by a chair) Discriminates between 2 family members and/or pets when named (e.g., Where's daddy?) Discriminates between 2 objects when they are presented at eye level (e.g., looks at, touches, or points to a ball when shown a ball and a shoe and asked touch ball) | 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.1.4.4.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.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 |
| | | 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 Divid facetions from unit facetions by analyting and artending provious understandings of angestions on whole numbers |
| , | | 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- |
| 4-a | Selects the correct item from an array of 2 for 10 different objects or pictures | sound 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. |
| 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. |
| 4-c 4-f | Generalizes in a listener discrimination (LD) task across 2 examples of 5 different items (e.g., can identify 2 different dogs, 2 | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. CC 1.2.4 K |
| 4-1 | | CC.1.2.4.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and |
| <u> </u> | different cups, 2 different balls) | content, choosing flexibly from a range of strategies and tools. |
| | | CC.1.4.4.K |
| , | | 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 |
| 5-1 v1 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- |
| 5-a 5-b | | sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words. |
| 1)-h | Demonstrates 6 different motor actions on command without a visual prompt | CC.1.1.4.E |
| | | |
| 5-c 5-d | Maintains an acquired listener skill after 24 hours without training Spontaneously emits (no direct prompts to respond) a listener response (LD) 2 times | Read with accuracy and fluency to support comprehension: • Read on-level text with purpose and understanding. |

| | | <u> </u> | |
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| | 5-e | Generalizes known listener tasks across 3 different people, 3 settings, and 3 times of day | •] |
| ١ | 5 0 | Generalizes and with insteller tasks across 5 anterent people, 5 seamings, and 5 annes of day | |
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- 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.

the main idea of a text and explain how it is supported by key details; summarize the text.

etails and examples in text to support what the text says explicitly and make inferences.

vents, procedures, ideas, or concepts in a text, including what happened and why, based on specific information in a

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

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

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

nd use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases,

those that signal precise actions, emotions, or states of being and that are basic to a particular topic.

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

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

nd introduce the topic clearly.

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

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

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

nion pieces on topics or texts.

the topic and state an opinion on the topic.

asons that are supported by facts and details.

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

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

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ance and support form peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

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

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

vant 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. |

| | LISTENER RESPONDING | | |
|---------------------------------|---|--|--|
| | LEVEL 2 | | |
| Skill | VB-MAPP Milestones & Supporting Skills | PA Core Standards | |
| 6-M 6-a 6-b 6-c 6-d | Selects the correct item from a messy array of 6, for 40 different objects or pictures (e.g., Find cat. Touch ball.) Selects the correct item from a messy array of 5, for 25 different items (e.g., book, car, dog, shoe) Acquires a new listener skill in less than 25 training trials Discriminates among 6 people, pets, or characters by name (e.g., Find Oscar.) Generalizes in a listener task across 3 examples of 25 different items | CC.1.1.4.E 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.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.1.4.4.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 |
| | | 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 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-с | 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 room mentions the rocking horse, the child spontaneously goes to the horse) | provide a concluding statement or section; include formatting when useful to aiding comprehension. CC.1.4.4.I |
| | Toom mentions are toeking notice, the clinic spontaneously goes to the notice) | 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 the correct item from an array of a containing 2 similar stimum (e.g., same color), for 20 items 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. |
| | | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. CC 1.4.4 D. |
| 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?) | GC.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.1.4.4.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. CC.2.4.4.A.2 |
| | | Translate from one type of data display to another. |
| 9-M | Follows 25 two-component noun-verb and/or verb-noun instructions (e.g., Show me the baby sleeping. Push the | CC.1.2.4.A |
| | 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 | Provide reasons that are supported by facts and details. |
| | goes over to the light, and no one knew that she knew the word light) | 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 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. |
| | | Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and |
| | | expressing their own clearly. |
| | | 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 |
| 10.34 | | Represent and interpret data involving fractions using information provided in a line plot. CC.1.1.4.E |
| 10-M | Selects the correct item in a book, picture scene, or natural environment when named for 250 items, tested or from an | Read with accuracy and fluency to support comprehension: |
| 10 | accumulated list of known words | Read on-level text with purpose and understanding. |
| 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 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 |

| 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 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. 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. |
| | | 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. |
| | | 0 |

| | 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- |
| 11-a 11-b 11-c 11-d 11-e 11-f | Puts 5 specified items where they belong (e.g., Put the hairbrush away.) Discriminates among 4 colors in an array of 4 different colored objects Discriminates among 4 shapes in an array of 4 different shapes Discriminates between 2 different prepositions (e.g., in, on, under) Discriminates between self and others given a pronoun (e.g., your, my) Selects two different colors or shapes from an array of 8 for 10 pairs (e.g., Give me red and blue.) | 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.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 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.2 Classify two-dimensional figures by properties of their lines and angles. CC.2.3.4.A.1 Solve problems involving measurement and conversions from a larger unit to a smaller unit. CC.2.4.4.A.1 Solve problems involving measurement and conversions from a larger unit to a smaller unit. |
| 12-M | Follows 2 instructions involving 6 different prepositions (e.g., Stand behind the chair.) and 4 different pronouns (e.g., | CC.2.4.4.A.6 Measure angles and use properties of adjacent angles to solve problems. CC.1.2.4.E Use structure to interpret information (e.g. chronology, comparison, cause/effect, problem/solution). |
| 12-a 12-b 12-c 12-d 12-e 12-f | Follows instructions to take an item to 5 different locations (e.g., Take the tray to the sink.) Goes to 5 different locations and retrieves specific objects (e.g., Go to the kitchen and get a cup.) Selects items from an array of similar stimuli based on an adjective (e.g., Touch the little bird?) Discriminates between the genders for girl and boy and man and woman (e.g., Where's the girl?) Discriminates between males and females given a pronoun (e.g., he and she) Demonstrates actions modified by 2 different adverbs (e.g., Walk slow. Walk fast.) | Use 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.N Orient the reader by establishing a situation and introducing a narrator and/or characters. CC.1.5.4.C Identify the reasons and evidence a speaker provides to support particular points. 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. |
| 13-M 13-a | Selects items from an array of similar stimuli based on 4 pairs of relative adjectives (e.g., big-little, long-short) and demonstrates actions based on 4 pairs of relative adverbs (e.g., quiet-loud, fast-slow) Demonstrates 3 pretend emotions on command (e.g., Show me a sad face. Make a happy face.) | 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 |

| 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 | denotatizes a pronoun and a preposition to a new situation (e.g., uses inscorrectly with a new intend) | 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.2.4.4.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 crithmetic |
| 14-d | Correctly responds to 10 tasks involving "one" vs. "two" vs. "all" of something | 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 |
| 15 M | Has a total lister or remortains of 1200 monds (norms months adjecting ata) total or from an accompleted list of | Generate and analyze patterns using one rule. CC.1.1.4.E |
| 15-M | Has a total listener repertoire of 1200 words (nouns, verbs, adjectives, etc.), tested or from an accumulated list of | Read with accuracy and fluency to support comprehension: |
| 15 | known words | Read on-level text with purpose and understanding. |
| 15-a | Discriminates among items given negation words for 10 tasks (e.g., Which one is not a food?) | Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. |
| 15-b | Discriminates 5 attributes of peers in a small group (e.g., Who is wearing blue shoes? Who has red hair? Who is wearing | • Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| | glasses?) | 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-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. |
| 15-е | Generalizes 5 adverbs to new verbs (e.g., says, Lava moves slow when first encountering lava) | 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.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 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. |
| | | provide a concluding statement of section, include formatting witch useful to alung complehension. |

| 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.1.4.4.0 |
| 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 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. |
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| | VISUAL PERCEPTUAL SKILLS AND MATCHING-TO-SAMPLE LEVEL 1 | | | |
|-------|--|---|--|--|
| Skill | VB-MAPP Milestones & Supporting Skills | PA Core Standards | | |
| 1-M | 1-M Visually tracks moving stimuli for 2 seconds, 5 times | CC.1.2.4.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. CC.1.4.4.T | | |
| 1-b | Visually attends to reinforcing objects 5 times | 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; |
| 3.0 | Looks for an object that has fairen out of sight 5 times | 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 Represent and interpret data involving fractions using information provided in a line plot. |
| 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 | CC.1.4.4.J |
| 4-1 1 | 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 |
| | | with a concluding statement or section related to the opinion. CC.2.2.4.A.1 |
| 4-b | Pushes and/or pulls 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-a | 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 |
| 5-d | Attempts to scribble with any writing instrument | text. CC.1.2.4.I |
| | | Integrate information from two texts on the same topic to demonstrate understanding of that topic. |
| 5-e | Puts two similar items together 2 times (e.g., picks up a matching toy) | 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.E Use precise language and domain specific vecebulary to inform about or explain the tenio |
| | | 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 |
| | | 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 parratives to develop real or imagined experiences or events |
| | 1 | 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.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. |
| CC.2.1.4.C.3 |
| 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 | | | | |
| VB-MAPP Milestones & Supporting Skills | PA Core Standards | | | |
| Matches identical objects or pictures in a messy array of 6, for 25 items | CC.1.1.4.D | | | |
| 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. | | | |
| Nests identical objects in a stack 2 times (e.g., bowls, cups, plates | CC.1.2.4.I | | | |
| 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 | | | |
| 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. | | | |
| Stacks 4 blocks without help | CC.1.4.4.K Choose words and phrases to convey ideas precisely. | | | |
| Matches identical objects or pictures in a neat array of 3, for 10 items (e.g., matches a hat to a hat) | CC.1.4.4.Q | | | |
| 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. | | | |
| a little red ball) | CC.1.4.4.T With guidance and support form peers and adults, develop and strengthen writing as needed by planning, revising, and editing. | | | |
| Places 5 items where they belong or in an appropriate context (e.g., puts a cup in the sink) | 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 | | | |
| | VB-MAPP Milestones & Supporting Skills Matches identical objects or pictures in a messy array of 6, for 25 items Connects 2 items or toys together (e.g. Duplos) Nests identical objects in a stack 2 times (e.g., bowls, cups, plates Turns 2 pages in a book Completes 3 different inset puzzles containing 3-4 pieces without prompts Stacks 4 blocks without help Matches identical objects or pictures in a neat array of 3, for 10 items (e.g., matches a hat to a hat) Matches identical objects or pictures that are different sizes in a messy array of 6, for 10 items (e.g., matches a big red ball to a little red ball) | | | |

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| | | 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 |
| | bowls and a pile of red, blue, and green bears the child sorts the items by color | Extend the understanding of fraction to show equivalence and ordering. 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 Recognize symmetric shapes and draw lines of symmetry. |
| 5 C | Hulk from a bin of figurines) | 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 |
| | | 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 |
| | dog to a dog in an array that also contains a cat, a pig, and a pony | 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. |
| 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: • Read on-level text with purpose and understanding. |
| 8-c | 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 containing other toys) | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 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.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 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. |
| 1 | | CC.1.4.4.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading |
| İ | | 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 |
| 1 | | 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. |
| 1 | | 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 |
| İ | | Extend the understanding of fractions to show equivalence and ordering. |
| 1 | | 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 |
| 1 | | 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 |
| 9-M | Matabas and identical abiasta as you identical victors in a marry among \$10 and initial 2 similar atimal; for 25 | Represent and interpret data involving fractions using information provided in a line plot. CC.1.1.4.D |
| 9-101 | Matches non-identical objects or non-identical pictures in a messy array of 10 containing 3 similar stimuli, for 25 items (e.g., matches a Ford truck to a Toyota truck) | Know and apply grade level phonics and word analysis skills in decoding words. Use combined knowledge of all letter- |
| 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 | sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words. |
| 9-a | Ford Mustang to a blue Ford Mustang | Read with accuracy and fluency to support comprehension: • 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 with purpose and understanding. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. |
| 9-c | Matches non-identical objects or pictures in a messy array of a containing 2 similar stimuli, for 25 items | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| 9-c 9-d | Matches non-identical objects of pictures to corresponding items in the natural environment for 25 items | - CC.1.2.4.L |
| 9-u 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 |
| 9-6 | Demonstrates spontaneous functional matching-to-sample in the natural environment 2 times (e.g., finds a matching shoe) | 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. |
| | | |
| I | | CC.1.4.4.I |
| | | Provide reasons that are supported by facts and details. |
| | | Provide reasons that are supported by facts and details. CC.1.4.4.O |
| | | 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 |
| | | Provide reasons that are supported by facts and details. 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 |
| | | 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 |
| | | Provide reasons that are supported by facts and details. 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 |

| | | 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.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. |
| 10-M | 10-M Matches non-identical objects (3D) to pictures (2D) and/or vice versa, in a messy array of 10 containing 3 similar stimuli, for 25 items | CC.1.2.4.H Explain how an author uses reasons and evidence to support particular points in a text. |
| 10-a | Assembles, collects, or groups 5 different toys, characters, or items that go together (e.g., a tea set) | CC.1.4.4.D 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. CC.1.4.4.I |
| 10-с | Matches a picture of an action to a non-identical picture of the same action for 10 actions (e.g., matches a picture of a girl swimming to a picture of a boy swimming in a different pool) | Provide reasons that are supported by facts and details. 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. CC.1.4.4.M |
| 10-е | Matches 10 different items that are associated with each other (e.g., a shoe to a sock) | 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 |
| 1 | | 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 | | |
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| | 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 Use place value understanding and properties of operations to perform multi-digit arithmetic. | |
| 11-b | Completes a 4-component block design with a 2D sample and 3D blocks for 4 designs | CC.2.2.4.A.1 | |
| 11-c 11-d | Uses glue to make things stick together without physical prompts 2 times 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) | 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.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 Develop and/or apply number theory concepts to find factors and multiples. | |
| 12-d | Matches a 3D block design with 4 blocks (e.g., a house, tower) | CC.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 and use properties of adjacent angles to solve problems. | |
| 13-M | Completes 20 different block designs, parquetry, shape puzzles, or similar tasks with at least 8 different pieces | CC.1.2.4.I 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.I.4.4.B | |
| 13-b | Sets a table for two people with 6 dishes and utensils | Identify and introduce the topic clearly. 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; include illustrations and multimedia when useful to aiding comprehension. | |
| 13-d | Imitates a model block structure or similar assembly of objects with at least 6 parts | include musuations and mutunitedia 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 |
| i | | 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 |
| | | CĈ.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-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. |
| 14-a | | 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; |
| | | provide a concluding statement or sections; include formatting when useful to aiding comprehension. |
| 14-c | Completes 10 different seriation tasks (i.e., part-to-whole, small-to-large, etc.) | CC.1.4.4.E |
| 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. |
| | | CC.1.4.4.I |
| | | Provide reasons that are supported by facts and details. |
| | | CC.1.4.4.K Change yeards and phrease to convey ideas precisely |
| | | Choose words and phrases to convey ideas precisely. CC.1.4.4.Q |
| | | 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. |
| | · | |

| | CCAAAAA |
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| | 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 |
| | Know and apply grade level phonics and word analysis skills in decoding words. Use combined knowledge of all letter- |
| 15-a Completes an A-B pattern for 5 different color or shape patterns | 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. |
| | CC.1.4.4.B |
| 15-d Constructs 5 felt (or similar material) scenes with 5 parts (e.g., farm, party) | Identify and introduce the topic clearly. 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.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.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 |
| | 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.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.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.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 |

| | 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) | Watternatics. | |
| 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 | |
| | 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 Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, | |
| _ | for 2 minutes (e.g., in a new playroom) | including those that signal precise actions, emotions, or states of being and that are basic to a particular topic. | |
| 3-a | Brings a toy or object of interest to an adult | CC.1.4.4.N | |
| 3-b | Dumps containers of items on floor | Orient the reader by establishing a situation and introducing a narrator and/or characters. | |
| 3-c | Transfers items in or out of a container | | |
| 3-d | Generalizes known play behaviors to a novel environment | | |
| 3-е | Carries toys or objects from one place to another | | |
| 435 | | CC154D | |
| 4-M | Independently engages in movement play for 2 minutes (e.g., swinging, dancing, rocking, jumping, climbing) | 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, | |
| 4-a | Enters a playhouse or similar play structure without adult verbal prompting | descriptive details to support main ideas or themes; speaking clearly with adequate volume, appropriate pacing, and clear | |
| 4-b | Learns to work a toy correctly after an adult demonstrates its use (e.g., push buttons on a pop-up toy) | pronunciation. CC.1.5.4.E | |
| 4-c | Mands to an adult for assistance with an item (e.g., child holds up something he can't open) | Differentiate between contexts that require formal English versus informal situations. | |
| 4-d | Spontaneously dances when music is played | CC.1.5.4.G | |
| 4-e | Enjoys being pulled or pushed in a wagon, on a tricycle, or other toy vehicle | Demonstrate command of the conventions of standard English when speaking based on grade 4 level and content. | |
| 5-M | Independently engages in cause-and-effect play for 2 minutes (e.g., dumping containers, playing with pop-up toys, | CC.1.2.4.C | |
| 3-1VI | pulling toys, etc.) | Explain events, procedures, ideas, or concepts in a text, including what happened and why, based on specific information in the | |
| 5-a | Takes pieces of a set apart (e.g., Duplos, Bristle blocks) | text. CC.2.1.4.C.1 | |
| 5-a 5-b | Spontaneously pulls and pushes items around | Extend the understanding of fractions to show equivalence and ordering. | |
| J-0 | Spontaneously pans and pusies items around | | |

| 5-c | Carries a large play object to a new location (e.g., a toy car garage) | CC.2.1.4.C.2 |
|-----|--|--|
| 5-d | Emits sounds or words associated with toys (e.g., says vroom vroom with a car) | Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers. CC.2.1.4.C.3 |
| 5-e | Connects things or puts them together (e.g., a car on a track, Duplos) | Compare 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. |

| | 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 Develop and/or apply number theory concepts to find factors and multiples. | |
| 6-c | Engages in sensory play for 2 minutes (e.g., scoops sand, or rice from a tray, plays in shaving cream) | 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-e | 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. | |
| | | 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 | 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 | |
| | a track, pulling a wagon, holding a telephone to the ear) | 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 | Scribbles on a Magna Doodle, white board, or paper | CC.1.4.4.T | |
| 7-b | Waits while an activity is being set up | 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-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 | |
| 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 | |
| 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) | themes. CC.1.5.4.D | |
| 8-a | Independently plays on a playground for 2 minutes without adult prompts | Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, | |
| 8-b | Observes, then imitates other children on play structures (e.g., going down a slide) | descriptive details to support main ideas or themes; speaking clearly with adequate volume, appropriate pacing, and clear pronunciation. | |
| 8-c | Strings large beads, laces, or similar fine motor leisure activities for 1 minute | CC.1.5.4.E | |
| 8-d | Plays with 2 toy sets as designed (e.g., hammer and tool bench set, kitchen set) | Differentiate between contexts that require formal English versus informal situations. CC.1.5.4.G | |
| 3 4 | 2 mgs man 2 to y sets as designed (eig.) mannier and toor senior set, menon set, | 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 Differentiate between contexts that require formal English versus informal situations. |
| 9-b | Completes 5 inset puzzles with 5 or more pieces | CC.1.5.4.G |
| 9-с | 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-a | 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; provide a concluding statement or section; include formatting when useful to aiding comprehension. |
| 10-b | Allows others to play in close proximity | CC.1.4.4.T |
| 10-с | 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. CC.1.4.4.U |
| 10-d | Mands to peers to not disturb his structure or toy assembly | With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact |
| 10-е | Improvises when parts are missing (e.g., still plays with a car that is missing a wheel) | and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single |
| 10-f | Helps to pick up toys after an activity with adult prompts | sitting. 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 | |
| 11-M | Spontaneously engages in pretend or imaginary play on 5 occasions (e.g., dressing up, a pretend party with stuffed animals, pretends to cook) | CC.1.5.4.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 bottle) | CC.1.5.4.E Differentiate between contexts that require formal English versus informal situations. CC.1.5.4.G | |
| 11-c | Will get toys and play independently for 2 minutes | 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 | | |
| 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, | 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 | pasting) | 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 | |

| 13-c | Independently draws recognizable items | themes. |
|------|--|---|
| 13-d | Shows a completed project to an adult or peer (e.g., an art project) | CC.2.3.4.A.1 Draw lines and angles and identify these in two-dimensional figures. |
| 13-е | Colors items mostly within their boundaries in a coloring book | 214 Hando and angles and recently alose in the dimensional righteen |
| | | |
| 14-M | Independently engages in sustained play activities for 10 minutes without adult prompts or reinforcement (e.g., | CC.1.4.4.X |
| | playing with an Etch-a-sketch, playing dress-up) | 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 | of a day of two) for a range of discipline specific asses, purposes and addicates. |
| | to do so by an adult) | |
| 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, | CC.1.4.4.U |
| | mazes, tracing letters and numbers) | 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 | sitting. |
| | skates, hitting a golf ball with a club) | 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-е | 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 | |
| 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 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. |
| 2-a | Smiles or laughs during physical play 5 times | 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; |
|------------|---|--|
| 3-b | Reacts positively to being approached by other children 2 times (can be siblings) | provide a concluding statement or section; include formatting when useful to aiding comprehension. |
| 3-c | Responds to greetings from others with 2 seconds of eye contact 2 times | CC.1.4.4.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. |
| 3 0 | Responds to greetings from others with 2 seconds of eye contact 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. |
| 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 |
| 4-14I | other children) | Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases; |
| 4.0 | Approaches other children 2 times with an adult prompt | provide a concluding statement or section; include formatting when useful to aiding comprehension. |
| 4-a 4-b | Appropriately stands close by other children in group activities 2 times | 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 |
| 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.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 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. | |
| 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-е | Spontaneously imitates 5 different behaviors of peers | 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. |
|------------|---|---|
| 7-M | Spontaneously mands to peers 5 times (e.g., My turn. Push me. Look! Come on.) | CC.1.2.4.G Interpret various presentations of information within a text or digital source and explain how the information contributes to an |
| 7-a | Mands to peers with adult prompts 5 times (e.g., Ask Katie for a cookie.) | understanding of text in which it appears. |
| 7-b | Echoes a peer's sounds or words with adult prompts 2 times (e.g., What did he say?) | CC.1.2.4.J |
| 7-c | Spontaneously joins other children in a play activity 2 times (e.g., a playhouse) | 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. |
| 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 |
| OM | Expressive systems of social plan with many few 2 minutes with out a dult manuals an uninforcement (a 2 | Differentiate between contexts that require formal English versus informal situations. CC.1.4.4.D |
| 8-M | Engages in sustained social play with peers for 3 minutes without adult prompts or reinforcement (e.g., | Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases; |
| 0 - | cooperatively setting up a play set, water play) | 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 Choose words and phrases to convey ideas precisely. |
| 8-b | Spontaneously imitates a peer's actions with objects 2 times (e.g., blowing a pinwheel) | CC.1.4.4.Q |
| 8-c | Responds to the mands of peers with adult prompts 2 times (e.g., Give him the car.) | 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 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. |
| 9-d | Responds to the mands of peers to stop a behavior 1 time (e.g., Stop pushing me.) | CC.1.4.4.I 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. |
| | 1 1 1 7 1 1 7 1 1 7 7 7 7 7 7 7 7 7 7 7 | 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; |
| 10-a | Spontaneously mands to peers to follow directions 2 times (e.g., Put the bike here.) | provide a concluding statement or section; include formatting when useful to aiding comprehension. 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. CC.1.4.4.U |
| 10-с | Spontaneously mands for others to attend to his behavior 2 times (e.g., Watch me.) | 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 |
| | | 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-e | 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 understanding of text in which it appears. | |
| 13-c | Follows directions given by a peer in a social play activity 2 times | 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 express 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 |
| | up play, acting out videos, playing house) | With guidance and support form peers and adults, develop and strengthen writing as needed by planning, revising, and editing. 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.I.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 expressing their own clearly. |
| 14-e | Asks questions about the interests of peers 1 time | CC.1.5.4.E |
| 15 34 | | Differentiate between contexts that require formal English versus informal situations. CC.1.2.4.A |
| 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) | Determine the main idea of a text and explain how it is supported by key details; summarize the text. CC.1.2.4.A CC.1.2.4.A |
| 15-a | Engages in at least 3 verbal exchanges with a peer 2 times | 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. CC.1.2.4.G |
| 15-c | Demonstrates coping behavior when a peer takes a reinforcer 2 times | Interpret various presentations of information within a text or digital source and explain how the information contributes to an |
| 15-d | Attends to a peer telling a story for 10 seconds, 2 times | understanding of text in which it appears. |
| 15-е | Narrates the activity of a peer with at least 2 tacts, 2 times | CC.1.2.4.H Explain how an author uses reasons and evidence to support particular points in a text. |
| 15-f | Spontaneously provides sympathy to a peer when hurt 2 times | CC.1.2.4.K |
| 15-g | Negotiates time with a reinforcer with a peer 2 times | 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 an | d |
|--|---|
| 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.A.I Provide reasons that are supported by facts and details. CC.1.4.A.K Choose words and phrases to convey ideas precisely. CC.1.4.A.Q Choose words and phrases to convey ideas precisely. CC.1.4.A.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. 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 | |
| 3-M | Imitates 8 motor movements, 2 of which involve objects (e.g., shaking a maraca, tapping sticks together) | sitting. CC.1.2.4.L | |
| 3-a 3-b 3-c 3-d | Imitates 2 fine motor movements (e.g., wiggles fingers, opens and closes fist) Spontaneously imitates 2 gross motor movements of another person (e.g., arms up) Imitates side-to-side body rocking Generalizes known imitation responses to 2 additional people (e.g., claps for 2 new adults) | Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. 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.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. |
|-----|---|---|
| 4-M | Spontaneously imitates the motor behaviors of others on 5 occasions | CC.1.2.4.L |
| 4-a | Imitates pointing at people or objects | Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. CC.1.4.4.D |
| 4-b | Imitates transferring an object from one hand to another | Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases; |
| 4-c | Imitates 5 actions that produce an outcome (e.g., pushing buttons on a pop-up toy) | provide a concluding statement or section; include formatting when useful to aiding comprehension. |
| 4-d | Imitates 2 head movements (e.g., nods yes and no) | CC.1.4.4.N |
| 1 4 | Inflates 2 fload filo verificitis (e.g., floads yes didd flo) | Orient the reader by establishing a situation and introducing a narrator and/or characters. 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.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 |
| 5 M | Imitates 20 mater may amonta of any type (a.g. fine mater areas mater imitation with abjects) | sitting. CC.1.2.4.C |
| 5-M | Imitates 20 motor movements of any type (e.g., fine motor, gross motor, imitation with objects) | Explain events, procedures, ideas, or concepts in a text, including what happened and why, based on specific information in the |
| 5-a | Imitates 5 different fine motor movements (e.g., pokes clay with index finger, a pincer grasp) | text. |
| 5-b | Imitates the gross motor behavior of other children 2 times when prompted (e.g., running) | CC.1.2.4.F |
| 5-c | Spontaneously imitates the behavior of others on 2 occasions (e.g., filling containers) | Determine the meaning of words and phrases as they are used in grade level text, including figurative language. CC.1.2.4.G |
| 5-d | Demonstrates generalization of 10 imitative responses to 3 new people | 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.1.2.4.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.E |
| | | Use precise language and domain-specific vocabulary to inform about or explain 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.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.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 guideness and support, was technology, including the Internet, to produce and publish writing as well as to interest |
| | | 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. |

| | MOTOR IMITATION LEVEL 2 | | |
|-------------------|---|--|--|
| Skill | VB-MAPP Milestones & Supporting Skills | PA Core Standards | |
| 6-M 6-a | 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) Imitates blowing 2 times (e.g., bubbles, candles, balloons) | 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; | |
| 6-b 6-c 6-d | Imitates 5 common gestures (e.g., shrugging shoulders, thumbs up, finger to closed lips) Imitates turning a page in a book 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) | 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.O Use dialogue and descriptions to develop experiences and events or show the responses of characters to situations; use concrete | |
| 6-е | Imitates pulling 5 different items apart (e.g., Duplos, Kid K'Nex, lids on containers) | 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.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, making a butterfly) | CC.1.1.4.E 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 orally with accuracy, appropriate rate, and expression on successive readings. | |
| 7-b | Imitates 5 two-step behaviors (e.g., touch head and touch shoulders) | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | |
| 7-c 7-d 7-e | Spontaneously imitates a behavior observed on a TV or video (e.g., dancing, hopping) Imitates 5 facial expressions (e.g., kissing, opening mouth, shutting eyes, scrunching nose) Maintains a newly acquired imitative behavior after 24 hours without training | 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 | |
| 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 negretives to develop real or imagined experiences or events |
| | | 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.1.4.4.0 |
| | | 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 |
| 0.7.5 | | 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 Read with accuracy and fluency to support comprehension: |
| | touching toes; pick up a doll, place her in a crib and rock the crib) | Read on-level text with purpose and understanding. |
| 8-a | Imitates 5 actions in a 10-second fluency test | Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. |
| 8-b | Imitates drawing a circle on 2 occasions | 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 |
| 8-d | Spontaneously imitates 5 fine motor arts and crafts activities (e.g., cutting, pasting, drawing) | Determine the main idea of a text and explain how it is supported by key details; summarize the text. |
| 8-e | Acquires 5 new listener skills through transfer of control from imitation to listener (e.g., the child learns to cast a toy | CC.1.2.4.L 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.1.4.4.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. |
| | Repeats a fun behavior previously observed (delayed imitation) (e.g., squirting water) | CC.1.4.4.D Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases; |
| 8-g | Repeats a full behavior previously observed (delayed limitation) (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.I.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 |
| | | Add addio recordings and visual displays to presentations when appropriate to emilance the development of main ideas of 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 |
| | <u></u> | 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, removing shoes) | 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. |
| 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. |
| 9-d | Imitates the same behavior going fast and slow for 5 behaviors (e.g., arms up fast then slow) | CC.1.4.4.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. |
| 9-u | militates the same behavior going fast and slow for 5 behaviors (e.g., arms up fast then slow) | 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 |
| 10 M | Imitates (or attempts to with approximations) any nevel mater action modeled by an adult with and without abjects | sitting. CC.1.2.4.E |
| 10-M | Imitates (or attempts to with approximations) any novel motor action modeled by an adult with and without objects | Use structure to interpret information (e.g. chronology, comparison, cause/effect, problem/solution). |
| 1.0 | (i.e., a "generalized imitative repertoire") | CC.1.4.4.J |
| 10-a | Imitates building items or the construction of a toy set (e.g., Legos, a train set, Lincoln Logs) | Create an organizational structure that includes related ideas grouped to support the writer's purpose and linked in a logical |
| 10-b | Imitates 5 sequences of multi-step functional self-care skills (e.g., brushing teeth, washing face, putting on shoes) | order with a concluding statement or section related to the opinion. CC.1.4.4.0 |
| 10-с | 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. |
| 10-е | Imitates 50 different motor behaviors on command | 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.1.5.4.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 | 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 | 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 | | |
| 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) | CC.1.1.4.E | |

| | and asked the verbal fill-ins You eat and You drink | Read with accuracy and fluency to support comprehension: |
|-----|---|---|
| 6-a | Selects an animal from an array of 3 for 5 different sounds made by animals (e.g., Meow says a) | Read on-level text with purpose and understanding. |
| 6-b | 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 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 | CC.1.1.4.E |
| | a) | 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 |
| 7-d | Generalizes 10 known LRFFC responses to different tones of voice, volumes, prosody, etc. | Integrate information from two texts on the same topic to demonstrate understanding of that topic. CC.1.4.4.D |
| 7-е | 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.A.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 | CC.1.1.4.E |
| | questions (e.g., What do you ride? Which one barks? Who can hop?) | Read with accuracy and fluency to support comprehension: |
| 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 |
| 8-d | Selects an item from an array of 8 for 10 different what questions (e.g., What do you eat?) | Refer to details and examples in text to support what the text says explicitly and make inferences. 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 |
| | (vg., vv. | 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 |
| | | Represent and interpret data involving fractions using information provided in a line plot. |
| 9-M | Selects an item given 3 different verbal statements about each item when independently presented (e.g., Find an | CC.1.2.4.F |
| | A V A • V O / | |

| | 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. |
|-------|---|--|
| 9-a | Demonstrates LRFFC class generalization with 5 examples (e.g., 5 different animals) for 10 classes | CC.1.2.4.G Interpret various presentations of information within a text or digital source and explain how the information contributes to an |
| 9-b | Emits 10 known LRFFC responses in an array of 10 in less than 1 minute (fluency) | understanding of text in which it appears. |
| 9-c | Selects an item given 2 different verbal statements about each item when independently presented (e.g., Find a food. | CC.1.2.4.I |
| , , | What do you eat?) for 10 different items | Integrate information from two texts on the same topic to demonstrate understanding of that topic. |
| 9-d | Selects an item from an array of 10 for 10 different LRFFC where questions (e.g., Where do you find the milk?) | CC.1.2.4.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, |
| 9-e | Demonstrates 10 LRFFC responses in the natural environment | choosing flexibly from a range of strategies and tools. |
| 9-6 | Demonstrates to ERTTC 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 | CC.1.4.4.J |
| 10-11 | animal and a visual array containing a picture of a dog) | Create an organizational structure that includes related ideas grouped to support the writer's purpose and linked in a logical order |
| 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 or section related to the opinion. |
| 10-a | | |
| 10.1 | 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.) | |
| | | |

| | 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 | |
| 11-c | Selects 50 items from the natural environment or in a functional activity (e.g., setting the table) given any type of LRFFC | Draw lines and angles and identify these in two-dimensional figures. CC.2.4.4.A.4 | |
| | task | 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. CC.1.4.4.I |
| 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.) | 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, adjective, preposition, pronoun), for 25 WH-question LRFFC tasks (e.g. Which fruit grows on trees?) | CC.1.2.4.B Refer to details and examples in text to support what the text says explicitly and make inferences. |
| 13-a | Selects an item from a book after being read a short passage (10+ words) and given an LRFFC question (e.g., Who blew the house down?) | CC.1.2.4.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. 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-c | Selects an item from an array of 10 given a pronoun and any LRFFC question (e.g., Which toys are his?) for 25 items | CC.1.4.4.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. |
| 13-е | Selects 10 community helpers from a book when asked what they do (e.g., Who helps you when you are sick?) | CC.1.4.4.K 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?) for 25 sets | CC.1.4.4.N Orient the reader by establishing a situation and introducing a narrator and/or characters. |
| 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 locations | CC.1.4.4.Q Choose words and phrases to convey ideas precisely. 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 collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. |
| 14-M | Selects the correct items from a book or the natural environment given 4 different rotating LRFFC questions | CC.1.2.4.B |
| | about a single topic (Where does the cow live? What does the cow eat? Who milks the cow?) for 25 different topics | Refer to details and examples in text to support what the text says explicitly and make inferences. 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 |
| 14-b | Selects an item from a book given a when question (e.g., When do you need a towel?) for 10 items | text. |
| 14-c | Selects an item from a book given a how question (e.g., How do you get to school?) for 10 items | CC.1.2.4.I 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-preposition combinations | CC.1.2.4.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. |
| 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 | CC.1.4.4.D 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 without wings) for 25 items | 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.1.4.4.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 Explain events, procedures, ideas, or concepts in a text, including what happened and why, based on specific information in a |
| 15-a | Selects an item from an array of 10 relating to past events (e.g., Where did you go yesterday?) for 5 events | text. |
| 15-b | Selects an item relating to future events (e.g., What's happening tomorrow?) for 5 events | 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. CC.1.2.4.L |
| | can't fly?) | Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. |
| 15-d | Selects an item from an array of 10 when asked Which one is not? in an LRFFC format (e.g., Which one is not a musical | CC.1.4.4.D |
| | instrument?) for 25 functions, features, or classes | 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. |
| 15-е | Selects items from a page in a book or in the natural environment based on 4 verbal components (e.g., verb, adjective, | CC.1.4.4.I |
| | preposition, pronoun) for 25 LRFFC tasks (e.g., Whose bed did Goldilocks sleep in?) | 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.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.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. |

| | 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: | |
| 6-c | Completes 5 different song fill-ins (e.g., The wheels on the Twinkle, twinkle little) | Read on-level text with purpose and understanding. | |
| 6-d | Completes 2 different verbal fill-ins involving fun activities (e.g., Peek-a Ready, set) | 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.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 | |

| CCLAAD Comp related information in passgraphs and sections, linking ideas within categories of information using words an gwrite a concluding autened in section, include formating when social to adding comprehension. Wite opinion pieces to note; a trans. CCLAAM CCLAAM Provider recomm that are auptoried by link and details. CCLAAM CCLAAM Provider first name when asked, What is your name? (T) 8-a Completes 2 eat and 2 drink classification fill-ins (e.g., You cal You drink) Completes 5 different in context fill-ins (e.g., You seep in your while at this bod) Completes 5 different mount of context fill-ins (e.g., You wash your) Completes 5 different out of context fill-ins when they are reversed (e.g., In your hed you go to) Completes 5 different mount of context fill-ins (e.g., You wash your) Generalizes 10 known intraverbal responses to a different adult and setting CCLAAU CCLAAU CCLAAU CCLAAU CCLAAU CCLAAU Completes 5 different fill-ins-the-blank phrases (e.g., You wash your) Completes 5 different fill-ins-the-blank phrases (e.g., You wash your) Completes 5 different fill-ins-the-blank phrases (e.g., You wash your) Completes 5 different fill-ins-the-blank phrases (e.g., You wash your) Completes 5 different fill-ins-the-blank phrases (e.g., You wash your) Completes 5 different fill-ins-the-blank phrases (e.g., You wash your) Completes 5 different fill-ins-the-blank phrases (e.g., You wash your) Completes 5 different fill-ins-the-blank phrases (e.g., You wash your) Completes 5 different fill-ins-the-blank phrases (e.g., You wash your) Completes 5 different fill-ins-the-blank phrases (e.g., You wash your) Completes 5 different fill-ins-the-blank phrases (e.g., You wash your) Completes 5 different fill-ins-the-blank phrases (e.g., You wash your) Completes 5 different fill-ins-the-blank phrases (e.g., You wash your) Completes 5 different fill-ins-the-blank phrases (e.g., You wash your) Completes 5 different fill-ins-the-blan | | | |
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| CC.1.4.10 Generalizes 10 known intraverbal responses to a different adult and setting Group related information in purgraphs and sections, linking ideas within categories of information using words an provide a concluding statement or section: include formatting when useful to adding comprehension. CC.1.4.4.1 Provide reasons that are supported by facts and details. CC.1.4.4.1 Provide reasons that are supported by facts and details. CC.1.4.4.1 Provide naturative to develop real or imagined experiences or events. CC.1.4.4.1 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and cC.1.4.4.1 With some guidance and support, tus technology, including the laternet, to produce and publish writing as well as to introduce the topic of completes 2 and 2 drink classification fill-in-the-blank phrases (e.g., You eat You drink) 8-B. Completes 2 and and 2 drink classification fill-in-the-blank phrases (e.g., mommy and) 8-Completes 5 different noun-noun association fill-in-the-blank phrases (e.g., mommy and) 8-Completes 5 song fill-ins with 2 or more words (e.g., Old McDonald had a farm) 8-Completes 5 song fill-ins with 2 or more words (e.g., Old McDonald had a farm) 8-Completes 5 song fill-ins with 2 or more words (e.g., Old McDonald had a farm) 8-Completes 5 song fill-ins with 2 or more words (e.g., Old McDonald had a farm) 8-Completes 5 song fill-ins with 2 or more words (e.g., Old McDonald had a farm) 8-Completes 5 song fill-ins with 2 or more words (e.g., Old McDonald had a farm) 8-Completes 5 song fill-ins with 2 or more words (e.g., Old McDonald had a farm) 8-Completes 5 song fill-ins with 2 or more words (e.g., Old McDonald had a farm) 8-Completes 5 song fill-ins with 2 or more words (e.g., Old McDonald had a farm) 8-Completes 5 song fill-ins with 2 or more words (e.g., Old McDonald had a farm) 8-Completes 5 song fill-ins with 2 or more words (e.g., Old McDonald had a farm) 8-Completes 5 song fill-in | | | |
| provide a concluding statement or section: include formatting when useful to aiding comprehension. CC.1.4.4.7 Write opinion pieces on topics or texts. CC.1.4.4.1 Provide reasons that are supported by facts and details. CC.1.4.4.1 Provide reasons that are supported by facts and details. CC.1.4.4.1 Provide reasons that are supported by facts and details. CC.1.4.4.2 Choose works and phrases to convey ideas precisely. Write normalines to develop real or imagined experiences or events. CC.1.4.4.1 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and or CC.1.4.4.1 With some guidance and support, use technology, including the linernet, to produce and publish writing as well as to introduce and support of the produce and publish writing as well as to introduce and support of the produce and support of the produce and support of the produce and support of the produce and publish writing as well as to introduce and support of the produce a | | | CC.1.4.4.D |
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| Write opimion prices on topics or texts. CC.1.4.3.II Introduce the topic and state an opinion on the topic. CC.1.4.4.II Introduce the topic and state an opinion on the topic. CC.1.4.4.II Provide reasons that are supported by facts and details. CC.1.4.4.M Write numarities to convey ideas precisely. CC.1.4.4.M Write numarities to develop real or imagined experiences or events. CC.1.4.4.M Write numarities to develop and strengthen writing as needed by planning, revising, and a C.C.1.4.4.M Write numarities to develop and strengthen writing as needed by planning, revising, and a C.C.1.4.4.II Writh some guidance and support, use technology, including the Internet, to produce and publish writing as well as to internet to complete 2 different fill-in-the-blank phrases (not including songs) (e.g., You eat You sleep in a Shoes and) 8-a Completes 2 different fill-in-the-blank phrases (not including songs) (e.g., You eat You sleep in a Shoes and) 8-b Completes 2 different fill-in-the-blank phrases (e.g., mormy and) 8-c Completes 5 song fill-ins with 2 or more words (e.g., Old McDonald had a farm) 8-d Generalizes 10 intraverbal responses to new carrier phrases (e.g., We bounce a Let's bounce a) CC.1.4.A. CC.1.4.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 that the text says explicitly and make inferences. | | | |
| CC.1.4.11 Introduce the topic and state an opinion on the topic. CC.1.4.11 Provide reasons that are supported by facts and details. CC.1.4.14.1 Provide reasons that are supported by facts and details. CC.1.4.14.1 Write guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and cC.1.4.10 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and cC.1.4.11 Write guidance and support, use technology, including the laternet, to produce and publish writing as well as to introllaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a sing collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a sing collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a sing collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a sing collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a sing collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a sing collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a sing collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a sing collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a sing collaborate with others; demonstrate sufficient command of keyboarding skills in decoding words. Use combined knowledge of all some collaborate with others; demonstrate sufficient command of keyboarding skills in decoding words. Use combined knowledge of all some collaborate with others; demonstrate sufficient command of keyboarding skills in decoding words. Use combined the collaborate with | | | |
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| CC.1.4.4.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and e CC.1.4.4.T With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to int collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a sing CC.1.1.4.D R-a Completes 2 eat and 2 drink classification fill-ins (e.g., You eat You drink) 8-b Completes 5 different noun-noun association fill-in-the-blank phrases (e.g., mommy and) 8-c Completes 5 song fill-ins with 2 or more words (e.g., Old McDonald had a farm) 8-d Generalizes 10 intraverbal responses to new carrier phrases (e.g., We bounce a Let's bounce a) 8-a Completes 5 song fill-ins with 2 or more words (e.g., Old McDonald had a farm) 8-d Generalizes 10 intraverbal responses to new carrier phrases (e.g., We bounce a Let's bounce a) 8-d Read on-level text with purpose and understanding. 9- Read on-level text with purpose 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. | | | |
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| 8-a Completes 2 eat and 2 drink classification fill-in-the-blank phrases (e.g., You eat You drink) 8-b Completes 5 different noun-noun association fill-in-the-blank phrases (e.g., mommy and) 8-c Completes 5 song fill-ins with 2 or more words (e.g., Old McDonald had a farm) 8-d Generalizes 10 intraverbal responses to new carrier phrases (e.g., We bounce a Let's bounce a) 8-d We bounce a Let's bounce a 8-d Use context to confirm or self-correct word recognition and understanding. • 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.B Refer to details and examples in text to support what the text says explicitly and make inferences. | 8-M | Completes 25 different fill-in-the-blank phrases (not including songs) (a.g. Vou eat Vou sleep in a Shoos and) | CC.1.1.4.D |
| 8-b Completes 5 different noun-noun association fill-in-the-blank phrases (e.g., mommy and) 8-c Completes 5 song fill-ins with 2 or more words (e.g., Old McDonald had a farm) 8-d Generalizes 10 intraverbal responses to new carrier phrases (e.g., We bounce a Let's bounce a) 8-d Use context to confirm or self-correct word recognition and understanding, rereading as necessary. CC.1.2.4.A Description of 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. | | | Know and apply grade level phonics and word analysis skills in decoding words. Use combined knowledge of all letter- |
| 8-c Completes 5 song fill-ins with 2 or more words (e.g., Old McDonald had a farm) 8-d Generalizes 10 intraverbal responses to new carrier phrases (e.g., We bounce a Let's bounce a) 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. | | | sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words. |
| 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 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. | | | |
| 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. | | 1 0 | |
| 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. | 8-d | Generalizes 10 intraverbal responses to new carrier phrases (e.g., We bounce a Let's bounce a) | |
| 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.B Refer to details and examples in text to support what the text says explicitly and make inferences. | | | CC.1.2.4.A |
| Refer to details and examples in text to support what the text says explicitly and make inferences. | | | |
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| | | | 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 |
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| | | 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.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. |
| | | CC1.4.4.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.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. |
| OM | Answers 25 different what questions (a.g. What do you broads) | CC.1.2.4.A |
| 9-M | Answers 25 different what questions (e.g., What do you brush?) | 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 |
| 9-d | Answers 10 different what questions with a noun as the primary SD (e.g., What's in the barn?) | Determine the meaning of words and phrases as they are used in grade level text, including figurative language. |
| | | CC.1.2.4.G |
| 9-е | 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 understanding of text in which it appears. |
| 9-f | Provides 5 novel responses to previously acquired questions (response generalization) (e.g., when asked to name an | 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. |
| | <u> </u> | CĈ.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 |
| | | 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-M | Answers 25 different who or where questions (e.g., Whose your friend? Where is your pillow?) | CC.1.1.4.E |
| 10-a | Answers 5 different where questions (e.g., Where are your videos?). | Read with accuracy and fluency to support comprehension: 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 with purpose and understanding. 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. |
| 10-d | Answers 10 different class questions (e.g., What animals do you like? What toys do you like?) | CC.1.2.4.A |
| 10-е | Answers both color and name questions about 10 visible items (e.g., What is it? What color is it?) | Determine the main idea of a text and explain how it is supported by key details; summarize the text. 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 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 |
| L | | |

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.

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.

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.

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.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.

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.

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.

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. CC.1.2.4.C |
| 11-b 11-c | Answers 25 two-component where questions (e.g., Where do you find the milk? Where's your wagon?) Answers 25 two-component who questions (e.g., Who takes you to school? Who do you play with?) | Explain events, procedures, ideas, or concepts in a text, including what happened and why, based on specific information in the text. |
| 11-d | Answers 25 that questions involving function (e.g., What do you do with crayons?) | CC.1.2.4.J |
| 11-e | Answers 25 what questions when given the function (e.g., What gets you clean?) | 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. |
| 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. |
| | | 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 Use place value understanding and properties of operations to perform multi-digit arithmetic. |
| 12-M | Demonstrates 300 different intraverbal responses, tested or obtained from an accumulated list of known | CC.1.2.4.A |
| | intraverbals | Determine the main idea of a text and explain how it is supported by key details; summarize the text. CC.1.2.4.B |
| 12-a | Provides at least 3 members of 10 classes (e.g., What do you see on a playground?) | Refer to details and examples in text to support what the text says explicitly and make inferences. |
| 12-b | Answers 25 multiple choice questions (e.g., Does a fish live in the water or in trees?) | CC.1.2.4.F Determine the meaning of words and phrases as they are used in grade level text, including figurative language. |
| 12-c | Provides 10 categories when given several members (e.g., a horse, cow, and pig are all) | CC.1.4.4.A |
| 12-d | Provides the name of 25 items when given a specific feature (e.g., What has wheels?) | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. |
| 12-е | Provides 2 features of 10 items when given their names (e.g., What's on a fire truck?) | CC.1.4.4.B Identify and introduce the topic clearly. |
| 12-f | Provides an answer to 3 emotion questions (e.g., What makes you sad? What makes you happy?) | CC.1.4.4.C |
| 12-g | Provides at least 25 3+ word responses to questions (e.g., when asked What do you like to play? the child responds I like to play with cars) | 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.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. |

| | | COLLAR |
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| | | 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 pacing, and clear |
| i | | 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. |
| 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. |
| 13-a | Answers 25 questions with yes or no (e.g., Is a shoe good to eat?) | CC.1.2.4.B 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 |
| | 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 |
| 13-c | | text. |
| 13-d | Answers a question about a single sentence just read, for 10 sentences | CC.1.2.4.G Interpret various presentations of information within a text or digital source and explain how the information contributes to an |
| 13-е | Correctly answers the question How old are you? | understanding of text in which it appears. |
| 13-f | Answers 2 time questions with general responses (e.g., What time do you go to bed?at nighttime) | 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. CC.1.2.4.J |
| 13-h | Engages in 5 different conversations that contain at least 3 intraverbal exchanges on a single topic | Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, |
| 13-i | Describes 2 attributes about himself (e.g., I have brown hair. I have blue eyes.) | 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 |
| <u> </u> | <u> </u> | VOLUME |
| | | |

| | | Group related information in paragraphs and sections, linking ideas within categories of information using words and phrase provide a concluding statement or section; include formatting when useful to aiding comprehension. |
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| | | 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 ar 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 |
| | | 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, quantitative |
| | | 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.4 Represent and interpret data involving fractions using information provided in a line plot. |
| 4-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 |
| T-1VI | 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. |
| 4-a | Answers 25 different who, what, or where questions that contain 3 or more elements (e.g., What color is a fire truck?) | CC.1.2.4.B Refer to details and examples in text to support what the text says explicitly and make inferences. |
| 4-b | Provides at least 3 members of 25 categories (e.g., What do you find on a playground?) | CC.1.2.4.C |
| 4-c | Answers 5 questions about daily or current events (e.g., Where are you going with dad?) | Explain events, procedures, ideas, or concepts in a text, including what happened and why, based on specific information in the |
| 4-c 4-d | Intraverbally responds at least 25 times in a day to the verbal questions or statements from peers | text. CC.1.2.4.F |
| 4-u 4-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. |
| T-U | Where do you live? Where is your dog? and Where do play?) | CC.1.2.4.G |
| 4 C | | 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. |
| 4-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 |
| 4-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. |
| 4-h | Answers 25 intraverbal questions involving prepositions (e.g., What's under your bed?) | CC.1.2.4.J Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, |
| 4-i | Answers 25 intraverbal questions involving pronouns (e.g., Who has a brown dog?) | including those that signal precise actions, emotions, or states of being and that are basic to a particular topic. |
| 4-j 4-k | Provides 25 answers to sequence questions (e.g., What do you do after you get to school?) | CC.1.2.4.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, |

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. 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.1.4.4.0 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 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. 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 votating WII greations shout a single tonic for 10 tonics (e.g. Who takes you to school? Whore | CC.1.2.4.A |
| 15-1/1 | Answers 4 different rotating WH questions about a single topic for 10 topics (e.g., Who takes you to school? Where | Determine the main idea of a text and explain how it is supported by key details; summarize the text. |
| . = | do you go to school? What do you take to school?) | CC.1.2.4.B |
| 15-a | Answers 10 questions about community helpers (e.g., What does a doctor do?) | Refer to details and examples in text to support what the text says explicitly and make inferences. |
| 15-b | Answers 25 different questions that contain 4 or more parts of speech (e.g., What tool do you need to pound nails?) | 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-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. |
| 15-f | Answers 25 intraverbal questions involving adverbs (e.g., What animal moves slow?) | - CC.1.2.4.F |
| | Shows response generalization by describing the same 10 objects, events, pets, people, etc. in 3 different ways (e.g., in | Determine the meaning of words and phrases as they are used in grade level text, including figurative language. CC.1.2.4.G |
| 15-g | | Interpret various presentations of information within a text or digital source and explain how the information contributes to an |
| | reference to a pet dog Toby, the child says at different times a dog, an animal, Toby) | understanding of text in which it appears. |
| 15-h | Describes 5 events that happened in the past | CC.1.2.4.H |
| 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. |
| | | 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.Q |
| 1 | | Choose words and phrases to convey ideas precisely. |
| | | CC.1.4.4.R |
| 1 | | Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. |
| | | CC.1.4.4.S Draw guidence from literary or informational tayte to cupport englysis, reflection, and research, applying grade level reading. |
| | | Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and informational texts. |
| 1 | | 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.A.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 | Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and |
| 7-M | Puts away personal items, lines up, and comes to a table with only 1 verbal prompt | expressing their own clearly. 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. |
| 7-b | Puts away personal items (e.g., coat, backpack, lunch box) with gestural and verbal prompts | 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 |
| 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. |
| 8-b | Goes to and sits at a table or work station with only verbal prompts | 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 |
| 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. |

| 9-b 9-c 9-d | | 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. |
|-------------------|--|---|
| 10-M | Sits in a small group for 10 minutes, attends to the teacher or material for 50% of the period, and responds to 5 of a teacher's SDs | 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 |
| 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. |
| 10-c | Imitates group activities with objects (e.g., tapping sticks together, shaking a maraca) | CC.1.5.4.A 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 | 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. CC.1.4.4.U | | | |
| 11-b | Responds to 1 group instruction without additional prompts (e.g., Everybody stand up | 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. CC.1.4.4.X | | | |
| 11-d | Comes to the front of the group with 1 verbal prompt | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or | | | |
| | | a day or two) for a range of discipline-specific tasks, purposes and audiences. | | | |
| 12-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-с | 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. | | | |
| 13-d | Mands to use the toilet and has minimal accidents | 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. | | | |
| 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 14-d 14-e 14-f | Follows safety rules in a classroom (e.g., No running. No pushing.) Leads 2 different group activities involving 3 other children (e.g., red-light, green-light game) Mands for a specific activity in a group setting (e.g., Let's play tag!) Assists in picking up after an activity with only 1 verbal prompt | 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. |
|------------------------------|---|---|
| 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; provide a concluding statement or section; include formatting when useful to aiding comprehension. |
| 15-a | Focuses on a task despite disruptions in the room | 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. 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 |
| 15-c | Verbally interacts with peers 3 times in a table-top group activity | |
| 15-d | Sits back down when his turn is over without prompts | |
| 15-е | 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 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.B 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 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.A.N Orient the reader by establishing a situation and introducing a narrator and/or characters. CC.1.4.A.W Recall relevant 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. |
| 7-M | Has a total listener vocabulary of 100 words (e.g., Touch nose. Jump. Find keys.) | CC.1.1.4.E |
| | v v v | 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?) | |
| 7-c | Has a total speaker vocabulary size of 50 words (all verbal operants except echoic) | Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. |
| 1-0 | 11as 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 |
| | | 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 commando of the conventions of standard English grammar and spelling. |
| | | 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.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. |
| İ | | 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 |
| 0.34 | | Differentiate between contexts that require formal English versus informal situations. CC.1.2.4.A |
| 8-M | Emits 10 different 2-word utterances per day of any type except echoic (e.g., mand, tact) | 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 |
| 0 u | Denote 10 different injumis, intolucions, or pitches | 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 Chassa wands and physics to convey ideas physically |
| | | 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.1.14.E |
| | on certain words at appropriate times such as, It's MINE!) | Read with accuracy and fluency to support comprehension: |
| 9-a | Consistently emits the initial consonants of words | Read on-level text with purpose and understanding. |
| 9-b | Emits 2-word mands for possession (e.g., My cookie. That's mine.) | Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. |
| ノーひ | Elines 2 word mands for possession (e.g., vry cookie. That s fillie.) | |

| 9-c | Emits 2-word mands or tacts for location (e.g., Come here. There's Thomas.) | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
|------|--|---|
| 9-d | Emits 2-word mands for negation or refusal (e.g., No Barney. No shoes. No more.) | CC.1.4.4.R Demonstrate a grade engraphic commands of the conventions of standard English grammer and smalling |
| 9-е | Combines 2 words to make a novel word or phrase (e.g., Miss Betty) | Demonstrate a grade appropriate commando 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.1.5.4.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. |
| 10-M | Has a total speaker vocabulary of 300 words (all verbal operants except echoic) | CC.1.1.4.D |
| 10-a | Echoes most words or approximations to words on command (generalized echoic repertoire) but still has articulation | Know and apply grade level phonics and word analysis skills in decoding words. Use combined knowledge of all letter- |
| | errors | sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words. 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. |
| 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. 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. 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. 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 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. 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 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 | | |
| S | kill 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 | CC.1.2.4.G |
|--------|---|--|
| 11-1/1 | with suffixes for possession (e.g., dog's collar vs. cat's collar) | Interpret various presentations of information within a text or digital source and explain how the information contributes to an |
| 11-a | Emits auxiliary (helping) verbs in a tact or mand carrier phrase (e.g., do, have, will, can, was) | understanding of text in which it appears. CC.1.2.4.K |
| 11-a | Phrases emitted by the child in one day contain several different "small" words that were not directly taught, but seem | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, |
| 11-0 | appropriate for the context (e.g., it, that, a, the, an, too, or, but) | choosing flexibly from a range of strategies and tools. |
| 11-c | Uses "s" vs. "es" plural markers (e.g., books or glasses) | CC.1.4.4.D Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases; |
| 11-c | Uses irregular plurals correctly (e.g., foot-feet, mouse-mice, tooth-teeth) | provide a concluding statement or section; include formatting when useful to aiding comprehension. |
| 11-u | Oses megular plurars correctly (e.g., root-reet, mouse-mice, tooth-reeth) | — 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.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. |
| 12-M | Emits verb inflections by combining 10 root verbs with affixes for regular past tense (e.g., played) and 10 root | CC.1.4.4.D Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases; |
| | verbs with affixes for future tense (e.g., will play) | provide a concluding statement or section; include formatting when useful to aiding comprehension. |
| 12-a | Uses is and am appropriately with verbs (e.g., I am eating. The dog is barking.) | 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. CC.1.4.4.L |
| 12-c | Emits some irregular past tense verbs appropriately (e.g., dug, ran, built) | Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. |
| 12-d | Emits 2-word noun-verb or verb-noun mands or tacts (e.g., Pour juice. Baby crying.) | CC.1.4.4.R |
| 12-е | 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. 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 |
| i . | | 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 |
|-------|---|---|
| 13-11 | 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 |
| | 1 | Refer to details and examples in text to support what the text says explicitly and make inferences. CC.1.2.4.G |
| 13-b | Emits prepositional phrases (e.g., on the table, in the house), but may not discriminate between prepositional pairs (e.g., | Interpret various presentations of information within a text or digital source and explain how the information contributes to an |
| 10 | on vs. under; in vs. out) | understanding of text in which it appears. |
| 13-c | Emits adjectives to modify nouns (e.g., blue train, chocolate cookie) | CC.1.2.4.H Explain how an author uses reasons and evidence to support particular points in a text. |
| 13-d | Emits contractions in a mand, tact, or intraverbal context (e.g., can't, don't, won't) | CC.1.2.4.I |
| 13-е | Emits pronouns to modify nouns (e.g., My shoes. Your 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 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 Personness portions of a toyt road aloud or information presented in diverse modic and formets, including visually, quantitatively |
| | | 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. |
| | | pronunciation. |

| | | CC.1.5.4.E |
|--------|---|---|
| | | Differentiate between contexts that require formal English versus informal situations. |
| | | CC.1.5.4.G |
| 1435 | | Demonstrate command of the conventions of standard English when speaking based on grade 4 level and content. CC.1.4.4.D |
| 14-M | Emits 10 different verb phrases containing at least 3 words, with 2 modifiers (e.g., adverbs, prepositions, | Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases; |
| | pronouns) (e.g., Push me hard. Go up the steps.) | provide a concluding statement or section; include formatting when useful to aiding comprehension. |
| 14-a | Adjectives usually precede nouns when appropriate (e.g., a big boat vs. a boat big) | CC.1.4.4.F |
| 14-b | 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. CC.1.4.4.E |
| 14-c | Verbs agree with the subjects in number (e.g., Joey is home vs. Joey are home) | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| 14-d | Emits adjective inflections with the comparative suffixes "er" and "est" (e.g., good, better, best) | CC.1.4.4.J |
| 14-e | Emits adverbs to modify verbs (e.g., Go fast. It's slow.) | 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. |
| | | CC.1.5.4.G Demonstrate command of the conventions of standard English when speaking based on grade 4 level and content. |
| 15-M | Combines noun and verb phrases to produce 10 different syntactically correct clauses or sentences containing at | CC.1.2.4.G |
| 10 111 | 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-a | 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. |
| 13-0 | | CC.1.2.4.J |
| 1.5 | 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. CC.1.2.4.K |
| 15-d | Pronouns agree with number (e.g., the boy splashed himself vs. the boys splashed himself) | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, |
| 15-е | Uses quantification in a sentence (e.g., always, never, sometimes) | choosing flexibly from a range of strategies and tools. |
| 15-f | Uses demonstratives in a sentence (e.g., this that, these, those) | 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 |
| | REAL | |
| | LEVI | $\mathrm{EL}\ 3$ |
| Skill | VB-MAPP Milestones & Supporting Skills | PA Core Standards |
| 1-M | Attends to a book when a story is being read to him for 75% of the time | CC.1.1.4.D Know and apply grade level phonics and word analysis skills in decoding words. Use combined knowledge of all letter- |
| 1-a 1-b | Turns pages and looks at books for 30 seconds Mands to be read stories from books | sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words. |
| 1-0 1-c | Touches pictures in books that correspond to the story (e.g., Where's the big bad wolf?) | CC.1.2.4.A Determine the main idea of a text and explain how it is supported by key details; summarize the text. |
| 1 0 | Touches pretures in cooks that correspond to the story (e.g., where s the sig out worr.) | 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.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.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. 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.1.4.4.0 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.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. |
| | | 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 | Selects (LDs) the correct uppercase letter from an array of 5 letters, for 10 different letters | CC.1.1.4.D |

| 12-a | Completes an ABC inset puzzle without prompts | Know and apply grade level phonics and word analysis skills in decoding words. Use combined knowledge of all letter- |
|--------------|--|---|
| 12-b | Recites 5 letters from the alphabet with a starting prompt (e.g., A B) | sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words. CC.1.1.4.E |
| 12-c | 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. |
| 12-e | Matches to sample all uppercase letters | Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. |
| 12-0 | Widefies to sample an appercase retters | 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-w | Recites (or sings) the whole alphabet with only a verbal prompt to do so | Read with accuracy and fluency to support comprehension: |
| 13-a 13-b | | Read on-level text with purpose and understanding. |
| | Mands for what written words say (e.g., What word is that?) | Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. |
| 13-c | 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 | CC.1.2.4.G |
| 13-е | 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, |
| 14 34 | D 11' | choosing flexibly from a range of strategies and tools. CC.1.1.4.E |
| 14-M | Reads his own name | Read with accuracy and fluency to support comprehension: |
| 14-a | 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 |
| İ | | 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 word bird to a picture of a bird) | CC.1.1.4.D Know and apply grade level phonics and word analysis skills in decoding words. Use combined knowledge of all lettersound 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. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| 15-е | Spells his own name without prompts | CC.1.2.4.F |
| 15-f | Selects (LDs) the correct written word from an array of 3 words, for 5 different words | 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. |

| | | Translate information from one type of data display to another. |
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| WRITING LEVEL 2 | | |
| Skill VB MAPP Milestones & Task Anal | ysis LEVEL 3 | PA Core Standards |
| 11-M Uses a writing instrument to mark on paper, white 11-b Independently scribbles on paper, a white board, N 11-c Demonstrates right or left hand dominance 11-d Imitates back and forth horizontal movements with 11-e Imitates up and down vertical movements with a c 11-f Imitates small and large circular movements with a 11-g Imitates diagonal and curved movements with a cr | Iagna Doodle, etc. a crayon, marker, or pencil cayon, marker, or pencil crayon, marker, or pencil | 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.E Use precise language and domain-specific vocabulary to inform about or explain the topic. CC.1.4.4.M Write narratives to develop real or imagined experiences or events. 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.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.2.4.4.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. |

| 12-M | Independently traces within ¼ inch of the lines of 5 different geometrical shapes (e.g. circle, square, triangle, | 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 |
|------|---|---|
| | rectangle, star) | and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single |
| 12-a | Demonstrates a proper grip on a writing instrument | sitting. |
| 12-b | Imitates drawing a square and triangle | CC.1.5.4.F Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or |
| 12-c | Traces 3 different shapes and stays within 1 inch of the lines | themes. |
| 12-d | Copies 3 different shapes when given a sample | CC.2.3.4.A.1 |
| 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 | Draw line and angles and identify these in two-dimensional figures. CC.2.4.4.A.2 |
| 12-f | Copies 5 different lines and shapes together | 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. |
| 13-M | Copies 10 letters or numbers legibly | CC.1.4.4.A |
| 13-a | Copies 4 numbers or letters | Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. |
| 13-b | Independently combines shapes to make a picture (adult verbal prompts are okay) | CC.1.4.4.B Identify and introduce the topic clearly. |
| 13-c | Independently draws a person with 4 recognizable body parts (adult verbal prompts are okay) | CC.1.4.4.C |
| 13-d | Traces his own name on paper and stays within 1/2 inch of the letters | Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; |
| 13 4 | Traces his own name on paper and stays within 1/2 hier of the letters | 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. CC.1.4.4.H |
| | | Introduce the topic and state an opinion on the topic. |
| | | CC.1.4.4.M |
| | | Write narratives to develop real or imagined experiences or events. 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.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.2.2.4.A.1 CC.2.3.4.A.1 |
| | | Draw line and angles 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.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 publish writing as well as to interact |
| 14-a | Legibly copies his own name on lined paper | and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single |
| 14-b | Colors in pictures in coloring books and mostly stays within the lines | sitting. CC.2.4.4.A.1 |
| 14-c | Copies numbers 1-10 legibly on lined paper | Solve problems involving measurement and conversions from a larger unit to a smaller unit. |
| 14-d | Copies 10 upper case and 10 lower case letters legibly on lined paper | 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 | CC.1.4.4.A |
| 15-a | Draws recognizable pictures of 3 different items | Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. CC.1.4.4.B |
| 15-b | Legibly writes 10 letters or numbers when dictated | Identify and introduce the topic clearly. |
| 15-c | Copies 5 simple words legibly | CC.1.4.4.C |
| 15-0 | Copies 5 simple words regiony | Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; |

| CC.1.4.1.E Use precise language and domain-specific vocabulary to inform about or explain the topic. CC.1.4.1.G Write opinion pieces on topics or texts. CC.1.4.1.H Introduce the topic and state an opinion on the topic. CC.1.4.1.1 Provide reasons that are supported by facts and details. CC.1.4.1.1 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.S 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.Q 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.Q CC.1.4.4.X With continuous and upport, use technology, including the Internet, to produce and publish writing as well as to interact an interact and conversal conversal conversal and support, use technology, including the Internet, to produce and publish writing as well as to interact an interact and conversal conver | include illustrations and multimedia when useful to aiding comprehension. |
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| CC.1.4.4.G Write opinion pieces on topics or texts. CC.1.4.H Introduce the topic and state an opinion on the topic. CC.1.4.A.I Provide reasons that are supported by facts and details. CC.1.4.A.I 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.A.I Chose words and phrases to convey ideas precisely. CC.1.4.A.I Write narratives to develop real or imagined experiences or events. CC.1.4.A.I Write narratives to develop real or imagined experiences or events. CC.1.4.A.I With some guidance and approach greeisely. CC.1.4.A.I Writh 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.I 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.I 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.1.4.4.E |
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| Write opinion pieces on topics or texts. CC.14.4.1 Introduce the topic and state an opinion on the topic. CC.14.4.1 Provide reasons that are supported by facts and details. CC.14.4.1 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.14.4.8 Choose words and phrases to convey ideas precisely. CC.14.4.N Write narratives to develop real or imagined experiences or events. CC.14.4.0 Units 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.14.4.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.2.4.4.1.1 Solve problems involving measurement and conversions from a larger unit to a smaller unit. CC.2.4.4.1.2 Develop and/or apply number theory concepts to find factors and multiples. | |
| CC.1.4.H Introduce the topic and state an opinion on the topic. CC.1.4.J 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.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.2.4.4.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. | |
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| CC.1.4.4.Q Choose words and phrases to convey ideas precisely. CC.1.4.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.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a to day or two) for a range of discipline-specific tasks, purposes and audiences. CC.2.4.A.1 Solve problems involving measurement and conversions from a larger unit to a smaller unit. CC.2.4.A.2.2 Develop and/or apply number theory concepts to find factors and multiples. | |
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| sitting. 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 of of 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. | and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single |
| 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.2.4.4.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. | sitting |
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| 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. | |
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| 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 24.4 \ \Lambda \ \Lambd |
| CC.2.4.4.A.2 Develop and/or apply number theory concepts to find factors and multiples. | |
| Develop and/or apply number theory concepts to find factors and multiples. | |
| CC.2.4.4.A.4 | |
| CCIZITITAT | CC 24 A A 4 |
| Generate and analyze patterns using one rule. | |
| CC.2.4.4.A.6 | CC 244 A 6 |
| Measure angles and use properties of adjacent angles to solve problems. | |
| inclusive angles and use properties of adjacent angles to solve problems. | recusive disgress and use properties of disgress to solve problems. |
| | |

| | MATH LEVEL 3 | | |
|--|---|---|--|
| Skill | VB MAPP Milestones & Task Analysis | PA Core Standards | |
| 11-M 11-a 11-b 11-c 11-d 11-e | Identifies as a listener the numbers 1-5 in an array of 5 different numbers Rote counts to 5 with a verbal starter prompt (e.g., count 1, 2,) Arranges objects by size (e.g., small, medium, and large blocks) Distinguishes between 1 and 2 items as a listener (e.g., Where are 2 boats?) Distinguishes between 1 and 2 items as a mand (e.g., I want 2 cookies.) Matches to sample the numbers 1-10 (e.g., puts the number 4 with the number 4) | 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.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.2.3.4.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.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. |
| 10.7.7 | | 001140 |
| 12-M | Tacts the numbers 1-5 | 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 |
| 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. |
| | | industrial and the properties of adjacent angles to sorre proceeding |
| 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-с | 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. |
| | | CC.2.4.A.6 |
| 1/ N/ | Identifica og a listenen 9 different commenicans involving | Measure angles and use properties of adjacent angles to solve problems. CC.2.1.4.B.1 |
| 14-M | Identifies as a listener 8 different comparisons involving measurement (e.g., show me more or less, big or little, | Apply place value concepts to show an understanding of multi-digit whole numbers. |
| | llong on about full on oments: loud on agrict | |
| 14.6 | long or short, full or empty, loud or quiet) Correctly tests a collection of 1.2 items as "1." "2." and "2." (a.g. How many are here?) | CC.2.1.4.B.2 |
| 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 | |

| 14-c | Identifies (LDs) a container as full or empty | Extend the understanding of fractions to show equivalence and ordering. |
|------|--|--|
| 14-d | Identifies (LDs) an item as bigger or smaller than a comparison item | CC.2.1.4.C.2 Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers. |
| 14-e | Identifies (LDs) an item as longer or shorter than a comparison item | 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. |
| 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 |
| 15-b | Completes a sequence or pattern containing 2 elements (e.g., red-green; red-green) | Apply place value concepts to show an understanding of multi-digit whole numbers. |
| 15-c | Correctly Identifies (LDs) the ordinal terms "first" and "last" | CC.2.1.4.B.2 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. |
| 15-f | Correctly Identifies (LDs) 3 different coins, and intraverbally states what to do with money | CC.2.1.4.C.2 Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers. |
| 15 1 | Contestly radiatines (225) 5 different comps, and mataversary states what to do with money | 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. |

5th Grade

VB-MAPP Milestones Alignment to the PA Core Standards

MAND LEVEL 1

| Skill Smits 2 words, sign, or ions but may require echoic, imitative, or other prompts, but no physical prompts (e.g., problem) Scale | | LEVEL 1 | |
|--|------------|---|---|
| crecker, books Makes eye contact (gaze shift) as a mand for attention or other reinforcers 2 times Makes eye contact (gaze shift) as a mand for attention or other reinforcers 2 times Makes eye contact (gaze shift) as a mand for attention or other reinforcers 2 times Moves close to a reinforcing item to indicate the presence of an MO 2 times Pulls an adult to get access to a reinforcing item 2 times Pulls are adult to get access to a reinforcing item 2 times Emits 4 different mands without prompts (except What do you want?) — the desired item can be present (e.g. music, sinky, ball) Emits 4 different mands without prompts (except What do you want?) — the desired item can be present (e.g. music, sinky, ball) All Points 2 different reinforcers in order to obtain them 2 times Points to 2 different reinforcers in order to obtain them 2 times Ceneralizes 2 known mands across 2 different reinforce 2 times (not an early larget) Ceneralizes 6 mands across 2 different people and 2 settings Generalizes 6 mands across 2 people, 2 settings, and 2 different examples of a reinforcers (e.g., mands bubbles) Ceneralizes 6 mands across 2 people, 2 settings, and 2 different examples of a reinforcers (e.g., mands bubbles) Emits 3 pontaneously emits 1 mand without echoic or imitative prompts—can be with verbal or object prompts Emits 4 pontaneously emits (in verbal prompts)—can be with verbal or object prompts Emits 5 mands without echoic or imitative prompts—can be with verbal or object prompts All Emits 6 different mands without echoic or imitative prompts—can be with verbal or object prompts Emits 5 mands without a choic or imitative prompts—can be with verbal or object prompts All Emits 6 different mands without prompts —can be with Werbal or object prompts Emits 1 mand to renove an undesirable item or activity (e.g., mond) Emits 6 different mands without prompts—can be with a verbal prompts—can be with a verbal prompts—can be with a verbal prompts—can be with a verbal prompts—can be with a verbal prompts—c | Skill | VB-MAPP Milestones & Supporting Skills List | PA Core Standards |
| Makes eye contact (gaze shift) as a mand for attention or other reinforcers 2 times Shift) as a mand for attention 2 times Pulls an adult to get access to a reinforcing item to indicate the presence of an MO 2 times Pulls an adult to get access to a reinforcing item 2 times Pulls an adult to get access to a reinforcing item 2 times Pulls an adult to get access to a reinforce in order to obtain it 2 times Pulls a madult to get access to a reinforcing item 2 times Pulls a madult to get access to a reinforce in order to obtain it 2 times Pulls a fifterent mands without prompts (except What do you want?) - the desired item can be present (e.g. mands high of a continuous possible of the conventions of samadal English grammar and spelling. Pulls a properties of the propert main takes or themes, speaking clearly with adequate whome, appropriate pracing, and clear properties Pulls a pr | 1-M | | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that |
| Novelet an adult to get access to a reinforcing item 2 times Points or gestarces to a reinforcing item 2 times 2. M Emits 4 different mands without prompts (except What do you want?) - the desired item can be present (e.g. music, sliaky, ball) 2. a Points to 2 different reinforcers in order to obtain them 2 times 2. b Nodes or says yes or no when offered a reinforce 2 times (not an early target) 2. b Points to 2 different mands without echoic prompts—can be with verbal or object prompts 2. d Spontaneously emits 1 mand without echoic or imitative prompts—can be with object prompts 3. d Generalizes 6 mands across 2 people, 2 settings, and 2 different examples of a reinforcers (e.g., mands bubbles 3. d Emits 2 spontaneously emids for a due to choic or imitative prompts—can be with verbal or object prompts 4. d Mands for attention 2 times with some identifiable type of response (e.g., a tap on the arm) 4. d Mands for attention 2 times with some identifiable type of response (e.g., a tap on the arm) 4. d Mands for others to attend to the same stimulus that he is attending to 5 times per day 4. d Mands for others to attend to the same stimulus that he is attending to 5 times per day 4. d Mands for others to attend to the same stimulus that he is attending to 5 times per day 4. d Mands for others to attend to the same stimulus that he is attending to 5 times per day 4. d Mands for others to attend to the same stimulus that he is attending to 5 times per day 4. d Mands for others to attend to the same stimulus that he is attending to 5 times per day 4. d Mands for others to attend to the same stimulus that he is attending to 5 times per day 4. d Mands for others to attend to the same stimulus that he is attending to 5 times per day 4. d Mands for others to attend to the same stimulus that he is attending to 5 times per day 4. d Mands for others to attend to the same stimulus that he is attending to 5 times per day 4. d Mands for others to attend to the same stimulus that he is attending to 5 times | 1-a | Makes eye contact (gaze shift) as a mand for attention or other reinforcers 2 times | |
| Pulls an adult to get access to a reinforcing item? 2 times Pulls an adult to get access to a reinforcing item? 2 times Pulls an adult to get access to a reinforcing item? 2 times Pulls a different mands without prompts (except What do you want?) - the desired item can be present (e.g. music, slinky, ball) Pulls to 2 different reinforcers in order to obtain them 2 times Points to 2 different mands without choice prompts can be with verbal or object prompts Points 2 different mands without echoice prompts can be with verbal or object prompts Pulls and adult to get access to a reinforcer in order to obtain them 2 times Points to 2 different mands without echoice prompts can be with verbal or object prompts Pulls and the choice or initiative prompts can be with verbal or object prompts Pulls and the choice or initiative prompts can be with verbal or object prompts Pulls and the choice or initiative prompts can be with verbal or object prompts Pulls and the choice or initiative prompts can be with verbal or object prompts Pulls and the choice or initiative prompts can be with verbal or object prompts Pulls and the choice or initiative prompts can be with verbal or object prompts Pulls and the choice or initiative prompts can be with verbal or object prompts can be with verbal or object prompts Pulls and the choice or initiative prompts can be with verbal or object prompts can be with verbal or object prompts can be with verbal or object prompts can be with verbal prompts can be with verbal or object prompts can be with verbal prompts can be with verbal prompts can be with verbal prompts can be with verbal prompts can be with verbal prompts can be with verbal prompts can be with verbal prompts can be with verbal prompts can be with verbal prompts can be with verbal prompts can be with verbal prompts can be with verbal prompts can be with verbal prompts can be with verbal prompts can be with verbal prompts can be with verbal prompts can be with verbal prompts can be with verbal promp | 1-b | Moves close to a reinforcing item to indicate the presence of an MO 2 times | |
| Points or gestures towards a reinforce in order to obtain it 2 times Emits 4 different mands without prompts (except What do you want?) – the desired item can be present (e.g., music, sinky, ball) Points to 2 different reinforcers in order to obtain them 2 times Nods or says yes or no when offered a reinforce 2 times (not an early target) Points to 2 different mands without echoic prompts- can be with verbal or object prompts Generalizes 2 known mands across 2 different people and 2 stilings Generalizes 2 known mands across 2 different people and 2 stilings Britis 5 mands without echoic or imitative prompts – can be with verbal or object prompts Generalizes 3 mands across 2 examples of a desired item (e.g., mands slide for 2 different slides) Emits 5 mands without echoic or imitative prompts – can be with verbal or object prompts Generalizes 3 mands across 2 examples of a desired item (e.g., mands slide for 2 different slides) Emits 6 different mands without echoic or imitative prompts – can be with verbal or object prompts Mands for attention 2 times with some identifiable type of response (e.g., a lap on the arm) Emits 2 mands without worbal prompts – can be with with do you want? Emits 10 different mands without echoic or activity (e.g.mo) Emits 10 different mands without an object prompts can be with a verbal prompt (e.g., monmy) Emits 10 different mands without an object prompts can be with a verbal prompt (e.g., monmy) Emits 3 different mands without an object prompts can be with a verbal prompt (e.g., monmy) | 1-c | Pulls an adult to get access to a reinforcing item 2 times | |
| Emits 4 different mands without prompts (except What do you want?) – the desired item can be present (e.g. music, slinky, hall) 2-a Points to 2 different reinforcers in order to obtain them 2 times 2-b Nods or says yes or no when offered a reinforce 2 times (not an early target) 2-c Emits 2 different mands without echoic prompts- can be with verbal or object prompts 2-d Spontaneously emits 1 mand without echoic or imitative prompts- can be with object prompts 3-d Generalizes 2 known mands across 2 people, 2 settings, and 2 different examples of a reinforcers (e.g., mands bubbles Emits 5 mands without choic or imitative prompts — can be with verbal or object prompts 3-b Emits 5 mands without choic or imitative prompts — can be with verbal or object prompts 4-M Ands for attention 2 times with some identifiable type of response (e.g., a tap on the arm) 4-b Emits 2 mands without the object prompts — can be with with do you want? 4-c Emits 2 mands without verbal prompts — can be with byth do you want? 4-d Mands for attention 2 times with some identifiable type of response (e.g., a tap on the arm) 4-d Emits 2 mands without verbal prompts — can be with byth do you want? 4-d Emits 2 mands without verbal prompts — can be with byth do you want? 4-d Emits 10 different mands without prompts (except, What do you want?) — the desired item can be present (e.g., apple, swing, car, juice) 5-m Emits 10 different mands without werbal prompts (except, What do you want?) — the desired item can be present (e.g., apple, swing, car, juice) | 1-d | Points or gestures towards a reinforce in order to obtain it 2 times | descriptive details to support main ideas or themes; speaking clearly with adequate volume, appropriate pacing, and clear |
| Emits 4 different mands without prompts (except What do you want?) – the desired item can be present (e.g. music, sliky, ball) 2-a Points to 2 different rieinforcers in order to obtain them 2 times 2-b Nods or says yes or no when offered a reinforce 2 times (not an early target) 2-c Emits 2 different mands without echoic prompts can be with verbal or object prompts 3-d Generalizes 6 knands across 2 people, 2 settings, and 2 different examples of a reinforcers (e.g., mands bubbles 3-a Emits 2 spontaneously emits (no verbal prompts) — can be with verbal or object prompts 3-d Emits 6 different mands without echoic or imitative prompts — can be with verbal or object prompts 4-d Mands for attention 2 times with some identifiable type of response (e.g., a tap on the arm) 4-d Emits 2 mands without an object present — can be with What do you want? 4-d Emits 2 mands without verbal prompts — can be with object prompts 4-d Emits 2 mands without verbal prompts — can be with object prompts 4-d Emits 1 mand to remove an undesirable item or activity (e.g., no) 5-m Emits 10 different mands without prompts (except, What do you want?) — the desired item can be present (e.g., apple, swing, car, juice) 5-m Emits 3 different mands without verbal prompts — can be with a verbal prompt (e.g., monmmy) 5-m Emits 3 different mands without verbal prompts — can be with a verbal prompt (e.g., monmmy) | | | |
| 2-a Points to 2 different reinforcers in order to obtain them 2 times 2-b Nods or says yes or no when offered a reinforce 2 times (not an early target) 2-c Emits 2 different mands without echoic prompts- can be with verbal or object prompts 2-d Spontaneously emits I mand without echoic or imitative prompts- can be with object prompts 3-a Emits 2 spontaneous mands (no verbal prompt): — the object can be present 3-b Emits 3 mands without echoic or imitative prompts— can be with verbal or object prompts 3-c Generalizes 3 mands across 2 examples of a desired item (e.g., mands slide for 2 different slides) 3-d Emits 6 different mands without echoic or imitative prompts— can be with verbal or object prompts 4-M Spontaneously emits (no verbal prompts) 5 mands— the desired item can be present 4-a Mands for attention 2 times with some identifiable type of response (e.g., a tap on the arm) 4-b Emits 2 mands without an object present— can be with What do you want? 4-c Emits 1 mand to remove an undesirable item or activity (e.g.mo) 5-m Emits 1 mand to remove an undesirable item or activity (e.g.mo) 5-m Emits 1 different mands without prompts (except, What do you want?)— the desired item can be present (e.g., apple, swing, car, juice) 5-m Emits 3 different mands without verbal prompts— can be with a verbal prompty (e.g., monmmy) 5-b Emits 3 different mands without verbal prompts— can be with an object prompt 5-c Emits 3 different mands without verbal prompts— can be with an object prompt 5-c Emits 3 different mands without verbal prompts— can be with a verbal prompty (e.g., monmmy) 5-a Emits 3 different mands without verbal prompts— can be with an object prompt 5-b Emits 3 different mands without verbal prompts— can be with an object prompt 5-c Emits 3 different mands without verbal prompts— can be with an object prompt 5-c Emits 3 different mands without verbal prompts— can be with an object prompt 5-c Emits 3 different mands without verbal prompts— can be with an object prompt 5-c Emits 3 different mands withou | 2-M | Emits 4 different mands without prompts (except What do you want?) – the desired item can be present (e.g. music, | |
| Points of Suprement refunders in order 2 times (not an early target) Nods or says yes or no when offered a reinforce 2 times (not an early target) Spontaneously emits 1 mand without echoic or imitative prompts—can be with verbal or object prompts Generalizes 5 known mands across 2 different examples of a reinforcers (e.g., mands bubbles a Emits 2 spontaneously ands (no verbal prompt); — the object can be present Benits 2 spontaneous mands (no verbal prompt); — the object can be present Benits 5 mands without echoic or imitative prompts—can be with verbal or object prompts Generalizes 6 the choic or imitative prompts—can be with verbal or object prompts Generalizes 6 the choic or imitative prompts—can be with verbal or object prompts Generalizes 8 the choic or imitative prompts—can be with verbal or object prompts Generalizes 9 the choic or imitative prompts—can be with verbal or object prompts Hands 6 in attention 2 times with some identifiable type of response (e.g., a tap on the arm) Emits 2 mands without an object present—can be with what do you want? Hands 6 in attention 2 times with some identifiable type of response (e.g., a tap on the arm) Emits 2 mands without an object prompts—can be with what he is attending to 5 times per day Hands for others to attend to the same stimulus that he is attending to 5 times per day Emits 10 different mands without prompts (except, What do you want?)—the desired item can be present (e.g., apple, swing, car, juice) Emits 3 different mands without verbal prompts—can be with a verbal prompt (e.g., mommy) Emits 3 different mands without verbal prompts—can be with an object prompt Emits 3 different mands without verbal prompts—can be with an object prompt Emits 3 different mands without verbal prompts—can be with an object prompt Emits 3 different mands without verbal prompts—can be with an object prompt Emits 3 different mands without verbal prompts—can be with an object prompt Emits 3 different mands without verbal prompts—can be with an object prompt | | | |
| Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and simustion. 2-c | 2-a | | |
| 2-d Spontaneously emits I mand without echoic or imitative prompts - can be with object prompts Generalizes 2 known mands across 2 different people and 2 settings 3-M Generalizes 6 mands across 2 people, 2 settings, and 2 different examples of a reinforcers (e.g., mands bubbles 3-a Emits 2 spontaneous mands (no verbal prompt); — the object can be present 3-b Emits 5 mands without echoic or imitative prompts — can be with verbal or object prompts 3-c Generalizes 3 mands across 2 examples of a desired item (e.g., mands slide for 2 different slides) 3-d Emits 6 different mands without echoic or imitative prompts — can be with verbal or object prompts 4-M Spontaneously emits (no verbal prompts) 5 mands — the desired item can be present 4-a Mands for attention 2 times with some identifiable type of response (e.g., a tap on the arm) 4-b Emits 2 mands without verbal prompts — can be with What do you want? 4-c Emits 2 mands without verbal prompts — can be with with object prompts 4-d Mands for others to attend to the same stimulus that he is attending to 5 times per day 4-e Emits 1 mand to remove an undesirable item or activity (e.g.no) 5-M Emits 10 different mands without prompts (except, What do you want?) — the desired item can be present (e.g., apple, swing, car, juice) 5-a Emits 3 different mands without verbal prompts — can be with a verbal prompt (e.g., mommy) 5-b Emits 3 different mands without verbal prompts — can be with an object prompt | 2-b | Nods or says yes or no when offered a reinforce 2 times (not an early target) | |
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| 4-M Spontaneously emits (no verbal prompts) 5 mands — the desired item can be present 4-a Mands for attention 2 times with some identifiable type of response (e.g., a tap on the arm) 4-b Emits 2 mands without an object present — can be with What do you want? 4-c Emits 2 mands without verbal prompts — can be with object prompts 4-d Mands for others to attend to the same stimulus that he is attending to 5 times per day 4-e Emits 1 mand to remove an undesirable item or activity (e.g.no) 5-M Emits 10 different mands without prompts (except, What do you want?) — the desired item can be present (e.g., apple, swing, car, juice) 5-a Emits 3 different mands without an object present — can be with a verbal prompt (e.g., mommy) 5-b Emits 3 different mands without verbal prompts — can be with an object prompt | 3-с | Generalizes 3 mands across 2 examples of a desired item (e.g., mands slide for 2 different slides) | |
| 4-a Mands for attention 2 times with some identifiable type of response (e.g., a tap on the arm) 4-b Emits 2 mands without an object present — can be with What do you want? 4-c Emits 2 mands without verbal prompts — can be with object prompts 4-d Mands for others to attend to the same stimulus that he is attending to 5 times per day 4-e Emits 1 mand to remove an undesirable item or activity (e.g.no) 5-M Emits 10 different mands without prompts (except, What do you want?) — the desired item can be present (e.g., apple, swing, car, juice) 5-a Emits 3 different mands without an object present — can be with a verbal prompt (e.g., mommy) 5-b Emits 3 different mands without verbal prompts — can be with an object prompt | 3-d | Emits 6 different mands without echoic or imitative prompts — can be with verbal or object prompts | |
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| 4-c Emits 2 mands without verbal prompts — can be with object prompts 4-d Mands for others to attend to the same stimulus that he is attending to 5 times per day 4-e Emits 1 mand to remove an undesirable item or activity (e.g.no) 5-M Emits 10 different mands without prompts (except, What do you want?) — the desired item can be present (e.g., apple, swing, car, juice) 5-a Emits 3 different mands without an object present — can be with a verbal prompt (e.g., mommy) 5-b Emits 3 different mands without verbal prompts — can be with an object prompt | 4-a | Mands for attention 2 times with some identifiable type of response (e.g., a tap on the arm) | |
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| 5-M Emits 10 different mands without prompts (except, What do you want?) — the desired item can be present (e.g., apple, swing, car, juice) 5-a Emits 3 different mands without an object present — can be with a verbal prompt (e.g., mommy) 5-b Emits 3 different mands without verbal prompts — can be with an object prompt | 4-d | Mands for others to attend to the same stimulus that he is attending to 5 times per day | |
| apple, swing, car, juice)5-aEmits 3 different mands without an object present — can be with a verbal prompt (e.g., mommy)5-bEmits 3 different mands without verbal prompts — can be with an object prompt | 4-e | Emits 1 mand to remove an undesirable item or activity (e.g.no) | |
| apple, swing, car, juice)5-aEmits 3 different mands without an object present — can be with a verbal prompt (e.g., mommy)5-bEmits 3 different mands without verbal prompts — can be with an object prompt | | | |
| 5-a Emits 3 different mands without an object present — can be with a verbal prompt (e.g., mommy) 5-b Emits 3 different mands without verbal prompts — can be with an object prompt | 5-M | Emits 10 different mands without prompts (except, What do you want?) — the desired item can be present (e.g., | |
| 5-b Emits 3 different mands without verbal prompts — can be with an object prompt | | apple, swing, car, juice) | |
| | 5-a | Emits 3 different mands without an object present — can be with a verbal prompt (e.g., mommy) | |
| 5-c Mands contain intonations that vary and are appropriate to the current MO 2 times | 5-b | | |
| | 5-c | Mands contain intonations that vary and are appropriate to the current MO 2 times | |

| 5-e Continues to emit a mand 2 times if the reinforcer is not delivered (persistence) | 5-d | Acquires a new mand in less than 20 training trials | |
|---|-----|---|--|
| | 5-e | Continues to emit a mand 2 times if the reinforcer is not delivered (persistence) | |

| | MAND | |
|-------|---|---|
| | LEVEL 2 | |
| Skill | VB-MAPP Milestones & Supporting Skills List | PA Core Standards |
| 6-M | Mands for 20 different missing items without prompts (except e.g., What do you need?) (e.g., mands for paper when given a crayon | CC.1.3.5.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships. |
| 6-a | Spontaneously emits 5 mands without an object present and without verbal prompts | CC.1.4.5.F |
| 6-b | Emits 10 different mands without echoic or imitative prompts — object can be present | Demonstrate a grade-appropriate command of the conventions of standard English grammar and spelling. |
| 6-c | Mands for 5 different missing items without prompts (except a verbal prompt) | CC.1.5.5.E Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. |
| 6-d | Generalizes 4 mands to 4 different people | A ready specific a variety of contexts and asks, using formal English when appropriate to task and situation. |
| 6-е | Maintains a newly acquired mand for a missing item after 24 hours of no contact with the item | |
| 7-M | Mands for others to emit 5 different actions needed to enjoy a desired activity (e.g., open to get outside, push when on a swing) | |
| 7-a | Mands 2 times with 2 words in a phrase or sentence (e.g., Drink juice.) | |
| 7-b | Mands for other individuals to emit 2 different actions with verbal prompts (e.g., go, spin) | |
| 7-c | Emits 2 mands to remove undesirable items or activities | |
| 7-d | Demonstrates response generalization for two different mands (e.g., calls a filled cup both cup and drink; calls a dog both dog and Maggie) | |
| 7-е | Mands contain varied intonation appropriate to both positive and negative MOs 5 times | |
| 7-f | Mands for help or assistance 2 times | |
| 7-g | Demonstrates a high frequency of manding (15 in a 5 minute period) | |
| 8-M | Emits 5 different mands that contain 2 or more words (not including I want) (e.g., Go fast. My turn. Pour juice.) | |
| 8-a | Mands 5 times with 2 words in a phrase or sentence | |
| 8-b | Mands for information 2 times using what questions (e.g., What's that?) | |
| 8-c | Mands with a pronoun 2 times (e.g., My train. That's yours.) | |
| 8-d | Mands occur with 3 different carrier phrases (e.g., I want It's my Can I That's my) | |
| 8-e | Mands with yes and no 4 times (e.g., Do you want a ride? Yes.) | |
| 8-f | Mands for information 2 times using where questions (e.g., Where's Elmo?) | |
| 9-M | Spontaneously emits 15 different mands (e.g., Let's play. Open. I want book.) | |
| 9-a | Spontaneously emits 50 mands per day (can be with objects present, but without verbal prompts) | |
| 9-b | Acquires 2 mands from tact or echoic only training (e.g., sees and tacts a live giraffe, and later mands to go back to see the giraffe) | |
| 9-c | Mands for information 25 times using any type of question word | |
| 9-d | Mands with an adjective 5 times (e.g., big chip, red car) | |
| 9-e | Emits 5 mands in 30 seconds (e.g., during a game or fun activity such as water play) | |

| 9-f | Mands contain 3-word phrases 10 times (e.g., That's my horse.) |
|------|---|
| | |
| 10-M | Emits 10 new mands without specific mand training (e.g., spontaneously says Where kitty go? without formal mand |
| | training) |
| 10-a | Emits 2 new mands without training (e.g., says I want hot cocoa without training) |
| 10-b | Demonstrates response generalization for 2 different mands (e.g., Get me. Chase me. Run.) |
| 10-c | Mands with an adjective 5 times — can use verbal and nonverbal prompts |
| 10-d | Mands for information 3 times using who questions |
| 10-е | Spontaneously mands for others to emit 20 different actions (e.g., Run. Go. Push me.) |
| 10-f | Spontaneously mands to novel and unfamiliar people 2 times |

MAND LEVEL 3 Skill VB-MAPP Milestones & Supporting Skills List **PA Core Standards** Spontaneously mands for different verbal information using a WH question or question word 5 times (e.g., What's CC.1.2.5.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and vour name? Where do I go?) content, choosing flexibly from a range of strategies and tools. 11-a Mands to peers 5 times Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that Spontaneously mands for attention 5 times (e.g., Teacher! Hey! Excuse me.) signal contrast, addition, and other logical relationships. The child emits 100 or more different mands in a one week period Mands contain 3-word phrases 10 times (e.g, Can I see?) Demonstrate a grade-appropriate command of the conventions of standard English grammar and spelling. Mands for a specific quantity of reinforcers 2 times (e.g., two gummy bears) 11-e Engage effectively in a range of collaborative discussions, on grade-level topics and texts, building on others' ideas and 12-M Spontaneously mands for different verbal information using a WH question or question word 5 times (e.g., What's Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. your name? Where do I go?) Mands to remove an aversive item or activity 2 times (e.g., Let go. Give it back.) Mands for others to perform a two-step action 2 times (e.g., Come here and watch me.) 12-c Says please and thank you with indirect adult verbal prompts (e.g., What do you say?) Demonstrates MO generalization by asking for 2 different reinforcers with the same words (e.g., when wanting attention saying let's draw, and when wanting to get out of work saying let's draw) Mands for others to participate in an activity 2 times (e.g., Come play. Help dig.) Mands with 10 different adjectives, prepositions, or adverbs (e.g., My crayon is broken. Don't take it out. Go fast.) Spontaneously mands to use the bathroom 2 times Mands for others to attend to his own nonverbal behavior 2 times (e.g., watch me) Mands for others to attend to some aspect of the environment 2 times (e.g., Look, it's a truck.) 13-d Mands with 2 different adjectives (e.g., I want the red gummy bear.) Mands with 2 different prepositions (e.g., Put it in the house.) Mands with 2 different adverbs (e.g., Slow down.) 13-f Gives directions, instructions, or explanations as to how to do something or how to participate in an activity 5 times (e.g., You put the glue on first, then stick it. You sit here while I get a book.) Mands for sympathy or other emotional support 2 times (e.g., He's mean.)

| 14-b | Mands for others to deliver a specific object to another person 2 times (e.g., Give it to Sarah.) |
|------|--|
| 14-c | Mands for instructions for completing a task 2 times (e.g., Where does it go? How do I do it?) |
| 14-d | Spontaneously mands with 3 different major parts of speech (e.g., noun-verb-adjective) in one sentence 2 times (e.g., Push |
| | the big bike fast.) |
| | |
| 15-M | Mands for others to attend to his own intraverbal behavior 5 times (e.g., Listen to me I'll tell you Here's what |
| | happened I'm telling the story) |
| 15-a | Mands contain 5 word phrases or sentences 10 times |
| 15-b | Mands for information about future events 2 times (e.g., When are we going to the party?) |
| 15-c | Mands for attention to a private event 2 times (e.g., My stomach hurts.) |
| 15-d | Mands for information 5 times using why questions |
| 15-e | Mands for information 5 times using how questions |

| | TACT | | |
|-------|--|---|--|
| | LEVEL 1 | | |
| Skill | VB-MAPP Milestones & Supporting Skills List | PA Core Standards | |
| 1-M | Tacts 2 items with echoic and imitative prompts (e.g., people, pets, characters, or favorite objects) | CC.1.2.5.F | |
| 1-a | Tacts 1 familiar person, pet, or object with verbal prompts and motivation present (e.g. mama) | Determine the meaning of words and phrases s they are used in grade-level reading and content, including interpretation of figurative language. | |
| | | CC.1.2.5.J | |
| | | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships. | |
| 2-M | Tacts any 4 items without echoic or imitative prompts (e.g., people, pets, characters, or other objects) | CC.1.3.5.F | |
| 2.74 | | Determine the meaning of words and phrases as they are used in grade-level text, including interpretation of figurative | |
| 3-M | Tacts 6 non-reinforcing items (e.g., shoe, hat, spoon, car, cup, bed) | language. | |
| 3-a | Generalizes known responses across 2 different people and 2 settings (e.g., tacts kitty for both mom and dad: tacts dada while | | |
| | in bed and in the kitchen) | | |
| 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 | | |
| 4-a | Looks at family photos and, with verbal prompts, tacts 2 family members | | |
| 4-b | Tacts 2 pictures from a book or picture card (2D) (e.g., duck, ball) | | |
| | | | |
| 5-M | Tacts 10 items (e.g., common objects, people, body parts, or pictures) | | |
| 5-a | Tacts 5 pictures (2D) | | |
| 5-b | Maintains a newly acquired tact after 24 hours without training | | |
| 5-c | Generalizes tacts across 3 examples of an item for 5 items (e.g., tacts 3 different spoons) | | |

TACT LEVEL 2

| Skill | VB-MAPP Milestones & Supporting Skills List | PA Core Standards |
|----------------|--|--|
| 6-M | Tacts 25 items when asked, What's that? (e.g., book, shoe, car, dog, hat) | CC.1.2.5.A |
| 6-a | Tacts 4 different people, pets, or characters by their specific name (can include mama and dada) | Determine two or more main ideas in a text and explain how they are supported by key details; summarize the text. |
| 6-b | Tacts 2 actions when asked, for example, What am I doing? (e.g., jumping, clapping) | |
| 6-c | Acquires a new tact in less than 20 training trials | |
| 6-d | Tacts 5 items in a 15 second period (fluency) | |
| | | |
| 7-M | Generalizes tacts across 3 examples of 50 items, or from a list of known generalizations | CC.1.2.5.I |
| 7-a | Tacts 3 body parts (e.g., nose, eyes, mouth) | Integrate information from several texts on the same topic to demonstrate understanding of that topic. CC.1.5.5.A |
| 7-b | Tacts 2 auditory stimuli (e.g., phone ringing, siren, dog barking) | Engage effectively in a range of collaborative discussions, on grade-level topics and texts, building on others' ideas and |
| 7-c | Spontaneously emits a tact containing two words for 5 different tacts (e.g., baby's crying) | expressing their own clearly. |
| 7-d | Tacts 2 different actions when asked What he doing? (e.g., drinking, swimming) | |
| 7-e | Tacts 40 items when asked What's that? (e.g., tree, bowl, sock, crayon, apple) | |
| OM | Toots 10 actions when calved for example What am I doing? (a.g. imming alconing acting) | CC.1.4.5.T |
| 8-M 8-a | Tacts 10 actions when asked, for example, What am I doing? (e.g., jumping, sleeping, eating) Tacts 2 tactile stimuli (e.g., says ball when feeling a ball in a bag) | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, |
| 8-b | Tacts 5 noun-verb or verb-noun combinations (e.g., dog eating, rolling ball) | rewriting, or trying a new approach. CC.1.4.5.U |
| _ | Tacts two or more items from 10 different pages in a book when asked, What do you see here? | With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact |
| 8-c 8-d | | and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single |
| 8-u | Glances at a listener while tacting on 5 occasions | sitting. CC.1.5.5.E |
| | | Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. |
| 9-M | Tacts 50 two-component verb-noun, or noun-verb combinations, tested or from a list of known two-component tacts | CC.1.4.5.E |
| | (e.g., washing face, Joe swinging, baby sleeping) | Write with an awareness of style. Use precise language and domain-specific vocabulary to inform about or explain the topic. Use sentences of varying lengths. |
| 9-a | Tacts 25 two-component noun-noun relations (e.g., paper and pencil; car and truck) | CC.1.4.5.R |
| 9-b | Acquires a new tact in less than 15 training trials | Demonstrate a grade-appropriate command of the conventions of standard English grammar and spelling. CC.1.5.5.E |
| 9-c | Spontaneously tacts items in a book, on TV, or in a video 5 times (e.g., Cinderella) | Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. |
| 9-d | Learns 2 new tacts without direct training (e.g., untrained echoic to tact transfer) | CC.1.5.5.G |
| 9-е | Shows response generalization for 5 items (i.e., tacts the same stimulus with two different words teacher and Katie; cat and | Demonstrate a command of the conventions of standard English when speaking based on grade 5 level and content. |
| | Garfield; dog and Maggie) | |
| 10-M | Tacts 200 nouns and/or verbs (or other parts of speech), tested or from an accumulated list of known tacts | CC.1.2.5.J |
| 10-w | Tacts 10 actions (e.g., climbing, playing, coloring, swimming, washing) | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that |
| 10-b | Tacts 2 gustatory stimuli (e.g., tacts orange by tasting it) | signal contrast, addition, and other logical relationships. CC.1.4.5.D |
| 10-c | Tacts 20 items in a 1 minute fluency test | Group related information logically linking ideas within and across categories of information using words, phrases, and clauses; |
| 10-d | Tacts 2 different colors (e.g., red, blue) | provide a concluding statement or section; include formatting when useful to aiding comprehension. CC.1.4.5.H |
| 10-е | Tacts 2 different shapes (e.g., circle, star) | Introduce and state an opinion on a topic. |
| | | CC.1.5.5.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.1.5.5.E |
| | | Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. |

| | TACT | | |
|--------------|---|--|--|
| Skill | VB-MAPP Milestones & Supporting Skills List | PA Core Standards | |
| 11-M | Tacts the color, shape, and function of 5 objects (15 trials) when each object and question is presented in a mixed order (e.g., What color is the refrigerator? What shape is the valentine? What do you do with the ball?) (This is part tact and part intraverbal) | CC.1.2.5.A Determine two or more main ideas in a text and explain how they are supported by key details; summarize the text. CC.1.2.5.B Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences. CC.1.2.5.E | |
| 11-a 11-b | Tacts 2 olfactory stimuli (e.g., cookies, popcorn, flowers) Acquires 5 new tacts in a week without direct training | Use text structure, in and among texts, to interpret information (e.g. chronology, comparison, cause/effect, problem/solution). | |
| 11-b | Tacts 2 people (not family members) by their first names | CC.1.4.5.O Use narrative techniques such as dialogue, description, and pacing to develop experiences, and events or show the responses of | |
| 11-d | Tacts 5 categories or classes (e.g., animals, drinks, toys) | characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely. | |
| 11-a | Tacts 5 locations (e.g., kitchen, bedroom, playground, grandma's house) | | |
| 11-f | Tacts 25 items and/or activities with yes and no (e.g., Are these your shoes? Is her name Becky?) (part intraverbal because of adding a verbal SD to the task) | | |
| 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) | | |
| 11-h | Tacts 2 specific features or parts of 25 items or people (e.g., wheels and doors on a car) | | |
| 11-i | Generalization occurs to new examples of an item or action on the first trial, for 5 items | | |
| | | | |
| | Tacts 4 different prepositions (e.g., in, out, on, under) and 4 pronouns (e.g., I, you, me, mine) | CC.1.3.5.J Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, | |
| 12-a | Tacts the class of 25 items (e.g., an adult points to a dog and says A dog is an) (part intraverbal) | including those that signal contrast, addition, and other logical relationships. | |
| 12-b | Tacts what's wrong or missing from 10 pictures or objects (e.g., a face without a nose) | CC.1.4.5.Q | |
| 12-c | Tacts the class and function of 10 items (e.g., show the child a cookie and say, What do you do with this? And then say to him, A cookie is a type of) (part intraverbal) | Write with an awareness of styles. Use sentences of varying length. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. CC.1.4.5.R | |
| 12-d | Tacts 2 prepositional relations (e.g., Where is Oscar?in the garbage can) (part intraverbal) | 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) | | |
| 12-f | Spontaneously tacts the function, feature, or class of an item for 5 items (e.g., That goes in the swimming pool.) | | |
| 12-g | Generalizes feature, function, and class tacting to 10 new members of each set (e.g., after training cow, bird, and monkey as animals, the child tacts a bear as an animal on the first trial) | | |
| | , | | |
| 13-M | Tacts 4 different adjectives, excluding colors and shapes (e.g., big, little, long, short) and 4 adverbs (e.g., fast, slow, quietly, gently) | CC.1.3.5.J Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships. | |
| 13-a | Tacts people by gender using 4 different terms (girl, boy, man, woman) | CC.1.4.5.0 | |
| 13-b | Spontaneously tacts the behavior of others 2 times (e.g., He's crying.) | Use narrative techniques such as dialogue, description, and pacing 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. | |
| 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? are used) | CC.1.4.5.Q Write with an awareness of styles. Use sentences of varying length. Expand, combine, and reduce sentences for meaning, | |
| 13-d | Spontaneously tacts with 2 different adjectives | reader/listener interest, and style. | |
| 13-е | Spontaneously tacts with 2 different adverbs | | |
| 13-f | Spontaneously tacts possession of items 2 times (e.g., mine, yours) | | |
| | | | |

| 14-M | Tacts with complete sentences containing 4 or more words, 20 times | CC.1.2.5.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. CC.1.3.5.A |
|--------------|--|---|
| 14-a | Tacts people by relationship using 4 different terms (e.g., sister, brother, grandmother, uncle) (part intraverbal if questions are used) | Determine a theme of a text from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. CC.1.3.5.G Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). |
| 14-b | Tacts 5 adjective-noun combinations in a complete sentence (e.g., That is a big dog.) Tacts 5 verb-adverb combinations in a complete sentence (e.g., He is singing loud.) Tacts 5 preposition-noun combinations in a complete sentence (The dog's in the house.) Tacts 5 subject-verb-noun combinations in a complete sentence (e.g., The girl is pulling the wagon.) | CC.1.4.5.J Create an organizational structure that includes related ideas grouped to support the writer's purpose; link opinion and reasons using words, phrases, and clauses; provide a concluding statement or section related to the opinion. CC.1.4.5.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.1.4.5.R Demonstrate a grade-appropriate command of the conventions of standard English grammar and spelling. |
| 15-M | Has a total tact vocabulary of 1000 words (nouns, verbs, adjectives, etc.), tested or from an accumulated list of known tacts | CC.1.2.5.G Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. |
| 15-a | Tacts 3 emotional states of self or others (e.g., sad, happy, mad) (part intraverbal if questions such as How do you feel? are used) | CC.1.2.5.H Determine how an author supports particular points in a text through reasons and evidence. |
| 15-b | Tacts 5 frequently used gestures that have a verbal function (e.g., pinching their nose for a bad smell, finger over the lips for quiet, thumbs up for a good job, a fake yawn for being tired) | CC.1.2.5.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools. |
| 15-c 15-d | Tacts 5 community helpers (e.g., policeman, fireman, nurse, doctor, garbage man) Tacts with 2 different negation words 5 times (e.g., That's not a cat.) | CC.1.3.5.D Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. |
| 15-е | Tacts 5 social, community, or group events (e.g., parade, party, emergency) | CC.1.3.5.E Explain how a series of chapters, scenes or stanzas fits together to provide the overall structure of a particular story, drama, or |
| 15-f 15-g | Spontaneously tacts 2 different social circumstances (e.g., They are busy. They are arguing.) Spontaneously emits untrained tacts in sentences containing at least 5 words, 5 times | poem. CC.1.4.5.I Provide reasons that are supported by facts and details; draw from credible sources. CC.1.4.5.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. |

| | 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.1.4.5.T |
| 1-a | Turns head to locate the source of a sound (e.g., bell, squeaky toy, a cell phone ringing) | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| | | CC.1.5.5.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.1.5.6.D Report on a topic or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details |
| | | to support main ideas or themes; speaking clearly with adequate volume, appropriate pacing, and clear pronunciation. |
| 2-M | Responds to hearing his own name 5 times (e.g., looks at the speaker) | |
| 2-a | Smiles at the sound of the caretaker's voice 2 times | |

| 3-M 3-a 3-b 3-c 3-d 3-e | Looks at, touches, or points to the correct family member, pet, or other reinforcer when presented in an array of 2, for 5 different reinforcers (e.g., Where's Elmo? Where's mommy?) Interrupts a play activity when his name is called Responds to no, hot, stop or other commands in the appropriate context Attends to an object or picture when named (without discrimination) 5 times Responds to 2 simple (1 part) verbal instructions in context (e.g., sit down, when by a chair) Discriminates between 2 family members and/or pets when named (e.g., Where's daddy?) | CC.1.2.5.F Determine the meaning of words and phrases as they are used in grade-level text, including interpretation of figurative language. CC.1.5.5.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-f | Discriminates between 2 objects when they are presented at eye level (e.g., looks at, touches, or points to a ball when shown a ball and a shoe and asked touch ball) | |
| 4-M 4-a 4-b 4-c 4-d 4-e 4-f | Performs 4 different motor actions on command without a visual prompt (e.g., Can you jump? Show me clapping.) Selects the correct item from an array of 2 for 10 different objects or pictures Maintains eye contact to a speaker for 2 seconds Touches 2 body parts (e.g., Touch your nose. Where's your ears?) Performs 2 motor actions (e.g., Show me clapping. Can you spin around?) Selects the correct item from an array of 3 when named, for 10 different items (e,g. dog, hat, book) Generalizes in a listener discrimination (LD) task across 2 examples of 5 different items (e.g., can identify 2 different dogs, 2 different cups, 2 different balls) | CC.1.2.5.F Determine the meaning of words and phrases as they are used in grade-level text, including interpretation of figurative language. CC.1.5.5.A Engage effectively in a range of collaborative discussions, on grade-level topics and texts, building on others' ideas and expressing their own clearly. |
| 5-M 5-a 5-b 5-c 5-d 5-e | Selects the correct item from an array of 4, for 20 different objects or pictures (e.g., Show me cat. Touch shoe.) Identifies (LD) 5 items in a 10 second period (fluency test) Demonstrates 6 different motor actions on command without a visual prompt Maintains an acquired listener skill after 24 hours without training Spontaneously emits (no direct prompts to respond) a listener response (LD) 2 times Generalizes known listener tasks across 3 different people, 3 settings, and 3 times of day | CC.1.3.5.B Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences. CC.1.3.5.C Compare and contrast two or more characters, settings or events in a story or drama, drawing on specific details in the text. |

| | LISTENER RESPONDING LEVEL 2 | | |
|---------------------------------|---|---|--|
| Skill | VB-MAPP Milestones & Supporting Skills | PA Core Standards | |
| 6-M 6-a 6-b 6-c 6-d | Selects the correct item from a messy array of 6, for 40 different objects or pictures (e.g., Find cat. Touch ball.) Selects the correct item from a messy array of 5, for 25 different items (e.g., book, car, dog, shoe) Acquires a new listener skill in less than 25 training trials Discriminates among 6 people, pets, or characters by name (e.g., Find Oscar.) Generalizes in a listener task across 3 examples of 25 different items | CC.1.2.5.A Determine two or more main ideas in a text and explain how they are supported by key details; summarize the text. CC.1.2.5.C Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a text based on specific information in the text. | |
| 7-M | Generalizes listener discriminations (LDs) in a messy array of 8, for 3 different examples of 50 items (e.g., the child can find 3 examples of a train) | CC.1.4.5.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. | |
| 7-a 7-b | Goes to 3 specified people on command (e.g., Go to Debbie) Points to a named item in a book for 5 items (e.g., Where's the fire truck?) | CC.1.4.5.D Group related information logically linking ideas within and across categories of information using words, phrases, and clauses; | |

| 7-с | Selects 5 items in the natural environment on command (e.g., get the spoon, while at the table) | provide a concluding statement or section; include formatting when useful to aiding comprehension. |
|------|--|--|
| 7-d | Spontaneously demonstrates (no prompts to respond) 5 listener skills in the natural environment (e.g., when someone in the | |
| | room mentions the rocking horse, the child spontaneously goes to the horse) | |
| | | |
| 8-M | Performs 10 specific motor actions on command (e.g., Show me clapping. Can you hop?) | CC.1.2.5.J |
| 8-a | Goes to 3 specified locations on command (e.g., Go to the kitchen. Show me your bedroom.) | Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships. |
| 8-b | Selects the correct item from an array of 8 containing 2 similar stimuli (e.g., same color), for 20 items | CC.1.4.5.B |
| 8-c | Selects an item when given the sound that the item makes for 5 items (e.g., barking: dog, siren: fire truck) | Identify and introduce the topic clearly. |
| 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?) | |
| | | |
| 9-M | Follows 25 two-component noun-verb and/or verb-noun instructions (e.g., Show me the baby sleeping. Push the | CC.1.3.5.F Determine the meaning of words and phrases as they are used in grade-level text, including interpretation of figurative |
| | swing.) | language. |
| 9-a | Acquires 2 new listener responses without formal training (e.g., someone asks another person to turn on a light, and the child | CC.1.4.5.A |
| | goes over to the light, and no one knew that she knew the word light) | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. |
| 9-b | Appropriately responds to 5 different gestures (e.g., finger to the lips for quiet, palm out for stop) | |
| 9-c | Demonstrates 3 specified actions to 3 different people (e.g., Hug Grandma. Give Laura a high-five.) | |
| 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?) | |
| | | |
| 10-M | Selects the correct item in a book, picture scene, or natural environment when named for 250 items, tested or from an | CC.1.2.5.A Determine two or more main ideas in a text and explain how they are supported by key details; summarize the text. |
| | accumulated list of known words | CC.1.3.5.H |
| 10-a | Performs two consecutive actions for 10 different sets of actions (verb-verb) (e.g., Show me jumping and clapping. | Compare and contrast texts in the same genre on their approaches to similar themes and topics as well as additional literary |
| 10-b | Discriminates between 2 colors from an array of 4 different colored objects | elements. |
| 10-c | Discriminates between 2 shapes from an array of 4 different shapes | |
| 10-d | Generalizes in a noun-verb listener task with a new object for 5 different actions (e.g., after receiving training on spinning | |
| | and rolling a pencil, the child correctly spins and rolls a straw on the first trial) | |
| 10-е | Generalizes in a noun-verb listener task with a new action for 5 objects (e.g., can spin any item) | |

| | 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.1.3.5.B Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences. | |
| 11-a | Puts 5 specified items where they belong (e.g., Put the hairbrush away.) | | |
| 11-b | Discriminates among 4 colors in an array of 4 different colored objects | | |
| 11-c | Discriminates among 4 shapes in an array of 4 different shapes | | |
| 11-d | Discriminates between 2 different prepositions (e.g., in, on, under) | | |
| 11-e | Discriminates between self and others given a pronoun (e.g., your, my) | | |
| 11-f | Selects two different colors or shapes from an array of 8 for 10 pairs (e.g., Give me red and blue.) | | |

| 12-M | Follows 2 instructions involving 6 different prepositions (e.g., Stand behind the chair.) and 4 different pronouns (e.g., | CC.1.3.5.A |
|--------|---|--|
| | Touch my ear.) | Determine a theme of a text from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. |
| 12-a | Follows instructions to take an item to 5 different locations (e.g., Take the tray to the sink.) | CC.1.4.5.T |
| 12-b | Goes to 5 different locations and retrieves specific objects (e.g., Go to the kitchen and get a cup.) | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, |
| 12-c | Selects items from an array of similar stimuli based on an adjective (e.g., Touch the little bird?) | rewriting, or trying a new approach. |
| 12-d | Discriminates between the genders for girl and boy and man and woman (e.g., Where's the girl?) | |
| 12-е | Discriminates between males and females given a pronoun (e.g., he and she) | |
| 12-f | Demonstrates actions modified by 2 different adverbs (e.g., Walk slow. Walk fast.) | |
| 13-M | Selects items from an array of similar stimuli based on 4 pairs of relative adjectives (e.g., big-little, long-short) and demonstrates actions based on 4 pairs of relative adverbs (e.g., quiet-loud, fast-slow) | CC.1.3.5.A Determine a theme of a text from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. |
| 13-a | Demonstrates 3 pretend emotions on command (e.g., Show me a sad face. Make a happy face.) | the speaker in a poem refrects upon a topic, summarize the text. |
| 13-b | Identifies (LDs) 10 items based on a subject, adjective, and noun (e.g., Show me the girl's red hair.) | |
| 13-с | Performs 10 actions based on a subject, preposition, and noun (e.g., Put the horse in the barn.) | |
| 13-d | Identifies (LDs) 10 items based on a verb, pronoun, and noun (e.g., Brush his hair.) | |
| 13-е | Generalizes a pronoun and a preposition to a new situation (e.g., uses his correctly with a new friend) | |
| | | |
| 14-M | Follows 3-step directions for 10 different directions (e.g., Get your coat, hang it up, and sit down.) | CC.1.2.5.A Determine two or more main ideas in a text and explain how they are supported by key details; summarize the text. |
| 14-a | Performs 10 actions based on a subject, verb, and adverb (e.g., Show me the frog jumping high.) | Determine two of more main ideas in a text and explain now they are supported by key details, summarize the text. |
| 14-b | Performs 10 actions based on a subject, adjective, and verb (e.g., Show me the big bear dancing.) | |
| 14-c | Discriminates among 6 community helpers by category (e.g., nurse, doctor, mailman, bus driver) | |
| 14-d | Correctly responds to 10 tasks involving "one" vs. "two" vs. "all" of something | |
| 15-M | Has a total listener repertoire of 1200 words (nouns, verbs, adjectives, etc.), tested or from an accumulated list of | CC.1.2.5.A |
| 13-111 | known words | Determine two or more main ideas in a text and explain how they are supported by key details; summarize the text. CC.1.3.5.D |
| 15-a | Discriminates among items given negation words for 10 tasks (e.g., Which one is not a food?) | Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they |
| 15-b | Discriminates 5 attributes of peers in a small group (e.g., Who is wearing blue shoes? Who has red hair? Who is wearing | represent. |
| | glasses?) | CC.1.3.5.F Determine the meaning of words and phrases as they are used in grade-level text, including interpretation of figurative |
| 15-с | Correctly responds to 10 singular vs. plural tasks (e.g., Touch the dog. vs. Touch the dogs.) | language. |
| 15-d | Generalizes 5 adjectives to new nouns (e.g., says, Sticky fly stuff when first encounters a fly trap) | CC.1.3.5.K Read and comprehend literary fiction on grade level, reading independently and proficiently. |
| 15-е | Generalizes 5 adverbs to new verbs (e.g., says, Lava moves slow when first encountering lava) | CC.1.4.5.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.1.4.5.V Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. CC.1.4.5.W Gather relevant information from experiences or gather relevant information from print and digital sources; summarize or |
| | | paraphrase information in notes and finished work, and provide a list of sources. |

| | VISUAL PERCEPTUAL SKILLS AND MATCHING-TO-SAMPLE | | |
|-------|---|-------------------|--|
| | LEVEL 1 | | |
| Skill | VB-MAPP Milestones & Supporting Skills | PA Core Standards | |
| 1-M | 1-M Visually tracks moving stimuli for 2 seconds, 5 times | CC.1.5.4.E | |

| 1-a | Visually attends to faces and people 5 times | Differentiate between contexts that require formal English versus informal situations. |
|-----|---|---|
| 1-b | Visually attends to reinforcing objects 5 times | CC.1.5.4.G Demonstrate command of the conventions of standard English when speaking based on grade 4 level and content. |
| | | CC.1.5.5.E Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. |
| 2-M | Grasps small objects with thumb and index finger (pincer grasp) 5 times | CC.1.5.4.E |
| 2-a | Reaches for and successfully grabs objects 5 times | Differentiate between contexts that require formal English versus informal situations. CC.1.5.4.G |
| 2-b | Uses index finger to poke things or for other uses 5 times | Demonstrate command of the conventions of standard English when speaking based on grade 4 level and content. |
| 2-c | Manipulates toys and objects in a variety of ways for 10 seconds, 5 times | CC.1.5.5.E Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. |
| 3-M | Visually attends to a toy or book for 30 seconds (not a self-stim item) | CC.1.5.4.E Differentiate between contexts that require formal English versus informal situations. |
| 3-a | Transfers objects from one hand to another 5 times | CC.1.5.4.G |
| 3-b | Looks for an object that has fallen out of sight 5 times | Demonstrate command of the conventions of standard English when speaking based on grade 4 level and content. |
| | | CC.1.5.5.E Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. |
| 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 | CC.1.5.4.E |
| 4-a | Dumps things out of containers, or pulls items out of cupboards 5 times | Differentiate between contexts that require formal English versus informal situations. CC.1.5.4.G |
| 4-b | Pushes and/or pulls objects 5 times | Demonstrate command of the conventions of standard English when speaking based on grade 4 level and content. |
| | | CC.1.5.5.E Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. |
| 5-M | Matches any 10 identical items (e.g., inset puzzles, toys, objects, or pictures) | CC.1.5.4.E |
| 5-a | Visually attends to toys or books for 1 minute, 2 times | Differentiate between contexts that require formal English versus informal situations. CC.1.5.4.G |
| 5-b | Successfully uses a spoon 5 times during a meal | Demonstrate command of the conventions of standard English when speaking based on grade 4 level and content. CC.1.5.5.E |
| 5-c | Completes a 3-piece in-set puzzle without physical prompts | Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. |
| 5-d | Attempts to scribble with any writing instrument | |
| 5-е | Puts two similar items together 2 times (e.g., picks up a matching toy) | |
| 3.0 | Thus two similar rollis together 2 times (e.g., pieks up a matering toy) | |

| | VISUAL PERCEPTUAL SKILLS AND MATCHING-TO-SAMPLE LEVEL 2 | | |
|-------|---|---|--|
| Skill | VB-MAPP Milestones & Supporting Skills | PA Core Standards | |
| 6-M | Matches identical objects or pictures in a messy array of 6, for 25 items | CC.1.2.5.B | |
| 6-a | Connects 2 items or toys together (e.g. Duplos) | Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences. | |
| 6-b | Nests identical objects in a stack 2 times (e.g., bowls, cups, plates | | |
| 6-c | Turns 2 pages in a book | | |

| 6-d | Completes 3 different inset puzzles containing 3-4 pieces without prompts | |
|-----------------------|--|---|
| 6-e | Stacks 4 blocks without help | |
| 6-e 6-f | Matches identical objects or pictures in a neat array of 3, for 10 items (e.g., matches a hat to a hat) | |
| | Matches identical objects or pictures in a neat array of 3, for 10 items (e.g., matches a nat to a nat) 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 | |
| 6-g | a little red ball) | |
| 6-h | Places 5 items where they belong or in an appropriate context (e.g., puts a cup in the sink) | |
| | | |
| 7-M | Matches similar colors and shapes for 10 different colors or shapes given models (e.g., given red, blue, and green bowls and a pile of red, blue, and green bears the child sorts the items by color | CC.1.4.5.D Group related information logically linking ideas within and across categories of information using words, phrases, and clauses; provide a concluding statement or section; include formatting when useful to aiding comprehension. |
| 7-a | Completes 5 different puzzles containing 6 or more pieces without prompts | provide a constanting statement of section, include formatting when doctor to along completions on |
| 7-b | Matches identical objects or pictures in a messy array of 8, for 25 objects | |
| 7-c | Matches identical pictures that have different backgrounds in a messy array of 8, for 25 pictures | |
| 7-d | Matches identical pictures (2D) to objects (3D) and vice versa, in a messy array of 8, for 10 pairs (e.g., matches a picture of Thomas the Train to a toy Thomas the Train | |
| 7-e | Spontaneously matches 2 items together in play or other situations (e.g., picks up a Hulk figurine and selects a matching | |
| 7-0 | Hulk from a bin of figurines) | |
| 7-f | Completes identical matches in an array of 8, for 10 matches in less than 20 seconds (fluency) | |
| 8-M | Matches identical objects or pictures in a messy array of 8 containing 3 similar stimuli, for 25 items (e.g., matches a | CC.1.5.4.E |
| 5 | dog to a dog in an array that also contains a cat, a pig, and a pony | Differentiate between contexts that require formal English versus informal situations. CC.1.5.4.G |
| 8-a | Generalizes to 5 new identical matching tasks without formal | Demonstrate command of the conventions of standard English when speaking based on grade 4 level and content. |
| 8-b | Matches identical objects or pictures to corresponding items in a book for 25 items | CC.1.5.5.E Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. |
| 8-c | Matches identical objects or pictures to corresponding items in the natural environment for 25 | Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. |
| 8-d | Selects 3 non-identical, but associated, objects from a bin for 3 play activities (e.g., grabs several farm animals from a bin | |
| | containing other toys) | |
| 8-e | Successfully assembles 5 parts of 5 connecting toys (e.g., Duplos, trains, Mr. Potato Head) | |
| 9-M | Matches non-identical objects or non-identical pictures in a messy array of 10 containing 3 similar stimuli, for 25 | CC.1.5.4.E |
| <i>)</i> -1 v1 | items (e.g., matches a Ford truck to a Toyota truck) | Differentiate between contexts that require formal English versus informal situations. |
| 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 | CC.1.5.4.G Demonstrate command of the conventions of standard English when speaking based on grade 4 level and content. |
| " | Ford Mustang to a blue Ford Mustang | CC.1.5.5.E |
| 9-b | Matches non-identical objects or pictures in a messy array of 8 containing 2 similar stimuli, for 25 items | Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. |
| 9-c | Matches non-identical objects or pictures to corresponding items in a book for 25 items | |
| 9-d | Matches non-identical objects or pictures to corresponding items in the natural environment for 25 items | |
| 9-е | Demonstrates spontaneous functional matching-to-sample in the natural environment 2 times (e.g., finds a matching shoe) | |
| | | |
| 10-M | 10-M Matches non-identical objects (3D) to pictures (2D) and/or vice versa, in a messy array of 10 containing 3 similar stimuli, for 25 items | CC.1.5.4.E Differentiate between contexts that require formal English versus informal situations. CC.1.5.4.G |
| 10-a | Assembles, collects, or groups 5 different toys, characters, or items that go together (e.g., a tea set) | Demonstrate command of the conventions of standard English when speaking based on grade 4 level and content. |
| 10-b | Matches a picture of a body part to his own body part for 5 body parts | CC.1.5.5.E Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. |
| 10-с | 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 | Thank operation a saliety of contents and analy, using formal English when appropriate to ask and situation. |
| | swimming to a picture of a boy swimming in a different pool) | |
| 10-d | Colors pictures in a coloring book although doesn't always stay in the | |
| 10-е | Matches 10 different items that are associated with each other (e.g., a shoe to a sock) | |
| _ | | |

| | 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.1.5.4.E Differentiate between contexts that require formal English versus informal situations. CC.1.5.4.G | |
| 11-a | Completes 5 different interlocking puzzles with 10 pieces | Demonstrate command of the conventions of standard English when speaking based on grade 4 level and content. CC.1.5.5.E | |
| 11-b | Completes a 4-component block design with a 2D sample and 3D blocks for 4 designs | Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. | |
| 11-c | Uses glue to make things stick together without physical prompts 2 times | | |
| 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) | | |
| 12-M | Demonstrates generalized non-identical matching in a messy array of 10 with 3 similar stimuli, for 25 items (i.e., matches new items on the first trial) | CC.1.2.5.I Integrate information from several texts on the same topic to demonstrate understanding of that topic. CC.2.3.5.A.1 | |
| 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) | Graph points in the first quadrant on the coordinate plane and interpret these points when solving real world and mathematical | |
| 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 | problems. | |
| 12-c | Completes a 6-component block design with a 2D sample and 3D blocks for 8 designs | | |
| 12-d | Matches a 3D block design with 4 blocks (e.g., a house, tower) | | |
| | | | |
| 13-M | Completes 20 different block designs, parquetry, shape puzzles, or similar tasks with at least 8 different pieces | CC.2.3.5.A.1 Graph points in the first quadrant on the coordinate plane and interpret these points when solving real world and mathematical | |
| 13-a | Uses scissors to cut out 5 different patterns or items without physical prompts | problems. | |
| 13-b | Sets a table for two people with 6 dishes and utensils | | |
| 13-c | Place 3 sets of items in order by size (seriation) | | |
| 13-d | Imitates a model block structure or similar assembly of objects with at least 6 parts | | |
| 14-M | Sorts 5 items from 5 different categories without a model (e.g., animals, clothing, furniture) | CC.1.2.5.I | |
| 14-a | Successfully completes a human figure puzzle with at least 6 parts | Integrate information from several texts on the same topic to demonstrate understanding of that topic. CC.1.4.5.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 logically linking ideas within and across categories of information using words, phrases, and clauses; | |
| 14-c | Completes 10 different seriation tasks (i.e., part-to-whole, small-to-large, etc.) | provide a concluding statement or section; include formatting when useful to aiding comprehension. CC.2.3.5.A.1 | |
| 14-d | Plays a short "concentration" or memory game with identical pictures | Graph points in the first quadrant on the coordinate plane and interpret these points when solving real world and mathematical | |
| | | problems. | |
| 15-M | Continues 20 three-step patterns, sequences, or seriation tasks (e.g., star, triangle, heart, star, triangle) | CC.1.2.5.A Determine two or more main ideas in a text and explain how they are supported by key details; summarize the text. | |
| 15-a | Completes an A-B pattern for 5 different color or shape patterns | CC.1.3.5.C | |
| 15-b | Completes an A-B pattern for 5 different picture patterns | Compare and contrast two or more characters, settings or events in a story or drama, drawing on specific details in the text. CC.1.4.5.P | |
| 15-с | Places 3 pictures in the correct sequential order for 5 sets | Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of | |
| 15-d | Constructs 5 felt (or similar material) scenes with 5 parts (e.g., farm, party) | events; provide a conclusion that follows from the narrated experiences and events. | |

| | 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.1.3.5.K | |
| 1-a | Has a favorite comfort item that he might sleep with or carry (e.g., a blanket, stuffed animal) | Read and comprehend literary fiction on grade level, reading independently and proficiently. | |
| 1-b | Reaches for objects of interest (e.g., keys, cup, ball) | | |
| 1-c | Transfers items from one hand to another | | |
| 1-d | Looks at a toy when it is picked up by an adult | | |
| 2-M | Shows variation in play by independently interacting with 5 different items (e.g., plays with rings, then a ball, then a block) | CC.1.5.4.E Differentiate between contexts that require formal English versus informal situations. CC.1.5.4.G | |
| 2-a | Points to a toy or object of interest | Demonstrate command of the conventions of standard English when speaking based on grade 4 level and content. | |
| 2-b | Drops items to watch them fall, or demonstrates other interests in cause-and-effect | CC.1.5.5.E Adopt procedure of contents and tooks value formal English when appropriate to took and situation | |
| 2-c | Opens cupboard doors, toy boxes, or reaches in a toy container | Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. | |
| 2-d | Repeats a play behavior that produces an auditory sound (e.g., squeezes toys, bangs items) | | |
| 2-е | Makes eye contact with others 3 times during play | | |
| | | | |
| 3-M | Demonstrates generalization by engaging in exploratory movement and playing with the toys in a novel environment for 2 minutes (e.g., in a new playroom) | 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 | |
| 3-a | Brings a toy or object of interest to an adult | pronunciation. | |
| 3-b | Dumps containers of items on floor | CC.1.5.4.E Differentiate between contexts that require formal English versus informal situations. | |
| 3-c | Transfers items in or out of a container | CC.1.5.4.G | |
| 3-d | Generalizes known play behaviors to a novel environment | Demonstrate command of the conventions of standard English when speaking based on grade 4 level and content. | |
| 3-е | Carries toys or objects from one place to another | CC.1.5.5.E Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. | |
| | | | |
| 4-M | Independently engages in movement play for 2 minutes (e.g., swinging, dancing, rocking, jumping, climbing) | CC.1.5.4.E Differentiate between contexts that require formal English versus informal situations. | |
| 4-a | Enters a playhouse or similar play structure without adult verbal prompting | CC.1.5.4.G | |
| 4-b | Learns to work a toy correctly after an adult demonstrates its use (e.g., push buttons on a pop-up toy) | Demonstrate command of the conventions of standard English when speaking based on grade 4 level and content. | |
| 4-c | Mands to an adult for assistance with an item (e.g., child holds up something he can't open) | CC.1.5.5.E Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. | |
| 4-d | Spontaneously dances when music is played | wash speech to a station of contexts and assess, using formal English when appropriate to assemble statution. | |
| 4-e | Enjoys being pulled or pushed in a wagon, on a tricycle, or other toy vehicle | | |
| | | | |
| 5-M | Independently engages in cause-and-effect play for 2 minutes (e.g., dumping containers, playing with pop-up toys, pulling toys, etc.) | CC.1.5.4.E Differentiate between contexts that require formal English versus informal situations. CC.1.5.4.G | |
| 5-a | Takes pieces of a set apart (e.g., Duplos, Bristle blocks) | Demonstrate command of the conventions of standard English when speaking based on grade 4 level and content. | |
| 5-b | Spontaneously pulls and pushes items around | CC.1.5.5.E Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. | |
| 5-c | Carries a large play object to a new location (e.g., a toy car garage) | result operation a fairety of contexts and tasks, using formal English when appropriate to task and situation. | |
| 5-d | Emits sounds or words associated with toys (e.g., says vroom vroom with a car) | | |
| 5-e | Connects things or puts them together (e.g., a car on a track, Duplos) | | |

| | INDEPENDENT PLAY | | |
|--|---|--|--|
| | LEVEL 2 | | |
| Skill | VB-MAPP Milestones & Supporting Skills | PA Core Standards | |
| 6-M 6-a 6-b 6-c 6-d 6-e | 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) Carries 2 or more toys while walking Independently plays with in-set puzzles for 1 minute Engages in sensory play for 2 minutes (e.g., scoops sand, or rice from a tray, plays in shaving cream) Splashes water and plays with objects in a swimming or wading pool Plays with sets of toys that have multiple parts for 2 minutes (e.g., farm animals, form ball) Independently demonstrates the use of toys or objects according to their function for 5 items (e.g., placing a train on | 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.1.5.5.E Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. CC.1.4.5.U | |
| 7-a 7-b 7-c 7-d 7-e | a track, pulling a wagon, holding a telephone to the ear) Scribbles on a Magna Doodle, white board, or paper Waits while an activity is being set up Independently plays for 2 minutes without adult interaction Sorts or separates preferred toy items from others in a bin (e.g., pulls out the Thomas trains) Spontaneously imitates an adult's use of objects (e.g., brushing hair) | 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 two pages in a single sitting. | |
| 8-M 8-a 8-b 8-c 8-d | Plays with everyday items in creative ways 2 times (e.g., uses a bowl as a drum or a box as an imaginary car) Independently plays on a playground for 2 minutes without adult prompts Observes, then imitates other children on play structures (e.g., going down a slide) Strings large beads, laces, or similar fine motor leisure activities for 1 minute Plays with 2 toy sets as designed (e.g., hammer and tool bench set, kitchen set) | CC.1.4.5.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 two pages in a single sitting. 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.1.5.5.E Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. | |
| 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.1.4.5.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 two pages in a single | |
| 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) | sitting. | |
| 9-b 9-c | Completes 5 inset puzzles with 5 or more pieces Repeatedly plays with specific components of a play structure (e.g., goes down a slide several times, goes back and forth on a rope bridge) | | |
| 9-d | Spontaneously kicks a ball forward | | |
| 10-M 10-a 10-b 10-c 10-d 10-e 10-f | Assembles toys that have multiple parts for 5 different sets of materials Plays with toy sets as designed (e.g., birthday set, tea set) Allows others to play in close proximity Demonstrates interest in a peer's completed project (e.g., a sand castle, Lego structure) Mands to peers to not disturb his structure or toy assembly Improvises when parts are missing (e.g., still plays with a car that is missing a wheel) Helps to pick up toys after an activity with adult prompts | CC.1.4.5.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 two pages in a single sitting. | |

| | INDEPENDENT PLAY | | |
|-------------|---|--|--|
| | LEVEL 3 | | |
| Skill | VB-MAPP Milestones & Supporting Skills | PA Core Standards | |
| 11-M | Spontaneously engages in pretend or imaginary play on 5 occasions (e.g., dressing up, a pretend party with stuffed animals, pretends to cook) | CC.1.5.4.E Differentiate between contexts that require formal English versus informal situations. CC.1.5.4.G | |
| 11-a | Navigates a riding toy around obstructions (e.g., moving a tricycle or big wheel around a pole) | Demonstrate command of the conventions of standard English when speaking based on grade 4 level and content. CC.1.5.5.E | |
| 11-b | Demonstrates 1 to 1 correspondence in play activities (e.g., places plastic eggs in an egg carton, a doll in a bed with a bottle) | Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. | |
| 11-c | Will get toys and play independently for 2 minutes | | |
| 11-d | Sings, hums, or recites a few words to familiar songs while engaged in an activity | | |
| 12-M | Repeats a gross motor behavior to obtain a better effect for 2 activities (e.g., throwing a ball in a basket, swinging a bat at a T-ball, foot stomping to launch a rocket, pumping a swing) Brings an assembly activity to completion (e.g., builds a structure out of blocks, strings beads to make a necklace and wears | 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. | |
| 12-a | it) | CC.1.5.5.E | |
| 12-b | Colors in a picture in a coloring book or on paper | Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. | |
| 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.1.4.5.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. | |
| 13-a | Uses arts and crafts materials as intended (e.g., cuts with scissors, uses glue) | | |
| 13-b | Waits for a turn at an activity (e.g., waits for another child to get off a swing, or a turn at an activity table) | | |
| 13-c | Independently draws recognizable items | | |
| 13-d | Shows a completed project to an adult or peer (e.g., an art project) | | |
| 13-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.1.4.5.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. | |
| 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) | | |
| 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.1.4.5.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. | |
| 15-a | Demonstrates a willingness to try physical activities that are more challenging (e.g., ride a bike with training wheels, in-line skates, hitting a golf ball with a club) | CC.1.4.5.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 two pages in a single | |
| 15-b | Spontaneously assists in daily activities (e.g., setting the table, planting seeds in a garden, sorting socks) | and conaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single | |

| 15-c | Will engage in a non-preferred activity to earn a preferred activity | sitting. |
|------|--|----------|
| 15-d | Plays computer or video games and properly operates the equipment | |
| 15-e | Will independently solve problems encountered in play (e.g., pulling on a toy that is stuck) | |

| | SOCIAL BEHAVIOR AND SOCIAL PLAY LEVEL 1 | | |
|--|--|--|--|
| Skill | VB-MAPP Milestones & Supporting Skills | PA Core Standards | |
| 1-M 1-a 1-b 1-c 2-M 2-a 2-b 2-c | Makes eye contact as a type of mand 5 times Smiles when hearing familiar voices 3 times (e.g., his mom or dad's voice) Looks at the faces of familiar people at least 3 times Orients towards or makes eye contact with familiar people 5 times Indicates that he wants to be held or physically played with 2 times (e.g., climbs up on his mom's lap) Smiles or laughs during physical play 5 times Participates and smiles in reciprocal social play 2 times (e.g., patty cake, peek-a-boo) Seeks out adult attention using eye gaze, sounds, or gestures 3 times (e.g., pointing) | 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.1.5.5.E Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. 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.1.5.5.E Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. | |
| 3-M 3-a 3-b 3-c | Spontaneously makes eye contact with other children 5 times Takes a desired item from an adult 3 times (e.g., takes a toy when offered) Reacts positively to being approached by other children 2 times (can be siblings) Responds to greetings from others with 2 seconds of eye contact 2 times | 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.1.5.5.E Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. | |
| 4-M 4-a 4-b 4-c 4-d | Spontaneously engages in parallel play near other children for a total of 2 minutes (e.g., sits in the sandbox near other children) Approaches other children 2 times with an adult prompt Appropriately stands close by other children in group activities 2 times Imitates a wave "bye-bye" to others when prompted 2 times Sits next to other children in group activities 2 times when prompted by an adult | CC.1.4.5.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 two pages in a single sitting. 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.1.5.5.E Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. | |
| 5-M 5-a 5-b 5-c | Spontaneously follows peers or imitates their motor behavior 2 times (e.g., follows a peer into a playhouse) Spontaneously follows another child 2 times Spontaneously imitates the behavior of another child 2 times Laughs or smiles when others engage in silly, fun, or entertaining behavior 2 times | 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.1.5.5.E Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. | |

SOCIAL BEHAVIOR AND SOCIAL PLAY

| | LEVEL 2 | | |
|---|--|--|--|
| Skill | VB-MAPP Milestones & Supporting Skills | PA Core Standards | |
| 6-M 6-a 6-b 6-c 6-d 6-e | Initiates a physical interaction with a peer 2 times (e.g., a push in a wagon, hand holding, Ring Around the Rosy) Looks at a peer when he talks 2 times Chases peers in play with adult prompts 2 times Sits with peers in a group activity (e.g., music) without disruptive behavior for 2 minutes Engages in physical play with peers (e.g., rolling down a hill) with adult prompts 2 times Spontaneously imitates 5 different behaviors of peers Spontaneously mands to peers 5 times (e.g., My turn. Push me. Look! Come on.) | CC.1.4.5.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 two pages in a single sitting. 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.1.5.5.E Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. | |
| 7-a 7-b 7-c 7-d | Mands to peers with adult prompts 5 times (e.g., Ask Katie for a cookie.) Echoes a peer's sounds or words with adult prompts 2 times (e.g., What did he say?) Spontaneously joins other children in a play activity 2 times (e.g., a playhouse) Spontaneously offers a reinforcer to a peer 1 time | 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 two pages in a single sitting. CC.1.5.4.G Demonstrate command of the conventions of standard English when speaking based on grade 4 level and content. CC.1.5.5.E Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. | |
| 8-M 8-a 8-b 8-c 8-d | Engages in sustained social play with peers for 3 minutes without adult prompts or reinforcement (e.g., cooperatively setting up a play set, water play) Spontaneously greets others with a wave or vocal response 1 time Spontaneously imitates a peer's actions with objects 2 times (e.g., blowing a pinwheel) Responds to the mands of peers with adult prompts 2 times (e.g., Give him the car.) Spontaneously echoes a peer's words 2 times | CC.1.4.5.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. | |
| 9-M 9-a 9-b 9-c 9-d 9-e 9-f | Spontaneously responds to the mands from peers 5 times (e.g., Pull me in the wagon. I want the train.) Spontaneously copies a peer's assembly of toys or other items 1 time (e.g., Duplo) Responds appropriately to mands from peers for an object 2 times (e.g., Give me the truck.) Responds appropriately to mands from peers for an action 2 times (e.g., Push me.) Responds to the mands of peers to stop a behavior 1 time (e.g., Stop pushing me.) Spontaneously mands for help from adults 1 time Tacts items for the benefit of peers with adult prompts, 2 times (e.g., There's your car.) | 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.1.5.5.E Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. | |
| 10-M 10-a 10-b 10-c 10-d 10-e | Spontaneously mands to peers to participate in games, social play, etc., 2 times (e.g., Come on you guys. Let's dig a hole.) Spontaneously mands to peers to follow directions 2 times (e.g., Put the bike here.) Spontaneously mands for others to attend to what he is attending to (e.g., Look at this!) Spontaneously mands for others to attend to his behavior 2 times (e.g., Watch me.) Mands for attention from peers 2 times (e.g., Hey Johnny!) Spontaneously imitates a peer riding on a tricycle, toy car, or other riding toy 2 times | 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.1.5.5.E Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. | |

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.1.4.5.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. | | |
| 11-a | Participates in cooperation activities with adult prompts 2 times (e.g., parachute holding) | CC.1.5.5.A | | |
| 11-b | Appropriately mands to peers to stop an undesirable behavior 2 times | Engage effectively in a range of collaborative discussions, on grade-level topics and texts, building on others' ideas and | | |
| 11-c | Waits for a turn with a reinforcer without negative behavior 2 times | expressing their own clearly. | | |
| 11-d | Accepts an invitation to join a social play activity with a peer 2 times | | | |
| 11-е | Mands to peers with a WH question 2 times (e.g., Where the shovel? What's you name?) | | | |
| 12-M | Spontaneously mands to peers with a WH question 5 times (e.g., Where are you going? What's that? Who are you being?) | CC.1.4.5.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 two pages in a single | | |
| 12-a | Spontaneously imitates a peer's behavior in a pretend play activity 2 times | sitting. | | |
| 12-b | Spontaneously mands using where for the location of a missing peer 2 times | CC.I.5.4.E | | |
| 12-c | Spontaneously mands using what related to the behavior of a peer 2 times | Differentiate between contexts that require formal English versus informal situations. CC.1.5.4.G | | |
| 12-d | Spontaneously mands using who evoked by an unknown person 2 times | Demonstrate command of the conventions of standard English when speaking based on grade 4 level and content. | | |
| 12-е | Has a "best friend" (i.e., will repeatedly play with a specific child) | CC.1.5.5.E | | |
| 12-f | Engages in at least 3 verbal exchanges with a peer | Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. | | |
| 13-M | Intraverbally responds to 5 different questions or statements from peers (e.g., verbally responds to What do you | CC.1.4.5.T | | |
| 13-111 | want to play?) | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. | | |
| 13-a | Spontaneously uses please and thank you with an adult or peer 2 times | - rewriting, or trying a new approach. | | |
| 13-b | Demonstrates any reciprocal verbal exchanges with a peer 2 times | | | |
| 13-с | Follows directions given by a peer in a social play activity 2 times | | | |
| 13-d | Gives directions to a peer in a social play activity 2 times | | | |
| 13-е | Spontaneously offers a reinforcer (sharing) to a peer 2 times | | | |
| 14-M | Engages in pretend social play activities with peers for 5 minutes without adult prompts or reinforcement (e.g., dress | CC.1.4.5.U With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact | | |
| | up play, acting out videos, playing house) | and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single | | |
| 14-a | Participates in a social play game directed by a peer (e.g., red light/green light) 2 times | sitting. CC.1.5.4.E | | |
| 14-b | Spontaneously mands for a new or unfamiliar child's name 1 time | Differentiate between contexts that require formal English versus informal situations. | | |
| 14-c | Takes turns and shares reinforcers with peers without prompts 2 times | _ CC.1.5.4.G | | |
| 14-d | Laughs or smiles at the jokes or humor of peers 2 times | Demonstrate command of the conventions of standard English when speaking based on grade 4 level and content. CC.1.5.5.E | | |
| 14-e | Asks questions about the interests of peers 1 time | Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. | | |
| 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 | CC.1.4.5.T | | |
| | making a creek in a sandbox) | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. | | |
| 15-a | Engages in at least 3 verbal exchanges with a peer 2 times | 5, | | |
| 15-b | Engages in a verbal exchange with two or more peers in one setting 2 times | | | |
| 15-с | Demonstrates coping behavior when a peer takes a reinforcer 2 times | | | |
| 15-d | Attends to a peer telling a story for 10 seconds, 2 times | | | |
| 15-е | Narrates the activity of a peer with at least 2 tacts, 2 times | | | |
| 15-f | Spontaneously provides sympathy to a peer when hurt 2 times | | | |

| | MOTOD IMITATION | | | | |
|-------|--|--|--|--|--|
| | MOTOR IMITATION | | | | |
| | LEVEL 1 | | | | |
| Skill | VB-MAPP Milestones & Supporting Skills | PA Core Standards | | | |
| 1-M | Imitates 2 gross motor movements when prompted with, Do this (e.g., clapping, raising arms) | CC.1.4.5.U | | | |
| 1-a | Imitates mouthing movements 3 times (e.g., puckering lips, opening mouth) | 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 two pages in a single | | | |
| 1-b | Imitates 1 motor movement of another person on demand (i.e., will imitate when asked) | sitting. | | | |
| | | 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.1.5.5.E | | | |
| | | Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. | | | |
| | | | | | |
| 2-M | Imitates 4 gross motor movements when prompted with, Do this | CC.1.4.5.U With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact | | | |
| 2-a | Imitates 2 actions with an object (e.g., pounding with a toy hammer, rolling a ball) | and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single | | | |
| 2-b | Spontaneously imitates 2 different fun activities (e.g., peek-a boo, patty cake) | sitting. CC.1.5.4.E | | | |
| 2-c | Makes eye contact while imitating 3 times | 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.1.5.5.E | | | |
| | | Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. | | | |
| 3-M | Imitates 8 motor movements, 2 of which involve objects (e.g., shaking a maraca, tapping sticks together) | CC.1.4.5.U | | | |
| 3-a | Imitates 2 fine motor movements (e.g., wiggles fingers, opens and closes fist) | With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact | | | |
| 3-b | Spontaneously imitates 2 gross motor movements of another person (e.g., arms up) | and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. | | | |
| 3-с | Imitates side-to-side body rocking | CC.1.5.4.E | | | |
| 3-d | Generalizes known imitation responses to 2 additional people (e.g., claps for 2 new adults) | 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.1.5.5.E Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. | | | |
| | | | | | |
| 4-M | Spontaneously imitates the motor behaviors of others on 5 occasions | CC.1.4.5.U With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to internet. | | | |
| 4-a | Imitates pointing at people or objects | 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 two pages in a single | | | |
| 4-b | Imitates transferring an object from one hand to another | sitting. | | | |
| 4-c | Imitates 5 actions that produce an outcome (e.g., pushing buttons on a pop-up toy) | CC.1.5.4.E Differentiate between contexts that require formal English versus informal situations. | | | |
| 4-d | Imitates 2 head movements (e.g., nods yes and no) | CC.1.5.4.G | | | |
| | | Demonstrate command of the conventions of standard English when speaking based on grade 4 level and content. CC.1.5.5.E | | | |
| | | Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. | | | |
| 5-M | Imitates 20 motor movements of any type (e.g., fine motor, gross motor, imitation with objects) | CC.1.5.5.D | | | |
| 5-a | Imitates 5 different fine motor movements (e.g., pokes clay with index finger, a pincer grasp) | Report on a topic or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speaking clearly with adequate volume, appropriate pacing, and clear pronunciation. | | | |
| 5-b | Imitates the gross motor behavior of other children 2 times when prompted (e.g., running) | 11 | | | |

| 5-с | Spontaneously imitates the behavior of others on 2 occasions (e.g., filling containers) | |
|-----|---|--|
| 5-d | Demonstrates generalization of 10 imitative responses to 3 new people | |

| | MOTOR IMITATION | | |
|------------|--|--|--|
| | LEVEL 2 | | |
| Skill | VB-MAPP Milestones & Supporting Skills | PA Core Standards | |
| 6-M | Imitates 10 actions that require selecting a specific object from an array (e.g., selects a drumstick from an array also containing a horn and a bell, and imitates an adult's drumming) | CC.1.5.5.D Report on a topic or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speaking clearly with adequate volume, appropriate pacing, and clear pronunciation. | |
| 6-a | Imitates blowing 2 times (e.g., bubbles, candles, balloons) | | |
| 6-b | Imitates 5 common gestures (e.g., shrugging shoulders, thumbs up, finger to closed lips) | | |
| 6-c | Imitates turning a page in a book | | |
| 6-d | Imitates 5 actions with a specific object selected from an array of 2 (e.g., imitates hugging puppy from an array of a doll and a puppy) | | |
| 6-e | Imitates pulling 5 different items apart (e.g., Duplos, Kid K'Nex, lids on containers) | | |
| 7-M | Imitates 20 different fine motor actions when prompted, Do this (e.g., wiggling fingers, pinching, making a fist, making a butterfly) | CC.1.5.5.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly. | |
| 7-a | Imitates 3 play behaviors in the natural environment (e.g., pushing a car down a ramp) | CC.1.5.5.E | |
| 7-b | Imitates 5 two-step behaviors (e.g., touch head and touch shoulders) | Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. | |
| 7-c | Spontaneously imitates a behavior observed on a TV or video (e.g., dancing, hopping) | | |
| 7-d | Imitates 5 facial expressions (e.g., kissing, opening mouth, shutting eyes, scrunching nose) | | |
| 7-e | Maintains a newly acquired imitative behavior after 24 hours without training | | |
| 7-f | Imitates a new behavior correctly on the first trial | | |
| 7-g | Imitates 5 examples of finger play (e.g., pretend walking on two fingers, finger dancing) | | |
| 8-M | Imitates 10 different three-component sequences of actions when prompted, Do this (e.g., clapping, jumping, touching toes; pick up a doll, place her in a crib and rock the crib) | CC.1.5.5.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly. | |
| 8-a | Imitates 5 actions in a 10-second fluency test | CĈ.1.5.5.D | |
| 8-b | Imitates drawing a circle on 2 occasions | Report on a topic or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speaking clearly with adequate volume, appropriate pacing, and clear pronunciation. | |
| 8-c | Imitates 5 pretend play activities (e.g., a monster, pouring tea, shooting spider webs) | to support main ideas of themes, speaking clearly with adequate volume, appropriate pacing, and clear pronunciation. | |
| 8-d | Spontaneously imitates 5 fine motor arts and crafts activities (e.g., cutting, pasting, drawing) | | |
| 8-e | Acquires 5 new listener skills through transfer of control from imitation to listener (e.g., the child learns to cast a toy fishing pole by first being shown how, then told how) | | |
| 8-f | Imitates other children during daily activities on 2 occasions (e.g., lining up, pulling a wagon) | | |
| 8-g | Repeats a fun behavior previously observed (delayed imitation) (e.g., squirting water) | | |
| 9-M | Spontaneously imitates 5 functional skills in the natural environment (e.g., eating with a spoon, putting on a coat, removing shoes) | CC.1.4.5.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 two pages in a single | |
| 9-a | Imitates a socio-dramatic play activity modeled by peers on 2 occasions | sitting. | |
| 9-b | Spontaneously imitates 5 behaviors in a group activity (e.g., sits when other children sit) | CC.1.5.4.E | |

| 9-c 9-d | Imitates 10 two-component actions (e.g., pretend pouring and drinking) Imitates the same behavior going fast and slow for 5 behaviors (e.g., arms up fast then slow) | 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.1.5.5.E Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. |
|------------|---|---|
| 10-M | Imitates (or attempts to with approximations) any novel motor action modeled by an adult with and without objects (i.e., a "generalized imitative repertoire") | CC.1.5.5.E Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. |
| 10-a | Imitates building items or the construction of a toy set (e.g., Legos, a train set, Lincoln Logs) | |
| 10-b | Imitates 5 sequences of multi-step functional self-care skills (e.g., brushing teeth, washing face, putting on shoes) | |
| 10-c | Imitates 5 functional activities of daily living skills (e.g., setting the table, sweeping the floor) | |
| 10-d | Demonstrates delayed imitation of adult behavior in pretend play (e.g., driving a car, typing) | |
| 10-е | Imitates 50 different motor behaviors on command | |

| | ECHOIC | | |
|-------|--|--|--|
| | LEVEL 1 | | |
| Skill | VB-MAPP Milestones & Supporting Skills | PA Core Standards | |
| | Intentionally left blank | 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 two pages in a single sitting. 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.1.5.5.E Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. | |

| ECHOIC LEVEL 2 | | |
|-------------------|--|---|
| Skill | VB-MAPP Milestones & Supporting Skills | PA Core Standards |
| | Intentionally left blank | CC.1.4.5.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 two pages in a single sitting. 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.1.5.5.E |

| Adapt speech to a variety of contexts and tasks, using forma | I English when appropriate to task and situation. |
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|--|---|

| | SPONTANEOUS VOCAL BEHAVIOR | | |
|-------|--|--|--|
| | LEVEL 1 | | |
| Skill | VB-MAPP Milestones & Supporting Skills | PA Core Standards | |
| | Intentionally left blank | CC.1.4.5.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 two pages in a single sitting. 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.1.5.5.E Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. | |

| | 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.1.2.5.F Determine the meaning of words and phrases as they are used in grade-level text, including interpretation of figurative language. |
| 6-a | Selects an animal from an array of 3 for 5 different sounds made by animals (e.g., Meow says a) | |
| 6-b | Selects an object from an array of 3 for 5 different sounds made by objects (e.g., Toot, toot goes the) | |
| 6-c | Selects an item from an array of 3 for 5 different song fill-ins corresponding with the items (e.g., The wheels on the) | |
| | | |
| 7-M | Selects the correct item from an array of 8 for 25 different LRFFC fill-in statements of any type (e.g., You sit on a) | CC.1.2.5.F Determine the meaning of words and phrases as they are used in grade-level text, including interpretation of figurative language. CC.1.2.5.J |
| 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) | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that |
| 7-b | Selects an item from an array of 5 for 5 different spoken associated sets of words (e.g., Shoes and) | signal contrast, addition, and other logical relationships. |
| 7-c | Reverses 5 previously acquired associations in an LRFFC format (e.g., Shoes and, Socks and) | |
| 7-d | Generalizes 10 known LRFFC responses to different tones of voice, volumes, prosody, etc. | |
| 7-e | Generalizes 10 known LRFFC responses to new carrier phrases without training (e.g., Let's sit on aTime to sit on a) | |
| 7-f | Generalizes 10 known LRFFC responses to 2 different pictures or objects (e.g., two different shoes) | |
| | | |
| 8-M | Selects the correct item from an array of 10 (or from a book) for 25 different verb-noun what, which, or who | CC.1.2.5.B |
| | questions (e.g., What do you ride? Which one barks? Who can hop?) | Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences. |
| 8-a | Selects an item from an array of 8 for 10 fill-in function statements (e.g., You draw with a) | Determine the meaning of words and phrases as they are used in grade-level text, including interpretation of figurative language. |
| 8-b | Selects an item from an array of 8 for 10 fill-in feature statements (e.g., You find wheels on a) | |

| 8-c | Selects an item from an array of 8 for 10 fill-in class statements (e.g., A kind of animal is a) | |
|------|--|--|
| 8-d | Selects an item from an array of 8 for 10 different what questions (e.g., What do you eat?) | |
| 8-e | Selects an item from an array of 8 for 10 different what questions (e.g., which one flies?) | |
| 8-f | Selects an item from an array of 8 for 10 different which questions (e.g., Who builds a nest?) | |
| | | |
| 9-M | Selects an item given 3 different verbal statements about each item when independently presented (e.g., Find an animal. What barks? What has paws?) for 25 items | CC.1.5.5.C Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. |
| 9-a | Demonstrates LRFFC class generalization with 5 examples (e.g., 5 different animals) for 10 classes | |
| 9-b | Emits 10 known LRFFC responses in an array of 10 in less than 1 minute (fluency) | |
| 9-c | Selects an item given 2 different verbal statements about each item when independently presented (e.g., Find a food. | |
| | What do you eat?) for 10 different items | |
| 9-d | Selects an item from an array of 10 for 10 different LRFFC where questions (e.g., Where do you find the milk?) | |
| 9-е | Demonstrates 10 LRFFC responses in the natural environment | |
| | | |
| 10-M | Spontaneously tacts the item on 50% of the LRFFC trials (e.g., says Dog given the verbal statement Find an | CC.1.5.5.G |
| | animal and a visual array containing a picture of a dog) | Demonstrate a command of the conventions of standard English when speaking based on grade 5 level and content. |
| 10-a | Selects an item from an array of 10 given the class and a function (e.g., Find something you wear on your feet.) for 25 | |
| | items | |
| 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.) | |
| | | |

| | LISTENER RESPONDING BY FUNCTION, FEATURE, & CLASS LEVEL 3 | | |
|-------|--|--|--|
| Skill | VB-MAPP Milestones & Supporting Skills | PA Core Standards | |
| 11-M | Selects the correct item from an array of 10 that contains 3 similar stimuli (e.g., similar color, shape, or class, but they are the wrong choices), for 25 different WH question LRFFC tasks | CC.1.2.5.A Determine two or more main ideas in a text and explain how they are supported by key details; summarize the text. CC.1.4.5.D | |
| 11-a | Selects 2 members of a class (e.g., Find two body parts.) from an array of 10, for 25 classes | Group related information logically by linking ideas within and across categories of information using words, phrases, and | |
| 11-b | Selects 50 items from a book given any type of LRFFC task | clauses; provide a concluding statement or section; include formatting when useful to aiding comprehension. | |
| 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 | | |
| 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.1.4.5.D Group related information logically by linking ideas within and across categories of information using words, phrases, and clauses; provide a concluding statement or section; include formatting when useful to aiding comprehension. | |
| 12-a | Selects an item from an array of 10 given a color and class (e.g., a yellow animal) for 25 items | , restance of section, metado resistante de actual de ac | |

| 12-b | Selects an item from an array of 10 given a shape and class (e.g., a round food) for 25 items | |
|------------------|---|---|
| 12-0 12-c | Selects an item from an array of 10 given a snape and class (e.g., a round rood) for 25 items 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 | |
| 12-0 | (e.g., Find something to color on from the art cabinet.) | |
| 12-d | Selects an item from an array of 10 given a feature (e.g., wheels, wings) and a class (e.g., animals, vehicles) for 25 | |
| 12-u | LRFFC tasks (e.g., Where's a vehicle with wheels? Where's a vehicle with wings?) | |
| 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 | |
| 12-6 | it spaghetti) for 25 LRFFC tasks | |
| 12-f | Selects an item from an array of 10 given any adjective (but not color or shape) and a feature (e.g., It's soft and has ears | |
| 12-1 | rabbit) for 25 LRFFC tasks | |
| | 1400H) 101 25 ERT 1 C 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.1.2.5.J |
| | adjective, preposition, pronoun), for 25 WH-question LRFFC tasks (e.g. Which fruit grows on trees?) | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that |
| 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 | signal contrast, addition, and other logical relationships. CC.1.4.5.D |
| | the house down?) | Group related information logically by linking ideas within and across categories of information using words, phrases, and |
| 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 | clauses; 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 | |
| 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 | |
| 13-е | Selects 10 community helpers from a book when asked what they do (e.g., Who helps you when you are sick?) | |
| 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?) | |
| | for 25 sets | |
| 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 | |
| | locations | |
| 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.) | |
| | | |
| 14-M | Selects the correct items from a book or the natural environment given 4 different rotating LRFFC questions | CC.1.2.5.J |
| | about a single topic (Where does the cow live? What does the cow eat? Who milks the cow?) for 25 different topics | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships. |
| 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 | CC.1.2.5.K |
| 14-b | Selects an item from a book given a when question (e.g., When do you need a towel?) for 10 items | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. |
| 14-c | Selects an item from a book given a how question (e.g., How do you get to school?) for 10 items | CC.1.5.5.C |
| 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- | Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. |
| | preposition combinations | |
| 14-e | Selects an item when asked to find something that is different in an array of 5 (e.g., 4 spoons and 1 fork) for 25 items | |
| 14-f | Selects an item from an array of 10 when asked What is missing? from a picture (e.g., a car without wheels, an airplane | |
| | without wings) for 25 items | |
| 15 34 | Demonstrates 1000 different I DEEC regreeness tested on abtained from an accompleted list of least | CC.1.3.5.F |
| 15-M 15-a | Demonstrates 1000 different LRFFC responses, tested or obtained from an accumulated list of known responses Selects an item from an array of 10 relating to past events (e.g., Where did you go yesterday?) for 5 events | Determine the meaning of words and phrases as they are used in grade-level text, including interpretation of figurative language. |
| 15-a 15-b | Selects an item relating to future events (e.g., What's happening tomorrow?) for 5 events | CC.1.3.5.K Read and comprehend literary fiction on grade level reading independently and proficiently |
| 15-b 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 | Read and comprehend literary fiction on grade level, reading independently and proficiently. CC.1.5.5.B |
| 13-0 | can't fly?) | Summarize the main points written text aloud or information presented in diverse media and formats, including visually, |
| 15-d | Selects an item from an array of 10 when asked Which one is not? in an LRFFC format (e.g., Which one is not a musical | quantitatively, and orally. |
| 13-u | instrument?) for 25 functions, features, or classes | |
| 15-e | Selects items from a page in a book or in the natural environment based on 4 verbal components (e.g., verb, adjective, | |
| 13-6 | preposition, pronoun) for 25 LRFFC tasks (e.g., Whose bed did Goldilocks sleep in?) | |
| | proposition, pronoun, for 23 Lixi i c tasks (e.g., whose oct did dolunocks steep in:) | |

| | INTRAVERBAL LEVEL 2 | |
|--|---|--|
| | LEVEL 2 | |
| Skill | VB-MAPP Milestones & Supporting Skills | PA Core Standards |
| 6-M 6-a 6-b | 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) Provides the sound made by 2 animals or objects (e.g., A dog says A horn goes) Gives 2 animal names when given the sounds they make (e.g., Meow says a) | CC.1.2.5.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships. |
| 6-c 6-d | Completes 5 different song fill-ins (e.g., The wheels on the Twinkle, twinkle little) Completes 2 different verbal fill-ins involving fun activities (e.g., Peek-a Ready, set) | |
| 7-M 7-a 7-b 7-c 7-d | Provides first name when asked, What is your name? Completes 5 different in-context fill-ins (e.g., You sleep in your while at his bed) Correctly responds to 5 in-context fill-ins when they are reversed (e.g., In your bed you go to) Completes 5 different out of context fill-in-the-blank phrases (e.g., You wash your) Generalizes 10 known intraverbal responses to a different adult and setting | CC.1.4.5.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 two pages in a single sitting. 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.1.5.5.E Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. |
| 8-M 8-a 8-b 8-c 8-d | Completes 25 different fill-in-the-blank phrases (not including songs) (e.g., You eat You sleep in a Shoes and) Completes 2 eat and 2 drink classification fill-ins (e.g., You eat You drink) Completes 5 different noun-noun association fill-in-the-blank phrases (e.g., mommy and) Completes 5 song fill-ins with 2 or more words (e.g., Old McDonald had a farm) Generalizes 10 intraverbal responses to new carrier phrases (e.g., We bounce a Let's bounce a) | CC.1.2.5.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships. |
| 9-M 9-a 9-b 9-c 9-d 9-e 9-f | Answers 25 different what questions (e.g., What do you brush?) Completes 10 different verb-noun fill-in-the-blank phrases (e.g., You ride the You play in) Spontaneously emits (no additional verbal prompts) 2 intraverbal responses Answers 10 different what questions with a verb as the primary SD (e.g., What do you brush?) Answers 10 different what questions with a noun as the primary SD (e.g., What's in the barn?) When asked What do you eat (or drink)? provides 2 or more members of each category Provides 5 novel responses to previously acquired questions (response generalization) (e.g., when asked to name an animal the child answers bear for the first time without receiving training on bear) | CC.1.4.5.A Write informative/explanatory texts to examine a topic and convey ideas and information clearly. CC.1.4.5.G Write opinion pieces on topics or texts. CC.1.4.5.I Provide reasons that are supported by facts and details; draw from credible sources. CC.1.5.5.F Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes. |
| 10-M 10-a 10-b 10-c 10-d 10-e 10-f | Answers 25 different who or where questions (e.g., Whose your friend? Where is your pillow?) Answers 5 different where questions (e.g., Where are your videos?). Answers 5 different who questions (e.g., Who is your teacher?) Demonstrates 2 untrained intraverbal responses (e.g., responds flower when someone says daisy) Answers 10 different class questions (e.g., What animals do you like? What toys do you like?) Answers both color and name questions about 10 visible items (e.g., What is it? What color is it?) Answers 10 different function questions (e.g., What do you do with a toothbrush?) | CC.1.4.5.G Write opinion pieces on topics or texts. CC.1.4.5.I Provide reasons that are supported by facts and details; draw from credible sources. |

| | INTRAVERBAL | |
|----------------------|--|--|
| 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.1.5.5.A Engage effectively in a range of collaborative discussions, on grade-level topics and texts, building on others' ideas and expressing their own clearly. |
| 11-a 11-b 11-c | Completes 10 two-component (noun-verb) fill-ins (e.g., For breakfast you eat For lunch you eat) Answers 25 two-component where questions (e.g., Where do you find the milk? Where's your wagon?) Answers 25 two-component who questions (e.g., Who takes you to school? Who do you play with?) | - Capressing their own creatiy. |
| 11-d 11-e 11-f | Answers 25 what questions involving function (e.g., What do you do with crayons?) Answers 25 what questions when given the function (e.g., What gets you clean?) Demonstrates 10 untrained intraverbals (e.g., retells what happened in a video without any specific training) | |
| 11-g 11-h | Demonstrates 5 new intraverbals with just tact training (e.g., tact of computerDaddy has a computer.) Answers I don't know to questions that the child cannot answer | |
| 12-M | Demonstrates 300 different intraverbal responses, tested or obtained from an accumulated list of known intraverbals | CC.1.4.5.W Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. |
| 12-a 12-b 12-c | Provides at least 3 members of 10 classes (e.g., What do you see on a playground?) Answers 25 multiple choice questions (e.g., Does a fish live in the water or in trees?) Provides 10 categories when given several members (e.g., a horse, cow, and pig are all) | CC.1.5.5.A Engage effectively in a range of collaborative discussions, on grade-level topics and texts, building on others' ideas and expressing their own clearly. |
| 12-d 12-e 12-f | Provides the name of 25 items when given a specific feature (e.g., What has wheels?) Provides 2 features of 10 items when given their names (e.g., What's on a fire truck?) Provides an answer to 3 emotion questions (e.g., What makes you sad? What makes you happy?) | |
| 12-g | Provides at least 25 3+ word responses to questions (e.g., when asked What do you like to play? the child responds I like to play with cars) | |
| 13-M | Answers 2 questions after being read short passages (15+ words) from books, for 25 passages (e.g., Who blew the house down?) | CC.1.2.5.C Explain the relationships or interactions between two or more individuals, events, ideas or concepts in a text based on specific information in the text. |
| 13-a | Answers 25 questions with yes or no (e.g., Is a shoe good to eat?) | CC.1.4.5.V |
| 13-b | Describes 5 locations not in view (e.g., Tell me about your bedroom?) | Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. |
| 13-c | Answers 25 intraverbal questions involving adjectives (e.g., Can you tell me a big animal?) | |
| 13-d | Answers a question about a single sentence just read, for 10 sentences | |
| 13-e | Correctly answers the question How old are you? | |
| 13-f | Answers 2 time questions with general responses (e.g., What time do you go to bed?at nighttime) | |
| 13-g | Completes a story sequence for 5 stories (e.g., Then what happened to the three little pigs?) | |
| 13-h 13-i | Engages in 5 different conversations that contain at least 3 intraverbal exchanges on a single topic Describes 2 attributes about himself (e.g., I have brown hair. I have blue eyes.) | |
| 14-M | Describes 25 different events, videos, stories, etc. with 8+ words (e.g., Tell me what happened The big monster scared everybody and they all ran into the house.) | CC.1.2.5.B Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences. |

| 14-a | Answers 25 different who, what, or where questions that contain 3 or more elements (e.g., What color is a fire truck?) | CC.1.3.5.C Compare and contrast two or more characters, settings or events in a story or drama, drawing on specific details in the text. |
|----------------------|--|--|
| 14-b | Provides at least 3 members of 25 categories (e.g., What do you find on a playground?) | compare and conduct two or more enaucters, settings of events in a story of draina, drawing on specific details in the text. |
| 14-c | Answers 5 questions about daily or current events (e.g., Where are you going with dad?) | |
| 14-d | Intraverbally responds at least 25 times in a day to the verbal questions or statements from peers | |
| 14-e | Shows generalization by giving the same answer to 10 questions presented in 3 different ways (e.g., answers my house to | |
| | Where do you live? Where is your dog? and Where do play?) | |
| 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.) | |
| 14-g | Provides 3 pieces of personal information (e.g., Where do you live? What's your brother's name?) | |
| 14-h | Answers 25 intraverbal questions involving prepositions (e.g., What's under your bed?) | |
| 14-i | Answers 25 intraverbal questions involving pronouns (e.g., Who has a brown dog?) | |
| 14-j | Provides 25 answers to sequence questions (e.g., What do you do after you get to school?) | |
| 14-k | Answers 10 when questions (e.g., When do you take a bath?) | |
| | | |
| 15-M | Answers 4 different rotating WH questions about a single topic for 10 topics (e.g., Who takes you to school? Where | CC.1.2.5.A |
| | do you go to school? What do you take to school?) | Determine two or more main ideas in a text and explain how they are supported by key details; summarize the text. CC.1.4.5.A |
| 15-a | Answers 10 questions about community helpers (e.g., What does a doctor do?) | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly. |
| 15-b | Answers 25 different questions that contain 4 or more parts of speech (e.g., What tool do you need to pound nails?) | CC.1.4.5.S |
| 15-c | Takes turns adding to a story started by others (e.g., And then he saw a boat) | Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts. |
| 15-d | Answers 5 different how questions (e.g., How do you fix the hole?) | |
| | | |
| 15-е | Provides last name when asked (e.g., Harrison) | |
| 15-e 15-f | Provides last name when asked (e.g., Harrison) | |
| 15-f | | |
| | Provides last name when asked (e.g., Harrison) Answers 25 intraverbal questions involving adverbs (e.g., What animal moves slow?) | |
| 15-f | Provides last name when asked (e.g., Harrison) Answers 25 intraverbal questions involving adverbs (e.g., What animal moves slow?) Shows response generalization by describing the same 10 objects, events, pets, people, etc. in 3 different ways (e.g., in | |
| 15-f 15-g | Provides last name when asked (e.g., Harrison) Answers 25 intraverbal questions involving adverbs (e.g., What animal moves slow?) Shows response generalization by describing the same 10 objects, events, pets, people, etc. in 3 different ways (e.g., in reference to a pet dog Toby, the child says at different times a dog, an animal, Toby) | |
| 15-f 15-g 15-h | Provides last name when asked (e.g., Harrison) Answers 25 intraverbal questions involving adverbs (e.g., What animal moves slow?) Shows response generalization by describing the same 10 objects, events, pets, people, etc. in 3 different ways (e.g., in reference to a pet dog Toby, the child says at different times a dog, an animal, Toby) Describes 5 events that happened in the past | |

| | CLASSROM ROUTINES & GROUP SKILLS LEVEL 2 | |
|---------------------------------|--|--|
| Skill | VB-MAPP Milestones & Supporting Skills | PA Core Standards |
| 6-M 6-a 6-b 6-c 6-d | Sits at a group snack or lunch table without negative behavior for 3 minutes Adjusts to separation from parents (e.g., does not cry when parents leave) Sits at a snack or lunch table when physically prompted for 1 minute Lines up with other children when physically prompted Demonstrates general compliance for all classroom aides | CC.1.4.5.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 two pages in a single sitting. 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.1.5.5.E Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. |
| 7-M | Puts away personal items, lines up, and comes to a table with only 1 verbal prompt | CC.1.5.5.A |

| 7-a | Does not attempt to move away from a peer when seated next to him | Engage effectively in a range of collaborative discussions, on grade-level topics and texts, building on others' ideas and |
|--------------|---|--|
| 7-b | Puts away personal items (e.g., coat, backpack, lunch box) with gestural and verbal prompts | expressing their own clearly. CC.1.4.5.U |
| 7-c | Goes to and sits at a table with other children 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 |
| 7-d | Cooperates with hand washing with physical assistance | collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single |
| 7-е | Does not engage in negative behavior toward a peer when seated next to him | sitting. 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.1.5.5.E |
| | | Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. |
| 8-M | Transitions between classroom activities with no more than 1 gestural or verbal prompt | CC.1.5.5.A |
| 8-a | Goes to a circle group and sits with only verbal prompts | Engage effectively in a range of collaborative discussions, on grade-level topics and texts, building on others' ideas and expressing their own clearly. |
| 8-b | Goes to and sits at a table or work station with only verbal prompts | CC.1.4.5.U |
| 8-c | Waits while seated at a table, without touching materials, until allowed to do so | 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 two pages in a single |
| 8-d | Sits in a circle group for 2 minutes without disruptive behavior or prompts to remain seated | sitting. |
| | | 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.1.5.5.E Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. |
| | | Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. |
| 9-M | Sits in a small group for 5 minutes without disruptive behavior or attempting to leave the group | CC.1.5.5.A |
| 9-a | Comes inside after recess with only verbal prompts | Engage effectively in a range of collaborative discussions, on grade-level topics and texts, building on others' ideas and expressing their own clearly. |
| 9-b | Participates in group movement and song activities with only verbal prompts (e.g., Ring Around the Rosy, Duck-Duck | |
| | Goose, Hokey Pokey) | |
| 9-c | Imitates group activities with objects (e.g., tapping sticks together, shaking a maraca) | |
| 9-d | Sings songs with the group with only verbal prompts (e.g., Head, shoulders, knees and toes) | |
| | | |
| 10-M | Sits in a small group for 10 minutes, attends to the teacher or material for 50% of the period, and responds to 5 of | CC.1.5.5.A Engage effectively in a range of collaborative discussions, on grade-level topics and texts, building on others' ideas and |
| 10 | a teacher's SDs | expressing their own clearly. |
| 10-a | Gets lunch with only verbal prompts | |
| 10-b | Puts away backpack, lunch box, or coat upon entering the classroom with group prompts | |
| 10-c 10-d | Imitates group activities with objects (e.g., tapping sticks together, shaking a maraca) | |
| | Gets out and opens most snack/lunch items independently Verbally regrounds in a group setting 2 times during a 5 minute session | |
| 10-e 10-f | Verbally responds in a group setting 2 times during a 5 minute session | |
| 10-1 10-g | Imitates peers doing a song or activity in a group setting 2 times in a 5 minute session Will sit on the toilet without negative behavior when prompted, but may not eliminate | |
| 1 111-0 | T WITH SILOH THE TOHEL WITHOUT REPAILIVE DEHAVIOR WHEN DROHDLED, DUI HIAV HOL EHIHIHALE | |

| CLASSROM ROUTINES & GROUP SKILLS | | |
|----------------------------------|---|-------------------|
| LEVEL 3 | | |
| Skill | VB-MAPP Milestones & Supporting Skills | PA Core Standards |
| 11-M | Uses the toilet and washes hands with only verbal prompts | CC.1.4.5.U |

| 11-a | Sits or stands at an arts and crafts or activity table for 5 minutes without disruptive behavior | With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and |
|--|---|---|
| 11-b | Responds to 1 group instruction without additional prompts (e.g., Everybody stand up | collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single |
| 11-c | Works independently on a task or activity for 1 minute without prompts or reinforcement | sitting. CC.1.5.4.E |
| 11-d | Comes to the front of the group with 1 verbal prompt | Differentiate between contexts that require formal English versus informal situations. |
| 11 0 | Comes to the front of the group with 1 vereus prompt | CC.1.5.4.G Demonstrate command of the conventions of standard English when speaking based on grade 4 level and content. |
| 12-M | Responds to 5 different group instructions or questions without direct prompts in a group of 3 or more children | CC.1.5.5.E |
| 12 111 | (e.g., Everybody stand up. Does anyone have a red shirt on?) | Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. |
| 12-a | Raises hand to take a turn in a group setting (e.g., Who wants to pick a song?) | |
| 12-b | Uses classroom materials as designed (e.g., glue, scissors, crayons, paper) | |
| 12-c | Puts away toys and material when prompted to do so | |
| 12-d | Stays on task for 1 minute during an arts and crafts activity when an adult leaves the table | |
| | | |
| 13-M | Works independently for 5 minutes in a group, and stays on task for 50% of the period | |
| 13-a | Gets necessary materials to complete an activity when verbally prompted (e.g., Get some glue.) | |
| 13-b | Independently transitions between classroom activities with only group verbal prompts | |
| 13-с | Responds to group questions without a direct prompt (e.g., What happened to Simba?) | |
| 13-d | Mands to use the toilet and has minimal accidents | |
| | | |
| | | |
| 14-M | Acquires 2 new behaviors in a 15-minute group-teaching format involving 5 or more children | |
| 14-M 14-a | Acquires 2 new behaviors in a 15-minute group-teaching format involving 5 or more children Takes turns and shares items with peers | |
| | Takes turns and shares items with peers Discriminates and follows two-component group instructions (e.g., All the boys line up) | |
| 14-a | Takes turns and shares items with peers | |
| 14-a 14-b | Takes turns and shares items with peers Discriminates and follows two-component group instructions (e.g., All the boys line up) | |
| 14-a 14-b 14-c | Takes turns and shares items with peers Discriminates and follows two-component group instructions (e.g., All the boys line up) Follows safety rules in a classroom (e.g., No running. No pushing.) | |
| 14-a 14-b 14-c 14-d | Takes turns and shares items with peers Discriminates and follows two-component group instructions (e.g., All the boys line up) Follows safety rules in a classroom (e.g., No running. No pushing.) Leads 2 different group activities involving 3 other children (e.g., red-light, green-light game) | |
| 14-a 14-b 14-c 14-d 14-e | Takes turns and shares items with peers Discriminates and follows two-component group instructions (e.g., All the boys line up) Follows safety rules in a classroom (e.g., No running. No pushing.) Leads 2 different group activities involving 3 other children (e.g., red-light, green-light game) Mands for a specific activity in a group setting (e.g., Let's play tag!) | |
| 14-a 14-b 14-c 14-d 14-e | Takes turns and shares items with peers Discriminates and follows two-component group instructions (e.g., All the boys line up) Follows safety rules in a classroom (e.g., No running. No pushing.) Leads 2 different group activities involving 3 other children (e.g., red-light, green-light game) Mands for a specific activity in a group setting (e.g., Let's play tag!) | |
| 14-a 14-b 14-c 14-d 14-e 14-f | Takes turns and shares items with peers Discriminates and follows two-component group instructions (e.g., All the boys line up) Follows safety rules in a classroom (e.g., No running. No pushing.) Leads 2 different group activities involving 3 other children (e.g., red-light, green-light game) Mands for a specific activity in a group setting (e.g., Let's play tag!) Assists in picking up after an activity with only 1 verbal prompt | |
| 14-a 14-b 14-c 14-d 14-e 14-f 15-M | Takes turns and shares items with peers Discriminates and follows two-component group instructions (e.g., All the boys line up) Follows safety rules in a classroom (e.g., No running. No pushing.) Leads 2 different group activities involving 3 other children (e.g., red-light, green-light game) Mands for a specific activity in a group setting (e.g., Let's play tag!) Assists in picking up after an activity with only 1 verbal prompt Sits in a 20-minute group session involving 5 children without disruptive behaviors, and answers 5 intraverbal questions Focuses on a task despite disruptions in the room | |
| 14-a 14-b 14-c 14-d 14-e 14-f | Takes turns and shares items with peers Discriminates and follows two-component group instructions (e.g., All the boys line up) Follows safety rules in a classroom (e.g., No running. No pushing.) Leads 2 different group activities involving 3 other children (e.g., red-light, green-light game) Mands for a specific activity in a group setting (e.g., Let's play tag!) Assists in picking up after an activity with only 1 verbal prompt Sits in a 20-minute group session involving 5 children without disruptive behaviors, and answers 5 intraverbal questions | |
| 14-a 14-b 14-c 14-d 14-e 14-f 15-M | Takes turns and shares items with peers Discriminates and follows two-component group instructions (e.g., All the boys line up) Follows safety rules in a classroom (e.g., No running. No pushing.) Leads 2 different group activities involving 3 other children (e.g., red-light, green-light game) Mands for a specific activity in a group setting (e.g., Let's play tag!) Assists in picking up after an activity with only 1 verbal prompt Sits in a 20-minute group session involving 5 children without disruptive behaviors, and answers 5 intraverbal questions Focuses on a task despite disruptions in the room | |
| 14-a 14-b 14-c 14-d 14-e 14-f 15-M 15-a 15-b | Takes turns and shares items with peers Discriminates and follows two-component group instructions (e.g., All the boys line up) Follows safety rules in a classroom (e.g., No running. No pushing.) Leads 2 different group activities involving 3 other children (e.g., red-light, green-light game) Mands for a specific activity in a group setting (e.g., Let's play tag!) Assists in picking up after an activity with only 1 verbal prompt Sits in a 20-minute group session involving 5 children without disruptive behaviors, and answers 5 intraverbal questions Focuses on a task despite disruptions in the room Meets some of his own self-care needs without prompts (e.g., wipes nose, puts on coat) | |
| 14-a 14-b 14-c 14-d 14-e 14-f 15-M | Takes turns and shares items with peers Discriminates and follows two-component group instructions (e.g., All the boys line up) Follows safety rules in a classroom (e.g., No running. No pushing.) Leads 2 different group activities involving 3 other children (e.g., red-light, green-light game) Mands for a specific activity in a group setting (e.g., Let's play tag!) Assists in picking up after an activity with only 1 verbal prompt Sits in a 20-minute group session involving 5 children without disruptive behaviors, and answers 5 intraverbal questions Focuses on a task despite disruptions in the room Meets some of his own self-care needs without prompts (e.g., wipes nose, puts on coat) Verbally interacts with peers 3 times in a table-top group activity | |
| 14-a 14-b 14-c 14-d 14-e 14-f 15-M 15-a 15-b 15-c 15-d | Takes turns and shares items with peers Discriminates and follows two-component group instructions (e.g., All the boys line up) Follows safety rules in a classroom (e.g., No running. No pushing.) Leads 2 different group activities involving 3 other children (e.g., red-light, green-light game) Mands for a specific activity in a group setting (e.g., Let's play tag!) Assists in picking up after an activity with only 1 verbal prompt Sits in a 20-minute group session involving 5 children without disruptive behaviors, and answers 5 intraverbal questions Focuses on a task despite disruptions in the room Meets some of his own self-care needs without prompts (e.g., wipes nose, puts on coat) Verbally interacts with peers 3 times in a table-top group activity Sits back down when his turn is over without prompts Keeps hands to self in a group setting Raises hand to indicate he knows the answer to a question during a group | |
| 14-a 14-b 14-c 14-d 14-e 14-f 15-M 15-a 15-b 15-c 15-d 15-e | Takes turns and shares items with peers Discriminates and follows two-component group instructions (e.g., All the boys line up) Follows safety rules in a classroom (e.g., No running. No pushing.) Leads 2 different group activities involving 3 other children (e.g., red-light, green-light game) Mands for a specific activity in a group setting (e.g., Let's play tag!) Assists in picking up after an activity with only 1 verbal prompt Sits in a 20-minute group session involving 5 children without disruptive behaviors, and answers 5 intraverbal questions Focuses on a task despite disruptions in the room Meets some of his own self-care needs without prompts (e.g., wipes nose, puts on coat) Verbally interacts with peers 3 times in a table-top group activity Sits back down when his turn is over without prompts Keeps hands to self in a group setting | |
| 14-a 14-b 14-c 14-d 14-e 14-f 15-M 15-a 15-b 15-c 15-d 15-e 15-f | Takes turns and shares items with peers Discriminates and follows two-component group instructions (e.g., All the boys line up) Follows safety rules in a classroom (e.g., No running. No pushing.) Leads 2 different group activities involving 3 other children (e.g., red-light, green-light game) Mands for a specific activity in a group setting (e.g., Let's play tag!) Assists in picking up after an activity with only 1 verbal prompt Sits in a 20-minute group session involving 5 children without disruptive behaviors, and answers 5 intraverbal questions Focuses on a task despite disruptions in the room Meets some of his own self-care needs without prompts (e.g., wipes nose, puts on coat) Verbally interacts with peers 3 times in a table-top group activity Sits back down when his turn is over without prompts Keeps hands to self in a group setting Raises hand to indicate he knows the answer to a question during a group | |

| 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.1.2.5.J | |

| 7-M | Has a total listener vocabulary of 100 words (e.g., Touch nose. Jump. Find keys.) | |
|------|---|--|
| 7-a | Uses recognizable words more frequently than jargon | |
| 7-b | Emits 2-3 word carrier phrases without "understanding" each word (e.g., It's a cat. Go for a ride?) | |
| 7-с | Has a total speaker vocabulary size of 50 words (all verbal operants except echoic) | |
| 8-M | Emits 10 different 2-word utterances per day of any type except echoic (e.g., mand, tact) | |
| 8-a | Emits 2-word mands for recurrence (e.g., more tickle) | |
| 8-b | Emits 2-word noun-verb or verb-noun mands or tacts (e.g., Pour juice. Baby crying.) | |
| 8-c | Adjusts volume of voice on command (e.g., whispers and uses loud voice) | |
| 8-d | Echoes 10 different rhythms, intonations, or pitches | |
| 9-M | Emits functional prosody (i.e., rhythm, stress, intonation) on 5 occasions in one day (e.g., puts emphasis or stress on certain words at appropriate times such as, It's MINE!) | |
| 9-a | Consistently emits the initial consonants of words | |
| 9-b | Emits 2-word mands for possession (e.g., My cookie. That's mine.) | |
| 9-c | Emits 2-word mands or tacts for location (e.g., Come here. There's Thomas.) | |
| 9-d | Emits 2-word mands for negation or refusal (e.g., No Barney. No shoes. No more.) | |
| 9-е | Combines 2 words to make a novel word or phrase (e.g., Miss Betty) | |
| | | |
| 10-M | Has a total speaker vocabulary of 300 words (all verbal operants except echoic) | |
| 10-a | Echoes most words or approximations to words on command (generalized echoic repertoire) but still has articulation errors | |
| 10-b | Strangers can understand at least 50% of the words emitted by the child | |
| 10-с | Emits a total listener vocabulary size of 400 words | |
| 10-0 | Emits a mean length of utterance (MLU) of 2 1/2 morphemes (e.g., Push car. Where mommy go?) | |

ire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that l contrast, addition, and other logical relationships.

5.5.G

onstrate a command of the conventions of standard English when speaking based on grade 5 level and content.

| | 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.1.4.5.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 two pages in a single | |
| 11-a | Emits auxiliary (helping) verbs in a tact or mand carrier phrase (e.g., do, have, will, can, was) | sitting. | |
| 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) | CC.1.5.4.E Differentiate between contexts that require formal English versus informal situations. CC.1.5.4.G | |
| 11-c | Uses "s" vs. "es" plural markers (e.g., books or glasses) | Demonstrate command of the conventions of standard English when speaking based on grade 4 level and content. | |
| 11-d | Uses irregular plurals correctly (e.g., foot-feet, mouse-mice, tooth-teeth) | CC.1.5.5.E | |

| 12-M | Emits verb inflections by combining 10 root verbs with affixes for regular past tense (e.g., played) and 10 root |
|------|--|
| | verbs with affixes for future tense (e.g., will play) |
| 12-a | Uses is and am appropriately with verbs (e.g., I am eating. The dog is barking.) |
| 12-b | Emits conjunctions to combine words and phrases (e.g., and, or, but) |
| 12-c | Emits some irregular past tense verbs appropriately (e.g., dug, ran, built) |

Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

READING LEVEL 3

| | LEVEL 3 | |
|-------------------|--|---|
| Skill | VB-MAPP Milestones & Supporting Skills | PA Core Standards |
| 11-M 13-b | Attends to a book when a story is being read to him for 75% of the time | CC.1.2.5.A Determine two or more main ideas in a text and explain how they are supported by key details; summarize the text. |
| | Finits propositional by the stables in the house), but may not discriminate between prepositional pairs (e.g., | CC.1.2.5.B |
| 11-b | Manus 40 65; read stories from books | Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences. CC.1.2.5.C |
| 13=6 | Finithed jectives throughly than usine spokly of their story (elate workie's the big bad wolf?) | Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a text based on specific |
| 13-d | Emits contractions in a mand, tact, or intraverbal context (e.g., can't, don't, won't) | information in the text. |
| 12-M | Selects (LDs) the correct uppercase letter from an array of 5 letters, for 10 different letters | CC.1.2.5.D Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they |
| 12-a | Completes an ABC inset puzzle without prompts | represent. |
| 14:M | Remits 1916 different yerb uhrases containing at leasth 3 words Awith 2 modifiers (e.g., adverbs, prepositions, | CC.1.2.5.F |
| 12-c | prenons) (esochishme hard wie the thense of it by seeing the pictures on the cover | Determine the meaning of words and phrases as they are used in grade-level text, including interpretation of figurative language. CC.1.2.5.H |
| 1 2 -a | Asjectives in the configuration of the configuratio | Determine how an author supports particular points in a text through reasons and evidence. |
| 1 2 -b | Veries agrees with the subjecte are person (e.g., he was laughing vs. he were laughing) | CC.1.2.5.I |
| 14-c | Verbs agree with the subjects in number (e.g., Joey is home vs. Joey are home) | Integrate information from several texts on the same topic to demonstrate understanding of that topic. CC.1.2.5.J |
| 13-M | Tacts 10 uppercase letters on command | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that |
| 14-8 | RELITE A CVETTING TO MODE IN THE BEAUTH OF T | signal contrast, addition, and other logical relationships. |
| 13-b | Mands for what written words say (e.g., What word is that?) | CC.1.2.5.L |
| 15-M | Combines pean and yerb phrases to produce 10 different syntactically correct clauses or sentences containing at | Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. CC.1.3.5.A |
| 13-d | teast-5-words (e.g.); The dog ticked my face the from an array of 3 written names | Determine a theme of a text from details in the text, including how characters in a story or drama respond to challenges or how |
| 15-a | Emits different noun and verbinderases connected by commissions lessing realities but well m | the speaker in a poem reflects upon a topic; summarize the text. CC.1.3.5.B |
| 15-b | Demonstrates a MLU of 5 morphemes (5 utterances in one "sentence" that each have an individual meaning, e.g., She | Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences. |
| 14-M | Reads his own name | CC.1.3.5.D Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they |
| 1 <u>4</u> -8 | Bronding agree with gender up greate havesplashed himself use the box splashed horself and R) | represent. |
| 12:8 | Pronouns-agree with number (e.g., the boy splashed himself vs. the boys splashed himself) | CC.1.3.5.E |
| 14-8 | Uses: quantification in a sentence (e.g. always, never sometimes) and the company of the company | Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. |
| 1 <u>4</u> -8 | Lises demonstratives in a sentence (e.g. othis that these those) | CC.1.3.5.F |
| 1 <u>4</u> -g | Britis words that describe the certainty of fother gyards (e.g., I think of the usure company bedre | Determine the meaning of words and phrases as they are used in grade level text, including the interpretation of figurative |
| | | language. CC.1.3.5.GCC.1.3.5.G |
| | | Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia |
| | | presentation of fiction, folktale, myth, poem). |
| | | CC.1.3.5.H |
| | | Compare and contrast texts in the same genre on their approaches to similar themes and topics as well as additional literary elements. |
| | | CC.1.3.5.I |
| | | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, |
| | | choosing flexibly from a range of strategies and tools. CC.1.3.5.J |
| | | Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, |
| | | including those that signal contrast, addition, and other logical relationships. |
| | | |

| | | CC.1.3.5.K Read and comprehend literary fiction on grade level, reading independently and proficiently. CC.1.4.5.R Demonstrate a grade-appropriate command of the conventions of standard English grammar and spelling. |
|------|--|--|
| 15-M | Matches 5 words to the corresponding pictures or items in an array of 5, and vice versa (e.g., matches the written word bird to a picture of a bird) | CC.1.2.5.G Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. |
| 15-a | Indicates if 2 words rhyme or not for 10 different rhymes (e.g., cat and hat vs. cat and book) | CC.1.2.5.L |
| 15-b | Tacts most uppercase letters (may confuse those that look similar; e.g., M and N; P and R) | Read and comprehend literary non-fiction on grade level, reading independently and proficiently. |
| 15-c | Matches 10 lower case letters to uppercase letters | CC.1.3.5.K Read and comprehend literary fiction on grade level, reading independently and proficiently. |
| 15-d | Discriminates as a listener between numbers and letters (e.g., Which one is a letter?) | |
| 15-e | Spells his own name without prompts | |
| 15-f | Selects (LDs) the correct written word from an array of 3 words, for 5 different words | |

WRITING LEVEL 3

| Skill VB MAPP Milestones & Task Analysis PA Core Standards | | LEVEL 3 | |
|--|-------|---|--|
| 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. Independently scribbles on paper, a white board, Magna Doodle, etc. Independently scribbles on paper, a white board, Magna Doodle, etc. Independently scribbles on paper, a white board, Magna Doodle, etc. Independently scribbles on paper, a white board, Magna Doodle, etc. Independently for left hand dominance Indicates back and forth horizontal movements with a crayon, marker, or pencil Indicates back and forth horizontal movements with a crayon, marker, or pencil Indicates small and large circular movements with a crayon, marker, or pencil Indicates small and large circular movements with a crayon, marker, or pencil Indicates small and large circular movements with a crayon, marker, or pencil Indicates diagonal and curved movements with a crayon, marker, or pencil Indicates diagonal and curved movements with a crayon, marker, or pencil Indicates within 'A inch of the lines of 5 different geometrical shapes (e.g. circle, square, triangle, recangle, star) Independently traces within 'A inch of the lines of 5 different geometrical shapes (e.g. circle, square, triangle, recangle, star) Independently draws a space and triangle Indicates drawing a square and triangle Indicates small and large circular movements with a crayon, marker, or pencil Independently draws a preson with 'A to point B within 1 inch of the center of a 6 inch curved path Independently combines shapes to make a picture (adult verbal prompts are okay) Independently draws a person with 4 recognizable body parts (adult verbal prompts are okay) Independently combines shapes to make a picture (adult verbal prompts are okay) Independently combines shapes to make a picture (adult verbal prompts are okay) Independently combines shapes to make a picture (adult verbal prompts are okay) Independently combines shapes to make a picture (adult verbal prompts are okay) Independently c | Skill | VB MAPP Milestones & Task Analysis | PA Core Standards |
| 1-8 Ose of writing instrument to mark on paper, white board, of whigh a Doodle when prompted | 11-M | Imitates 5 different writing actions modeled by an adult using a writing instrument and writing surface | |
| Independently scribbles on paper, a white board, Magna Doodle, etc. 11-c Demonstrates right or left hand dominance CLISAE 11-c Imitates back and forth horizontal movements with a crayon, marker, or pencil CLIASE 11-f Imitates mall and large circular movements with a crayon, marker, or pencil CLIASE 11-g Imitates diagonal and curved movements with a crayon, marker, or pencil CLIASE 11-g Imitates diagonal and curved movements with a crayon, marker, or pencil CLIASE 12-m Independently traces within ¼ inch of the lines of 5 different geometrical shapes (e.g. circle, square, triangle, rectangle, star) 12-m Independently traces within ¼ inch of the lines of 5 different geometrical shapes (e.g. circle, square, triangle, rectangle, star) 12-m Taces 3 different shapes and stays within 1 inch of the lines 12-m Taces 3 different shapes and stays within 1 inch of the lines 12-m Taces 3 different shapes and stays within 1 inch of the lenes 12-m Copies 3 different shapes and stays within 1 inch of the center of a 6 inch curved path 12-m Copies 5 different shapes and shapes together 13-m Copies 10 letters or numbers legibly 13-m Copies 10 letters or numbers legibly 13-m Independently draws a person with 4 recognizable body parts (adult verbal prompts are okay) 13-m Independently draws a person with 4 recognizable body parts (adult verbal prompts are okay) 13-m Legibly spells and writes his own name without copying 14-m Legibly spells and writes his own name without copying | 11-a | Uses a writing instrument to mark on paper, white board, or Magna Doodle when prompted | 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 two pages in a single |
| Indicates and forth horizontal movements with a crayon, marker, or pencil CL14.5.F. | 11-b | Independently scribbles on paper, a white board, Magna Doodle, etc. | sitting. |
| Intiates back and forth horizontal movements with a crayon, marker, or pencil Itel Imitates up and down vertical movements with a crayon, marker, or pencil Itel Imitates small and large circular movements with a crayon, marker, or pencil Itel Imitates small and large circular movements with a crayon, marker, or pencil Itel Imitates small and curved movements with a crayon, marker, or pencil Itel Imitates up and down vertical shapes (e.g. circle, square, triangle, rectangle, star) Itel Demonstrates a proper grip on a writing instrument Itel Copies 3 different shapes when given a sample Itel Copies 3 different shapes when given a sample Itel Ocpies 4 numbers or letters Itel Ocpies 4 flifferent lines and shapes together Itel Independently combines shapes to make a picture (adult verbal prompts are okay) Itel Copies 4 numbers or letters Itel Independently draws a person with 4 recognizable body parts (adult verbal prompts are okay) Itel Legibly soples and writes his own name without copying Itel Legibly copies his own name on lined paper Itel Legibly copies his own name on lined paper | 11-c | Demonstrates right or left hand dominance | |
| Ilight Imitates small and large circular movements with a crayon, marker, or pencil Ilight Imitates diagonal and curved movements with a crayon, marker, or pencil Ilight Imitates drawing a square and triangle Imitates drawing a square and triangle Ilight Imitates drawing a square and triangle Ilight Ilig | 11-d | Imitates back and forth horizontal movements with a crayon, marker, or pencil | |
| Property Initiates diagonal and curved movements with a crayon, marker, or pencil | 11-e | Imitates up and down vertical movements with a crayon, marker, or pencil | |
| Ilmitates diagonal and curved movements with a crayon, marker, or pencil Independently traces within ¼ inch of the lines of 5 different geometrical shapes (e.g. circle, square, triangle, rectangle, star) 12-a Demonstrates a proper grip on a writing instrument 12-b Imitates drawing a square and triangle 12-c Traces 3 different shapes and stays within 1 inch of the lines 12-d Copies 3 different shapes when given a sample 12-e Draws a line on paper from point A to point B within 1 inch of the center of a 6 inch curved path 12-f Copies 5 different lines and shapes together 13-M Copies 10 letters or numbers legibly 13-a Copies 4 numbers or letters 13-b Independently combines shapes to make a picture (adult verbal prompts are okay) 13-d Traces his own name on paper and stays within 1/2 inch of the letters 14-M Legibly spells and writes his own name without copying 14-a Legibly spells and writes his own name on lined paper | 11-f | Imitates small and large circular movements with a crayon, marker, or pencil | |
| Independently traces within ¼ inch of the lines of 5 different geometrical shapes (e.g. circle, square, triangle, rectangle, star) 12-a Demonstrates a proper grip on a writing instrument 12-b Imitates drawing a square and triangle 12-c Traces 3 different shapes and stays within 1 inch of the lines 12-d Copies 3 different shapes when given a sample 12-e Draws a line on paper from point A to point B within 1 inch of the center of a 6 inch curved path 12-f Copies 5 different lines and shapes together 13-a 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 14-M Legibly spells and writes his own name without copying 14-a Legibly copies his own name on lined paper | 11-g | Imitates diagonal and curved movements with a crayon, marker, or pencil | |
| 12-a Demonstrates a proper grip on a writing instrument 12-b Imitates drawing a square and triangle 12-c Traces 3 different shapes and stays within 1 inch of the lines 12-d Copies 3 different shapes when given a sample 12-e Draws a line on paper from point A to point B within 1 inch of the center of a 6 inch curved path 12-f Copies 5 different lines and shapes together | | | Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. |
| 12-a Demonstrates a proper grip on a writing instrument 12-b Imitates drawing a square and triangle 12-c Traces 3 different shapes and stays within 1 inch of the lines 12-d Copies 3 different shapes when given a sample 12-e Draws a line on paper from point A to point B within 1 inch of the center of a 6 inch curved path 12-f Copies 5 different lines and shapes together 13-M Copies 10 letters or numbers legibly 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 14-M Legibly spells and writes his own name without copying 14-a Legibly copies his own name on lined paper | 12-M | | |
| 12-b Imitates drawing a square and triangle | | U / / | |
| 12-c Traces 3 different shapes and stays within 1 inch of the lines 12-d Copies 3 different shapes when given a sample 12-e Draws a line on paper from point A to point B within 1 inch of the center of a 6 inch curved path 12-f Copies 5 different lines and shapes together 13-M Copies 10 letters or numbers legibly 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 14-M Legibly spells and writes his own name without copying 14-a Legibly copies his own name on lined paper | | | |
| 12-d Copies 3 different shapes when given a sample 12-e Draws a line on paper from point A to point B within 1 inch of the center of a 6 inch curved path 12-f Copies 5 different lines and shapes together 13-M Copies 10 letters or numbers legibly 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 14-M Legibly spells and writes his own name without copying 14-a Legibly copies his own name on lined paper | | | |
| 12-e Draws a line on paper from point A to point B within 1 inch of the center of a 6 inch curved path 12-f Copies 5 different lines and shapes together 13-M Copies 10 letters or numbers legibly 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 14-M Legibly spells and writes his own name without copying 14-a Legibly copies his own name on lined paper | | | |
| 12-f Copies 5 different lines and shapes together 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 14-M Legibly spells and writes his own name without copying 14-a Legibly copies his own name on lined paper | | | |
| 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 14-M Legibly spells and writes his own name without copying 14-a Legibly copies his own name on lined paper | | | |
| 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 14-M Legibly spells and writes his own name without copying 14-a Legibly copies his own name on lined paper | 12-f | Copies 5 different lines and shapes together | |
| 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 14-M Legibly spells and writes his own name without copying 14-a Legibly copies his own name on lined paper | | | |
| 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 14-M Legibly spells and writes his own name without copying 14-a Legibly copies his own name on lined paper | | | |
| 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 14-M Legibly spells and writes his own name without copying 14-a Legibly copies his own name on lined paper | | 1 | |
| 13-d Traces his own name on paper and stays within 1/2 inch of the letters 14-M Legibly spells and writes his own name without copying 14-a Legibly copies his own name on lined paper | | 1 V 1 1 V | |
| 14-M Legibly spells and writes his own name without copying 14-a Legibly copies his own name on lined paper | | | |
| 14-a Legibly copies his own name on lined paper | 13-d | Traces his own name on paper and stays within 1/2 inch of the letters | |
| 14-a Legibly copies his own name on lined paper | | | |
| | | | |
| 14-b Colors in pictures in coloring books and mostly stays within the lines | | | |
| | | | |
| 14-c Copies numbers 1-10 legibly on lined paper | 14-c | Copies numbers 1-10 legibly on lined paper | |

| 14-d | Copies 10 upper case and 10 lower case letters legibly on lined paper | |
|------|---|--|
| | | |
| 15-M | Copies all 26 upper and lower case letters legibly | |
| 15-a | Draws recognizable pictures of 3 different items | |
| 15-b | Legibly writes 10 letters or numbers when dictated | |
| 15-с | Copies 5 simple words legibly | |

| | 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.1.4.5.F |
| 11-a | Rote counts to 5 with a verbal starter prompt (e.g., count 1, 2,) | Demonstrate a grade-appropriate command of the conventions of standard English grammar and spelling. CC.2.3.5.A.1 |
| 11-b | Arranges objects by size (e.g., small, medium, and large blocks) | Graph points in the first quadrant on the coordinate plane and interpret these points when solving real world and mathematical |
| 11-c | Distinguishes between 1 and 2 items as a listener (e.g., Where are 2 boats?) | problems. |
| 11-d | Distinguishes between 1 and 2 items as a mand (e.g., I want 2 cookies.) | |
| 11-e | Matches to sample the numbers 1-10 (e.g., puts the number 4 with the number 4) | |
| 12-M | Tacts the numbers 1-5 | |
| 12-a | Distinguishes between 1 and 2 items as a tact (e.g., How many shoes do you have?) | |
| 12-b | Holds up corresponding fingers for numbers 1-5 (e.g., Show me 2 fingers.) | |
| 12-c | Distinguishes between 1, 2, and 3 items as a listener (e.g., Can you find 3 flowers?) | |
| 12-d | Counts 2 items with 1:1 correspondence | |
| 13-M | Counts out 1-5 items from a larger set of items with 1 to 1 correspondence (e.g., Give me 4 cars. Now give me 2 cars.) | |
| 13-a | Provides age when asked | |
| 13-b | Counts out up to 3 items given the verbal prompt How many? and the related set of items | |
| 13-с | Identifies as a listener (LDs) the number of items (e.g., Which picture has 2 cars?) | |
| 13-d | Demonstrates enumeration in counting (final emphasis on correct number) for numbers 1-3 | |
| 14-M | Identifies as a listener 8 different comparisons involving measurement (e.g., show me more or less, big or little, long or short, full or empty, loud or quiet) | |
| 14-a | Correctly tacts a collection of 1-3 items as "1," "2," and "3" (e.g., How many are here?) | |
| 14-b | Identifies (LDs) a collection of items as more or less/fewer than a comparison group | |
| 14-c | Identifies (LDs) a container as full or empty | |
| 14-d | Identifies (LDs) an item as bigger or smaller than a comparison item | |
| 14-e | Identifies (LDs) an item as longer or shorter than a comparison item | |
| 15-M | Correctly matches a written number to a quantity and a quantity to a written number for the numbers 1-5 (e.g., matches the number 3 to a picture of 3 trucks) | |
| 15-a | Performs an action a specified number of times up to 5 (e.g., Clap 3 times) | |
| 15-b | Completes a sequence or pattern containing 2 elements (e.g., red-green; red-green) | |

| 15-с | Correctly Identifies (LDs) the ordinal terms "first" and "last" |
|------|--|
| 15-d | Correctly Identifies (LDs) and tacts morning time and night time |
| 15-е | Intraverbally responds to what number is next for numbers 1-9 |
| 15-f | Correctly Identifies (LDs) 3 different coins, and intraverbally states what to do with money |

6th Grade

VB-MAPP Milestones Alignment to the PA Core Standards

MAND LEVEL 1

| | EE VEE I | |
|------------|---|--|
| 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.1.3.6.J |
| 1111 | cracker, book) | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather |
| 1-a | Makes eye contact (gaze shift) as a mand for attention or other reinforcers 2 times | vocabulary knowledge when considering a word or phrase important to comprehension or expression. CC.1.4.6.F |
| 1-b | Moves close to a reinforcing item to indicate the presence of an MO 2 times | Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, |
| 1-c | Pulls an adult to get access to a reinforcing item 2 times | punctuation, and spelling. |
| 1-d | Points or gestures towards a reinforce in order to obtain it 2 times | CC.1.5.6.E |
| | | Adapt speech to a variety of contexts and tasks. |
| 2-M | Emits 4 different mands without prompts (except What do you want?) – the desired item can be present (e.g. music, | |
| | slinky, ball) | |
| 2-a | Points to 2 different reinforcers in order to obtain them 2 times | |
| 2-b | Nods or says yes or no when offered a reinforce 2 times (not an early target) | |
| 2-c | Emits 2 different mands without echoic prompts- can be with verbal or object prompts | |
| 2-d | Spontaneously emits 1 mand without echoic or imitative prompts- can be with object prompts | |
| 2-е | Generalizes 2 known mands across 2 different people and 2 settings | |
| | | |
| 3-M | Generalizes 6 mands across 2 people, 2 settings, and 2 different examples of a reinforcers (e.g., mands bubbles | |
| 3-a | Emits 2 spontaneous mands (no verbal prompt); — the object can be present | |
| 3-b | Emits 5 mands without echoic or imitative prompts — can be with verbal or object prompts | |
| 3-с | Generalizes 3 mands across 2 examples of a desired item (e.g., mands slide for 2 different slides) | |
| 3-d | Emits 6 different mands without echoic or imitative prompts — can be with verbal or object prompts | |
| | | |
| 4-M | Spontaneously emits (no verbal prompts) 5 mands — the desired item can be present | |
| 4-a | Mands for attention 2 times with some identifiable type of response (e.g., a tap on the arm) | |
| 4-b | Emits 2 mands without an object present — can be with What do you want? | |
| 4-c | Emits 2 mands without verbal prompts — can be with object prompts | |
| 4-d | Mands for others to attend to the same stimulus that he is attending to 5 times per day | |
| 4-e | Emits 1 mand to remove an undesirable item or activity (e.g.no) | |
| | | |
| 5-M | Emits 10 different mands without prompts (except, What do you want?) — the desired item can be present (e.g., | |
| | apple, swing, car, juice) | |
| 5-a | Emits 3 different mands without an object present — can be with a verbal prompt (e.g., mommy) | |
| 5-b | Emits 3 different mands without verbal prompts — can be with an object prompt | |
| 5-c | Mands contain intonations that vary and are appropriate to the current MO 2 times | |
| 5-d | Acquires a new mand in less than 20 training trials | |

| | 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 | CC.1.3.6.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary |
| | given a crayon | knowledge when considering a word or phrase important to comprehension or expression. |
| 6-a | Spontaneously emits 5 mands without an object present and without verbal prompts | CC.1.4.6.F |
| 6-b | Emits 10 different mands without echoic or imitative prompts — object can be present | Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. |
| 6-c | Mands for 5 different missing items without prompts (except a verbal prompt) | CC.1.5.6.E |
| 6-d | Generalizes 4 mands to 4 different people | Adapt speech to a variety of contexts and tasks. |
| 6-e | Maintains a newly acquired mand for a missing item after 24 hours of no contact with the item | |
| 7-M | Mands for others to emit 5 different actions needed to enjoy a desired activity (e.g., open to get outside, push when on | |
| 7 141 | a swing) | |
| 7-a | Mands 2 times with 2 words in a phrase or sentence (e.g., Drink juice.) | |
| 7-b | Mands for other individuals to emit 2 different actions with verbal prompts (e.g., go, spin) | |
| 7-c | Emits 2 mands to remove undesirable items or activities | |
| 7-d | Demonstrates response generalization for two different mands (e.g., calls a filled cup both cup and drink; calls a dog both | |
| | dog and Maggie) | |
| 7-e | Mands contain varied intonation appropriate to both positive and negative MOs 5 times | |
| 7-f | Mands for help or assistance 2 times | |
| 7-g | Demonstrates a high frequency of manding (15 in a 5 minute period) | |
| 8-M | Emits 5 different mands that contain 2 or more words (not including I want) (e.g., Go fast. My turn. Pour juice.) | |
| 8-a | Mands 5 times with 2 words in a phrase or sentence | |
| 8-b | Mands for information 2 times using what questions (e.g., What's that?) | |
| 8-c | Mands with a pronoun 2 times (e.g., My train. That's yours.) | |
| 8-d | Mands occur with 3 different carrier phrases (e.g., I want It's my Can I That's my) | |
| 8-e | Mands with yes and no 4 times (e.g., Do you want a ride? Yes.) | |
| 8-f | Mands for information 2 times using where questions (e.g., Where's Elmo?) | |
| | | |
| 9-M | Spontaneously emits 15 different mands (e.g., Let's play. Open. I want book.) | |
| 9-a | Spontaneously emits 50 mands per day (can be with objects present, but without verbal prompts) | |
| 9-b | Acquires 2 mands from tact or echoic only training (e.g., sees and tacts a live giraffe, and later mands to go back to see the giraffe) | |
| 9-c | Mands for information 25 times using any type of question word | |
| 9-d | Mands with an adjective 5 times (e.g., big chip, red car) | |
| 9-е | Emits 5 mands in 30 seconds (e.g., during a game or fun activity such as water play) | |
| 9-f | Mands contain 3-word phrases 10 times (e.g., That's my horse.) | |

| 10-M | Emits 10 new mands without specific mand training (e.g., spontaneously says Where kitty go? without formal mand |
|------|---|
| | training) |
| 10-a | Emits 2 new mands without training (e.g., says I want hot cocoa without training) |
| 10-b | Demonstrates response generalization for 2 different mands (e.g., Get me. Chase me. Run.) |
| 10-с | Mands with an adjective 5 times — can use verbal and nonverbal prompts |
| 10-d | Mands for information 3 times using who questions |
| 10-е | Spontaneously mands for others to emit 20 different actions (e.g., Run. Go. Push me.) |
| 10-f | Spontaneously mands to novel and unfamiliar people 2 times |

MAND LEVEL 3 Skill | VB-MAPP Milestones & Supporting Skills List **PA Core Standards** Spontaneously mands for different verbal information using a WH question or question word 5 times (e.g., What's Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and your name? Where do I go?) content, choosing flexibly from a range of strategies and tools. Mands to peers 5 times Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary Spontaneously mands for attention 5 times (e.g., Teacher! Hey! Excuse me.) knowledge when considering a word or phrase important to comprehension or expression. The child emits 100 or more different mands in a one week period Mands contain 3-word phrases 10 times (e.g, Can I see?) Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. Mands for a specific quantity of reinforcers 2 times (e.g., two gummy bears) CC.1.5.6.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and Spontaneously mands for different verbal information using a WH question or question word 5 times (e.g., What's vour name? Where do I go?) Adapt speech to a variety of contexts and tasks. Mands to remove an aversive item or activity 2 times (e.g., Let go. Give it back.) Mands for others to perform a two-step action 2 times (e.g., Come here and watch me.) Says please and thank you with indirect adult verbal prompts (e.g., What do you say?) Demonstrates MO generalization by asking for 2 different reinforcers with the same words (e.g., when wanting attention saying let's draw, and when wanting to get out of work saying let's draw) Mands for others to participate in an activity 2 times (e.g., Come play. Help dig.) Mands with 10 different adjectives, prepositions, or adverbs (e.g., My crayon is broken. Don't take it out. Go fast.) Spontaneously mands to use the bathroom 2 times Mands for others to attend to his own nonverbal behavior 2 times (e.g., watch me) Mands for others to attend to some aspect of the environment 2 times (e.g., Look, it's a truck.) Mands with 2 different adjectives (e.g., I want the red gummy bear.) Mands with 2 different prepositions (e.g., Put it in the house.) Mands with 2 different adverbs (e.g., Slow down.) Gives directions, instructions, or explanations as to how to do something or how to participate in an activity 5 times (e.g., You put the glue on first, then stick it. You sit here while I get a book.) Mands for sympathy or other emotional support 2 times (e.g., He's mean.) Mands for others to deliver a specific object to another person 2 times (e.g., Give it to Sarah.)

| 14-c | Mands for instructions for completing a task 2 times (e.g., Where does it go? How do I do it?) |
|------|--|
| 14-d | Spontaneously mands with 3 different major parts of speech (e.g., noun-verb-adjective) in one sentence 2 times (e.g., Push |
| | the big bike fast.) |
| | |
| 15-M | Mands for others to attend to his own intraverbal behavior 5 times (e.g., Listen to me I'll tell you Here's what |
| | happened I'm telling the story) |
| 15-a | Mands contain 5 word phrases or sentences 10 times |
| 15-b | Mands for information about future events 2 times (e.g., When are we going to the party?) |
| 15-c | Mands for attention to a private event 2 times (e.g., My stomach hurts.) |
| 15-d | Mands for information 5 times using why questions |
| 15-e | Mands for information 5 times using how questions |

| | TACT LEVEL 1 | | |
|-------------------|---|--|--|
| Skill | VB-MAPP Milestones & Supporting Skills List | PA Core Standards | |
| 1-M 1-a | Tacts 2 items with echoic and imitative prompts (e.g., people, pets, characters, or favorite objects) Tacts 1 familiar person, pet, or object with verbal prompts and motivation present (e.g. mama) | CC.1.2.6.F Determine the meaning of words and phrases s they are used in grade-level reading and content, including interpretation of figurative language in context. CC.1.2.6.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary | |
| 2-M | Tacts any 4 items without echoic or imitative prompts (e.g., people, pets, characters, or other objects) | knowledge when considering a word or phrase important to comprehension or expression. CC.1.3.6.F Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of | |
| 3-M | Tacts 6 non-reinforcing items (e.g., shoe, hat, spoon, car, cup, bed) | figurative language in context. CC.2.1.6.E.2 | |
| 3-a | Generalizes known responses across 2 different people and 2 settings (e.g., tacts kitty for both mom and dad: tacts dada while in bed and in the kitchen) | Identify and choose appropriate processes to compute fluently with multi-digit numbers. CC.2.1.6.E.4 | |
| 3-b | Generalizes tacts across 2 examples of an item for 2 items (e.g., tacts 2 different phones) | Apply and extend previous understandings of numbers to the system of rational numbers. | |
| 4-M | Spontaneously tacts (no verbal prompts) 2 different items | | |
| 4-a | Looks at family photos and, with verbal prompts, tacts 2 family members | | |
| 4-b | Tacts 2 pictures from a book or picture card (2D) (e.g., duck, ball) | | |
| 5-M | Tacts 10 items (e.g., common objects, people, body parts, or pictures) | | |
| 5-a | Tacts 5 pictures (2D) | | |
| 5-b | Maintains a newly acquired tact after 24 hours without training | | |
| 5-c | Generalizes tacts across 3 examples of an item for 5 items (e.g., tacts 3 different spoons) | | |

| | TACT | |
|-------|---|--|
| | LEVEL 2 | |
| Skill | Skill VB-MAPP Milestones & Supporting Skills List PA Core Standards | |

| 6-M | Tacts 25 items when asked, What's that? (e.g., book, shoe, car, dog, hat) | CC.1.2.6.A |
|----------------|--|---|
| 6-a | Tacts 4 different people, pets, or characters by their specific name (can include mama and dada) | Determine the central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct |
| 6-b | Tacts 2 actions when asked, for example, What am I doing? (e.g., jumping, clapping) | from personal opinions or judgments. |
| 6-c | Acquires a new tact in less than 20 training trials | |
| 6-d | Tacts 5 items in a 15 second period (fluency) | CC.2.1.6.E.4 |
| 0-u | racts 3 tems in a 13 second period (nucley) | Apply and extend previous understandings of numbers to the system of rational numbers. |
| 7-M | Generalizes tacts across 3 examples of 50 items, or from a list of known generalizations | CC.1.2.6.I |
| 7- 1 v1 | Tacts 3 body parts (e.g., nose, eyes, mouth) | Examine how two authors present similar information in different types of text. |
| 7-a 7-b | Tacts 2 auditory stimuli (e.g., phone ringing, siren, dog barking) | CC.1.5.6.A |
| 7-c | Spontaneously emits a tact containing two words for 5 different tacts (e.g., baby's crying) | Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly. |
| 7-c 7-d | Tacts 2 different actions when asked What he doing? (e.g., drinking, swimming) | |
| | | |
| 7-е | Tacts 40 items when asked What's that? (e.g., tree, bowl, sock, crayon, apple) | |
| 0 3/ | To the 10 of the color of the c | CC146T |
| 8-M | Tacts 10 actions when asked, for example, What am I doing? (e.g., jumping, sleeping, eating) | CC.1.4.6.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, |
| 8-a | Tacts 2 tactile stimuli (e.g., says ball when feeling a ball in a bag) | rewriting, or trying a new approach. |
| 8-b | Tacts 5 noun-verb or verb-noun combinations (e.g., dog eating, rolling ball) | CC.1.4.6.U |
| 8-c | Tacts two or more items from 10 different pages in a book when asked, What do you see here? | 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 three pages in a single setting. |
| 8-d | Glances at a listener while tacting on 5 occasions | CC.1.5.6.E |
| | | Adapt speech to a variety of contexts and tasks. |
| 9-M | Tacts 50 two-component verb-noun, or noun-verb combinations, tested or from a list of known two-component tacts | CC.1.4.6.E |
|)-1 \1 | (e.g., washing face, Joe swinging, baby sleeping) | Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform |
| 9-a | Tacts 25 two-component noun-noun relations (e.g., paper and pencil; car and truck) | about or explain the topic. Use sentences or varying lengths and complexities. Develop and maintain a consistent voice. Establish and maintain a formal style. |
| 9-b | Acquires a new tact in less than 15 training trials | CC.1.4.6.R |
| 9-c | Spontaneously tacts items in a book, on TV, or in a video 5 times (e.g., Cinderella) | Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, |
| 9-d | Learns 2 new tacts without direct training (e.g., untrained echoic to tact transfer) | and spelling. CC.1.5.6.E |
| | Shows response generalization for 5 items (i.e., tacts the same stimulus with two different words teacher and Katie; cat and | Adapt speech to a variety of contexts and tasks. |
| 9-е | | CC.1.5.6.G |
| | Garfield; dog and Maggie) | Demonstrate a command of the conventions of standard English when speaking based on Grade 6 level and content. |
| 10 M | Toota 200 norms and/or works (or other norts of speech) tootal or from an accompleted list of losses to the | CC.1,2,6,J |
| 10-M | Tacts 200 nouns and/or verbs (or other parts of speech), tested or from an accumulated list of known tacts | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary |
| 10-a | Tacts 10 actions (e.g., climbing, playing, coloring, swimming, washing) | knowledge when considering a word or phrase important to comprehension or expression. |
| 10-b | Tacts 2 gustatory stimuli (e.g., tacts orange by tasting it) | CC.1.4.6.D Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and |
| 10-c | Tacts 20 items in a 1 minute fluency test | cause/effect; use appr9opriate transitions to clarify the relationships among ideas and concepts; provide a concluding statement |
| 10-d | Tacts 2 different colors (e.g., red, blue) | or section; include formatting when useful to aiding comprehension. |
| 10-е | Tacts 2 different shapes (e.g., circle, star) | CC.1.4.6.H Introduce and state an opinion on a topic. |
| | | CC.1.5.6.A |
| | | Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and |
| | | expressing their own clearly. CC.1.5.6.E |
| | | Adapt speech to a variety of contexts and tasks. |
| | | CC.2.1.6.E.4 |
| | | Apply and extend previous understandings of numbers to the system of rational numbers. |

| | TACT | |
|-------|---|---|
| | LEVEL 3 | |
| Skill | VB-MAPP Milestones & Supporting Skills List | PA Core Standards |
| 11-M | Tacts the color, shape, and function of 5 objects (15 trials) when each object and question is presented in a mixed order (e.g., What color is the refrigerator? What shape is the valentine? What do you do with the ball?) (This is part tact and part intraverbal) | CC.1.2.6.A Determine the central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. CC.1.2.6.B |
| 11-a | Tacts 2 olfactory stimuli (e.g., cookies, popcorn, flowers) | Cite textual evidence to support analysis of what the text says explicitly, as well as inferences and/or generalizations drawn from the text. |
| 11-b | Acquires 5 new tacts in a week without direct training | CC.1.2.6.E |
| 11-c | Tacts 2 people (not family members) by their first names | Analyze the author's structure through the use of paragraphs, chapters, or sections. CC.1.4.6.O |
| 11-d | Tacts 5 categories or classes (e.g., animals, drinks, toys) | Use narrative techniques such as dialogue, description, and pacing to develop experiences, events, and/or characters; use precise |
| 11-e | Tacts 5 locations (e.g., kitchen, bedroom, playground, grandma's house) | words and phrases; relevant descriptive details, and sensory language to convey experiences and events. |
| 11-f | Tacts 25 items and/or activities with yes and no (e.g., Are these your shoes? Is her name Becky?) (part intraverbal because of adding a verbal SD to the task) | |
| 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) | |
| 11-h | Tacts 2 specific features or parts of 25 items or people (e.g., wheels and doors on a car) | |
| 11-i | Generalization occurs to new examples of an item or action on the first trial, for 5 items | |
| | | |
| 12-M | Tacts 4 different prepositions (e.g., in, out, on, under) and 4 pronouns (e.g., I, you, me, mine) | CC.1.3.6.J |
| 12-a | Tacts the class of 25 items (e.g., an adult points to a dog and says A dog is an) (part intraverbal) | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrase; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| 12-b | Tacts what's wrong or missing from 10 pictures or objects (e.g., a face without a nose) | CC.1.4.6.Q |
| 12-c | Tacts the class and function of 10 items (e.g., show the child a cookie and say, What do you do with this? And then say to him, A cookie is a type of) (part intraverbal) | Write with an awareness of stylistic aspects of writing. Vary sentence patterns for meaning, reader/listener interest, and style. Use precise language. Develop and maintain a consistent voice. CC.1.4.6.R |
| 12-d | Tacts 2 prepositional relations (e.g., Where is Oscar?in the garbage can) (part intraverbal) | Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, |
| 12-е | Tacts people with 2 different pronouns (e.g., Who has the hat on?you do) (part intraverbal) | and spelling. |
| 12-f | Spontaneously tacts the function, feature, or class of an item for 5 items (e.g., That goes in the swimming pool.) | |
| 12-g | Generalizes feature, function, and class tacting to 10 new members of each set (e.g., after training cow, bird, and monkey as | |
| | animals, the child tacts a bear as an animal on the first trial) | |
| | | |
| 13-M | Tacts 4 different adjectives, excluding colors and shapes (e.g., big, little, long, short) and 4 adverbs (e.g., fast, slow, quietly, gently) | CC.1.3.6.J Compare and contrast the experiences of reading a story, drama, or poem to listening to or viewing an audio, video, or live |
| 13-a | Tacts people by gender using 4 different terms (girl, boy, man, woman) | version of the text, including contrasting what is "seen" and "heard" when reading the text to what is perceived when listening or watching. |
| 13-b | Spontaneously tacts the behavior of others 2 times (e.g., He's crying.) | CC.1.4.6.Ŏ |
| 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? are used) | Use narrative techniques such as dialogue, description, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. CC.1.4.6.Q |
| 13-d | Spontaneously tacts with 2 different adjectives | Write with an awareness of stylistic aspects of writing. Vary sentence patterns for meaning, reader/listener interest, and style. |
| 13-e | Spontaneously tacts with 2 different adverbs | Use precise language. Develop and maintain a consistent voice. |
| 13-f | Spontaneously tacts possession of items 2 times (e.g., mine, yours) | |
| | 1 7 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 | |
| | | |

| 14 M | Tests with complete containing 4 or more words 20 times | CC.1.2.6.L |
|--------------------------------------|--|--|
| 14-M | Tacts with complete sentences containing 4 or more words, 20 times | Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. |
| | | CC.1.3.6.A |
| | | Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text |
| | | distinct from personal opinions or judgments. |
| 14-a | Tacts people by relationship using 4 different terms (e.g., sister, brother, grandmother, uncle) (part intraverbal if questions | CC.1.3.6.G Compare and contrast the experiences of reading a story, drama, or poem to listening to or viewing an audio, video, or live |
| | are used) | version of the text, including contrasting what is "seen" and "heard" when reading the text to what is perceived when listening |
| 14-b | Tacts 5 adjective-noun combinations in a complete sentence (e.g., That is a big dog.) | or watching. |
| | Tacts 5 verb-adverb combinations in a complete sentence (e.g., He is singing loud.) | CC.1.4.6.J |
| | Tacts 5 preposition-noun combinations in a complete sentence (The dog's in the house.) | Organize the claims with clear reasons and evidence clearly; clarify relationships among claims and reasons by using words, phrases, and clauses; provide a concluding statement or section that follows from the argument presented. |
| | Tacts 5 subject-verb-noun combinations in a complete sentence (e.g., The girl is pulling the wagon.) | CC.1.4.6.P |
| | Tacts 3 subject-verb-noun combinations in a complete sentence (e.g., The girl is pulling the wagon.) | Organize an event sequence that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to |
| | | convey sequence and signal shifts from one time frame or setting to another; provide a conclusion that follows from the |
| | | narrated experiences and events. CC.1.4.6.R |
| | | Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, |
| | | and spelling. |
| | | |
| 15-M | Has a total tact vocabulary of 1000 words (nouns, verbs, adjectives, etc.), tested or from an accumulated list of known | CC.1.2.6.G |
| | | Integrate information presented in different media or formats as well as in words to develop a coherent understanding of a topic |
| | tacts | Integrate information presented in different media or formats as well as in words to develop a coherent understanding of a topic of issue. |
| 15-a | | of issue. CC.1.2.6.H |
| 15-a | tacts | of issue. CC.1.2.6.H Evaluate an author's argument by examining a claim and determining if they are supported by evidence. |
| 15-a | tacts Tacts 3 emotional states of self or others (e.g., sad, happy, mad) (part intraverbal if questions such as How do you feel? are used) | of issue. CC.1.2.6.H Evaluate an author's argument by examining a claim and determining if they are supported by evidence. CC.1.2.6.K |
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| 15-b | Tacts 3 emotional states of self or others (e.g., sad, happy, mad) (part intraverbal if questions such as How do you feel? are used) Tacts 5 frequently used gestures that have a verbal function (e.g., pinching their nose for a bad smell, finger over the lips for quiet, thumbs up for a good job, a fake yawn for being tired) | of issue. CC.1.2.6.H Evaluate an author's argument by examining a claim and determining if they are supported by evidence. CC.1.2.6.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.1.3.6.D |
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| 15-b 15-c 15-d 15-e 15-f | Tacts 3 emotional states of self or others (e.g., sad, happy, mad) (part intraverbal if questions such as How do you feel? are used) Tacts 5 frequently used gestures that have a verbal function (e.g., pinching their nose for a bad smell, finger over the lips for quiet, thumbs up for a good job, a fake yawn for being tired) Tacts 5 community helpers (e.g., policeman, fireman, nurse, doctor, garbage man) Tacts with 2 different negation words 5 times (e.g., That's not a cat.) Tacts 5 social, community, or group events (e.g., parade, party, emergency) Spontaneously tacts 2 different social circumstances (e.g., They are busy. They are arguing.) | of issue. CC.1.2.6.H Evaluate an author's argument by examining a claim and determining if they are supported by evidence. CC.1.2.6.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.1.3.6.D Determine an author's purpose in a text and explain how it is conveyed in a text. CC.1.3.6.E Analyze how the structure of a text contributes to the development of theme, setting, and plot. CC.1.4.6.I Use clear reasons and relevant evidence to support claims, using credible sources and demonstrating an understanding of the topic. CC.1.4.6.P Organize an event sequence that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to |
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| | LISTENER RESPONDING LEVEL 1 | | |
|-------------------|---|--|--|
| Skill | VB-MAPP Milestones & Supporting Skills | PA Core Standards | |
| 1-M 1-a | Attends to a speaker's voice by making eye contact with the speaker 5 times Turns head to locate the source of a sound (e.g., bell, squeaky toy, a cell phone ringing) | CC.1.4.6.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. CC.1.5.6.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly. CC.1.5.6.D Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main | |

| | | ideas of themes; use appropriate eye contact, adequate volume, and clear pronunciation. |
|------------|---|--|
| 2-M | Responds to hearing his own name 5 times (e.g., looks at the speaker) | |
| 2-a | Smiles at the sound of the caretaker's voice 2 times | |
| | | |
| 3-M | Looks at, touches, or points to the correct family member, pet, or other reinforcer when presented in an array of 2, | CC.1.2.6.F |
| | for 5 different reinforcers (e.g., Where's Elmo? Where's mommy?) | Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context. |
| 3-a | Interrupts a play activity when his name is called | CC.1.5.6.A |
| 3-b | Responds to no, hot, stop or other commands in the appropriate context | Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly. |
| 3-c | Attends to an object or picture when named (without discrimination) 5 times | expressing their own clearly. |
| 3-d | Responds to 2 simple (1 part) verbal instructions in context (e.g., sit down, when by a chair) | |
| 3-е | Discriminates between 2 family members and/or pets when named (e.g., Where's daddy?) | |
| 3-f | Discriminates between 2 objects when they are presented at eye level (e.g., looks at, touches, or points to a ball when shown | |
| | a ball and a shoe and asked touch ball) | |
| | | |
| 4-M | Performs 4 different motor actions on command without a visual prompt (e.g., Can you jump? Show me clapping.) | CC.1.2.6.F |
| 4-a | Selects the correct item from an array of 2 for 10 different objects or pictures | Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context. |
| 4-b | Maintains eye contact to a speaker for 2 seconds | CC.1.5.6.A |
| 4-c | Touches 2 body parts (e.g., Touch your nose. Where's your ears?) | Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly. |
| 4-d | Performs 2 motor actions (e.g., Show me clapping. Can you spin around?) | expressing their own clearty. |
| 4-e | Selects the correct item from an array of 3 when named, for 10 different items (e,g. dog, hat, book) | |
| 4-f | Generalizes in a listener discrimination (LD) task across 2 examples of 5 different items (e.g., can identify 2 different dogs, 2 | |
| | different cups, 2 different balls) | |
| | | |
| 5-M | Selects the correct item from an array of 4, for 20 different objects or pictures (e.g., Show me cat. Touch shoe.) | CC.1.3.6.B Cite textual evidence to support analysis of what the text says explicitly, as well as interference and/or generalizations drawn |
| 5-a | Identifies (LD) 5 items in a 10 second period (fluency test) | from the text. |
| 5-b | Demonstrates 6 different motor actions on command without a visual prompt | CC.1.3.6.C |
| 5-c | Maintains an acquired listener skill after 24 hours without training | Describe how a particular story or drama's plot unfolds in a series of episodes, as well as how the characters respond or change as the plot moves towards resolution. |
| 5-d | Spontaneously emits (no direct prompts to respond) a listener response (LD) 2 times | as the plot moves towards resolution. |
| 5-e | Generalizes known listener tasks across 3 different people, 3 settings, and 3 times of day | |

| | LISTENER RESPONDING LEVEL 2 | | |
|-------|---|---|--|
| Skill | VB-MAPP Milestones & Supporting Skills | PA Core Standards | |
| 6-M | Selects the correct item from a messy array of 6, for 40 different objects or pictures (e.g., Find cat. Touch ball.) | CC.1.2.6.A | |
| 6-a | Selects the correct item from a messy array of 5, for 25 different items (e.g., book, car, dog, shoe) | Determine the central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. | |
| 6-b | Acquires a new listener skill in less than 25 training trials | CC.1.2.6.C | |
| 6-c | Discriminates among 6 people, pets, or characters by name (e.g., Find Oscar.) | Analyze in detail how a key individual, even, or idea is introduced, illustrated, and elaborated in a text. | |
| 6-d | Generalizes in a listener task across 3 examples of 25 different items | | |
| | | | |
| 7-M | Generalizes listener discriminations (LDs) in a messy array of 8, for 3 different examples of 50 items (e.g., the child can find 3 examples of a train) | CC.1.4.6.C Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; | |

| 7-a | Goes to 3 specified people on command (e.g., Go to Debbie) | include graphics and multimedia when useful to aiding comprehension. |
|------|--|--|
| 7-b | Points to a named item in a book for 5 items (e.g., Where's the fire truck?) | CC.1.4.6.D |
| 7-c | Selects 5 items in the natural environment on command (e.g., get the spoon, while at the table) | Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and |
| 7-d | Spontaneously demonstrates (no prompts to respond) 5 listener skills in the natural environment (e.g., when someone in the | cause/effect; use appropriate transitions to clarify the relationships among ideas and concepts; 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) | or section, include formatting when useful to alding completicission. |
| | | |
| 8-M | Performs 10 specific motor actions on command (e.g., Show me clapping. Can you hop?) | CC.1.2.6.J |
| 8-a | Goes to 3 specified locations on command (e.g., Go to the kitchen. Show me your bedroom.) | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| 8-b | Selects the correct item from an array of 8 containing 2 similar stimuli (e.g., same color), for 20 items | CC.1.4.6.B |
| 8-c | Selects an item when given the sound that the item makes for 5 items (e.g., barking: dog, siren: fire truck) | Identify and introduce the topic for the intended audience. |
| 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?) | |
| | | |
| 9-M | Follows 25 two-component noun-verb and/or verb-noun instructions (e.g., Show me the baby sleeping. Push the | CC.1.3.6.F |
| | swing.) | Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context. |
| 9-a | Acquires 2 new listener responses without formal training (e.g., someone asks another person to turn on a light, and the child | CC.1.4.6.A |
| | goes over to the light, and no one knew that she knew the word light) | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly. |
| 9-b | Appropriately responds to 5 different gestures (e.g., finger to the lips for quiet, palm out for stop) | |
| 9-c | Demonstrates 3 specified actions to 3 different people (e.g., Hug Grandma. Give Laura a high-five.) | |
| 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?) | |
| | | |
| 10-M | Selects the correct item in a book, picture scene, or natural environment when named for 250 items, tested or from an | CC.1.2.6.A |
| | accumulated list of known words | Determine the central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct |
| 10-a | Performs two consecutive actions for 10 different sets of actions (verb-verb) (e.g., Show me jumping and clapping. | from personal opinions or judgments. CC.1.3.6.H |
| 10-b | Discriminates between 2 colors from an array of 4 different colored objects | Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics as well as their |
| 10-c | Discriminates between 2 shapes from an array of 4 different shapes | use of additional literary elements. CC.2.1.6.E.4 |
| 10-d | Generalizes in a noun-verb listener task with a new object for 5 different actions (e.g., after receiving training on spinning | Apply and extend previous understandings of numbers to the system of rational numbers. |
| | and rolling a pencil, the child correctly spins and rolls a straw on the first trial) | |
| 10-е | Generalizes in a noun-verb listener task with a new action for 5 objects (e.g., can spin any item) | |
| 10-0 | | |

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| | 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.1.3.6.B Cite textual evidence to support analysis of what the text says explicitly, as well as interference and/or generalizations drawn from the text. | |
| 11-a | Puts 5 specified items where they belong (e.g., Put the hairbrush away.) | nom the text. | |
| 11-b | Discriminates among 4 colors in an array of 4 different colored objects | | |
| 11-c | Discriminates among 4 shapes in an array of 4 different shapes | | |
| 11-d | Discriminates between 2 different prepositions (e.g., in, on, under) | | |
| 11-е | Discriminates between self and others given a pronoun (e.g., your, my) | | |

| collows 2 instructions involving 6 different prepositions (e.g., Stand behind the chair.) and 4 different pronouns (e.g., ouch my ear.) collows instructions to take an item to 5 different locations (e.g., Take the tray to the sink.) coes to 5 different locations and retrieves specific objects (e.g., Go to the kitchen and get a cup.) celects items from an array of similar stimuli based on an adjective (e.g., Touch the little bird?) discriminates between the genders for girl and boy and man and woman (e.g., Where's the girl?) discriminates between males and females given a pronoun (e.g., he and she) emonstrates actions modified by 2 different adverbs (e.g., Walk slow. Walk fast.) | CC.1.3.6.A Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. CC.1.4.6.T With guidance and support from peers and adults, develop and strengthen writing as needed by Oplanning, revising, editing, rewriting, or trying a new approach. |
|--|---|
| ouch my ear.) ollows instructions to take an item to 5 different locations (e.g., Take the tray to the sink.) oes to 5 different locations and retrieves specific objects (e.g., Go to the kitchen and get a cup.) elects items from an array of similar stimuli based on an adjective (e.g., Touch the little bird?) iscriminates between the genders for girl and boy and man and woman (e.g., Where's the girl?) iscriminates between males and females given a pronoun (e.g., he and she) emonstrates actions modified by 2 different adverbs (e.g., Walk slow. Walk fast.) | Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. CC.1.4.6.T With guidance and support from peers and adults, develop and strengthen writing as needed by Oplanning, revising, editing, |
| oes to 5 different locations and retrieves specific objects (e.g., Go to the kitchen and get a cup.) elects items from an array of similar stimuli based on an adjective (e.g., Touch the little bird?) iscriminates between the genders for girl and boy and man and woman (e.g., Where's the girl?) iscriminates between males and females given a pronoun (e.g., he and she) emonstrates actions modified by 2 different adverbs (e.g., Walk slow. Walk fast.) | CC.1.4.6.T With guidance and support from peers and adults, develop and strengthen writing as needed by 0planning, revising, editing, |
| elects items from an array of similar stimuli based on an adjective (e.g., Touch the little bird?) iscriminates between the genders for girl and boy and man and woman (e.g., Where's the girl?) iscriminates between males and females given a pronoun (e.g., he and she) emonstrates actions modified by 2 different adverbs (e.g., Walk slow. Walk fast.) | |
| iscriminates between the genders for girl and boy and man and woman (e.g., Where's the girl?) iscriminates between males and females given a pronoun (e.g., he and she) emonstrates actions modified by 2 different adverbs (e.g., Walk slow. Walk fast.) | rewriting, of trying a new approach. |
| iscriminates between males and females given a pronoun (e.g., he and she) emonstrates actions modified by 2 different adverbs (e.g., Walk slow. Walk fast.) | |
| emonstrates actions modified by 2 different adverbs (e.g., Walk slow. Walk fast.) | |
| | |
| | |
| | |
| elects items from an array of similar stimuli based on 4 pairs of relative adjectives (e.g., big-little, long-short) and | CC.1.3.6.A Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text |
| emonstrates actions based on 4 pairs of relative adverbs (e.g., quiet-loud, fast-slow) | distinct from personal opinions or judgments. |
| emonstrates 3 pretend emotions on command (e.g., Show me a sad face. Make a happy face.) | |
| lentifies (LDs) 10 items based on a subject, adjective, and noun (e.g., Show me the girl's red hair.) | |
| erforms 10 actions based on a subject, preposition, and noun (e.g., Put the horse in the barn.) | |
| lentifies (LDs) 10 items based on a verb, pronoun, and noun (e.g., Brush his hair.) | |
| eneralizes a pronoun and a preposition to a new situation (e.g., uses his correctly with a new friend) | |
| | |
| ollows 3-step directions for 10 different directions (e.g., Get your coat, hang it up, and sit down.) | CC.1.2.6.A Determine the central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct |
| erforms 10 actions based on a subject, verb, and adverb (e.g., Show me the frog jumping high.) | from personal opinions or judgments. |
| | |
| | |
| orrectly responds to 10 tasks involving "one" vs. "two" vs. "all" of something | |
| | |
| as a total listener repertoire of 1200 words (nouns, verbs, adjectives, etc.), tested or from an accumulated list of nown words | CC 1.2.6.A Determine the central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. |
| iscriminates among items given negation words for 10 tasks (e.g., Which one is not a food?) | CC.1.3.6.D |
| iscriminates 5 attributes of peers in a small group (e.g., Who is wearing blue shoes? Who has red hair? Who is wearing asses?) | Determine an author's purpose in a text and explain how it is conveyed in a text. CC.1.3.6.F Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of |
| , | figurative language in context. |
| eneralizes 5 adjectives to new nouns (e.g., says, Sticky fly stuff when first encounters a fly trap) | CC.1.3.6.K Read and comprehend literary fiction on grade level, reading independently and proficiently. |
| eneralizes 5 adverbs to new verbs (e.g., says, Lava moves slow when first encountering lava) | CC.1.4.6.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction. CC.1.4.6.V Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. CC.1.4.6.W |
| | scriminates among items given negation words for 10 tasks (e.g., Which one is not a food?) scriminates 5 attributes of peers in a small group (e.g., Who is wearing blue shoes? Who has red hair? Who is wearing sses?) rrectly responds to 10 singular vs. plural tasks (e.g., Touch the dog. vs. Touch the dogs.) neralizes 5 adjectives to new nouns (e.g., says, Sticky fly stuff when first encounters a fly trap) |

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.1.1 |
| 1-a | Visually attends to faces and people 5 times | CC.2.1.6.D.1 Understand ratio concepts and use ratio reasoning to solve problems. |
| 1-b | Visually attends to reinforcing objects 5 times | 8 |
| | | CCAA(P1 |
| 2-M | Grasps small objects with thumb and index finger (pincer grasp) 5 times | CC.2.2.6.B.1 Apply and extend previous understandings of arithmetic to algebraic expressions. |
| 2-a | Reaches for and successfully grabs objects 5 times | CC.2.2.6.B.3 |
| 2-b | Uses index finger to poke things or for other uses 5 times | Represent and analyze quantitative relationships between dependent and independent variables. |
| 2-c | Manipulates toys and objects in a variety of ways for 10 seconds, 5 times | |
| 3-M | Visually attends to a toy or book for 30 seconds (not a self-stim item) | CC1.1 |
| 3-a | Transfers objects from one hand to another 5 times | CC.1.2.A. Understand ratio concepts and use ratio reasoning to solve problems. |
| 3-b | Looks for an object that has fallen out of sight 5 times | |
| 4-M | Places 3 items in a container, stacks 3 blocks, or places 3 rings on a peg for 2 of these or similar activities | CC.2.1.6.D.1 |
| 4-a | Dumps things out of containers, or pulls items out of cupboards 5 times | Understand ratio concepts and use ratio reasoning to solve problems. |
| 4-b | Pushes and/or pulls objects 5 times | |
| 5-M | Matches any 10 identical items (e.g., inset puzzles, toys, objects, or pictures) | CC.2.1.6.D.1 |
| 5-a | Visually attends to toys or books for 1 minute, 2 times | Understand ratio concepts and use ratio reasoning to solve problems. |
| 5-b | Successfully uses a spoon 5 times during a meal | |
| 5-с | Completes a 3-piece in-set puzzle without physical prompts | |
| 5-d | Attempts to scribble with any writing instrument | |
| 5-е | Puts two similar items together 2 times (e.g., picks up a matching toy) | |
| 3-e | ruis two similar items together 2 times (e.g., picks up a matching toy) | |

| | VISUAL PERCEPTUAL SKILLS AND MATCHING-TO-SAMPLE LEVEL 2 | | |
|-------|---|---|--|
| Skill | VB-MAPP Milestones & Supporting Skills | PA Core Standards | |
| 6-M | Matches identical objects or pictures in a messy array of 6, for 25 items | CC.1.2.6.B | |
| 6-a | Connects 2 items or toys together (e.g. Duplos) | Cite textual evidence to support analysis of what the text says explicitly, as well as inferences and/or generalizations drawn from the text. | |
| 6-b | Nests identical objects in a stack 2 times (e.g., bowls, cups, plates | | |
| 6-c | Turns 2 pages in a book | | |
| 6-d | Completes 3 different inset puzzles containing 3-4 pieces without prompts | | |

| 6-e | Stacks 4 blocks without help | |
|------------|--|---|
| 6-f | Matches identical objects or pictures in a neat array of 3, for 10 items (e.g., matches a hat to a hat) | |
| _ | 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 | |
| 6-g | a little red ball) | |
| 6-h | Places 5 items where they belong or in an appropriate context (e.g., puts a cup in the sink) | |
| | | |
| 7-M | Matches similar colors and shapes for 10 different colors or shapes given models (e.g., given red, blue, and green | CC.1.4.6.D |
| | bowls and a pile of red, blue, and green bears the child sorts the items by color | Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to clarify the relationships among ideas and concepts; provide a concluding statement |
| 7-a | Completes 5 different puzzles containing 6 or more pieces without prompts | or section; include formatting when useful to aiding comprehension. |
| 7-b | Matches identical objects or pictures in a messy array of 8, for 25 objects | CC.2.1.6.D.1 Understand ratio concepts and use ratio reasoning to solve problems. |
| 7-c | Matches identical pictures that have different backgrounds in a messy array of 8, for 25 pictures | CC.2.4.6.B.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 | Demonstrate an understanding of statistical variability by displaying, analyzing, and summarizing distributions. |
| | Thomas the Train to a toy Thomas the Train | |
| 7-е | Spontaneously matches 2 items together in play or other situations (e.g., picks up a Hulk figurine and selects a matching | |
| | Hulk from a bin of figurines) | |
| 7-f | Completes identical matches in an array of 8, for 10 matches in less than 20 seconds (fluency) | |
| 8-M | Matches identical objects or pictures in a messy array of 8 containing 3 similar stimuli, for 25 items (e.g., matches a | CC.2.2.6.B.2 |
| | dog to a dog in an array that also contains a cat, a pig, and a pony | Understand the process of solving a one-variable equation or inequality and apply to real-world and mathematical problems. |
| 8-a | Generalizes to 5 new identical matching tasks without formal | |
| 8-b | Matches identical objects or pictures to corresponding items in a book for 25 items | |
| 8-c | Matches identical objects or pictures to corresponding items in the natural environment for 25 | |
| 8-d | Selects 3 non-identical, but associated, objects from a bin for 3 play activities (e.g., grabs several farm animals from a bin | |
| | containing other toys) | |
| 8-e | Successfully assembles 5 parts of 5 connecting toys (e.g., Duplos, trains, Mr. Potato Head) | |
| | | |
| 9-M | Matches non-identical objects or non-identical pictures in a messy array of 10 containing 3 similar stimuli, for 25 items (e.g., matches a Ford truck to a Toyota truck) | CC.2.2.6.B.2 Understand the process of solving a one-variable equation or inequality and apply to real-world and mathematical problems. |
| 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 | |
|) u | Ford Mustang to a blue Ford Mustang | |
| 9-b | Matches non-identical objects or pictures in a messy array of 8 containing 2 similar stimuli, for 25 items | |
| 9-c | Matches non-identical objects or pictures to corresponding items in a book for 25 items | |
| 9-d | Matches non-identical objects or pictures to corresponding items in the natural environment for 25 items | |
| 9-e | Demonstrates spontaneous functional matching-to-sample in the natural environment 2 times (e.g., finds a matching shoe) | |
| | 1 | |
| 10-M | 10-M Matches non-identical objects (3D) to pictures (2D) and/or vice versa, in a messy array of 10 containing 3 | CC.2.2.6.B.2 |
| | similar stimuli, for 25 items | Understand the process of solving a one-variable equation or inequality and apply to real-world and mathematical problems. |
| 10-a | Assembles, collects, or groups 5 different toys, characters, or items that go together (e.g., a tea set) | |
| 10-b | Matches a picture of a body part to his own body part for 5 body parts | |
| 10-с | Matches a picture of an action to a non-identical picture of the same action for 10 actions (e.g., matches a picture of a girl | |
| | swimming to a picture of a boy swimming in a different pool) | |
| 10-d | Colors pictures in a coloring book although doesn't always stay in the | |
| 10-е | Matches 10 different items that are associated with each other (e.g., a shoe to a sock) | |
| | | |

| VISUAL PERCEPTUAL SKILLS AND MATC LEVEL 3 | | TCHING-TO-SAMPLE |
|--|--|--|
| 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.1.5.6.E Adapt speech to a variety of contexts and tasks. CC.1.5.6.G |
| 11-a | Completes 5 different interlocking puzzles with 10 pieces | Demonstrate command of the conventions of standard English when speaking based on grade 6 level and content. |
| 11-b | Completes a 4-component block design with a 2D sample and 3D blocks for 4 designs | |
| 11-c | Uses glue to make things stick together without physical prompts 2 times | |
| 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) | |
| 12-M | Demonstrates generalized non-identical matching in a messy array of 10 with 3 similar stimuli, for 25 items (i.e., matches new items on the first trial) | CC.1.2.6.I Examine how two authors present similar information in different types of text. |
| 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.2.1.6.D.1 Understand ratio concepts and use ratio reasoning to solve problems. |
| 12-b | Matches non-identical items with a 5 second delay to the comparison in a messy array of 6 (e.g., show the child a tiger, then remove the tiger, wait 5 seconds, and present the array | CC.2.3.6.A.1 Apply appropriate tools to solve-real world and mathematical problems involving area, surface area, and volume. |
| 12-c | Completes a 6-component block design with a 2D sample and 3D blocks for 8 designs | |
| 12-d | Matches a 3D block design with 4 blocks (e.g., a house, tower) | |
| | | |
| 13-M | Completes 20 different block designs, parquetry, shape puzzles, or similar tasks with at least 8 different pieces | CC.2.3.6.A.1 Apply appropriate tools to solve-real world and mathematical problems involving area, surface area, and volume. |
| 13-a | Uses scissors to cut out 5 different patterns or items without physical prompts | |
| 13-b | Sets a table for two people with 6 dishes and utensils | |
| 13-c 13-d | Place 3 sets of items in order by size (seriation) Imitates a model block structure or similar assembly of objects with at least 6 parts | |
| 13-u | initiates a model block structure of similar assembly of objects with at least 6 parts | |
| 14-M | Sorts 5 items from 5 different categories without a model (e.g., animals, clothing, furniture) | CC.1.2.6.I |
| 14-a | Successfully completes a human figure puzzle with at least 6 parts | Examine how two authors present similar information in different types of text. CC.1.4.6.D |
| 14-b | Matches 25 items that are associated with each other in a messy array of 6 with 3 similar stimuli | Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and |
| 14-c | Completes 10 different seriation tasks (i.e., part-to-whole, small-to-large, etc.) | cause/effect; use appropriate transitions to clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension. |
| 14-d | Plays a short "concentration" or memory game with identical pictures | CC.2.3.6.A.1 |
| | | Apply appropriate tools to solve-real world and mathematical problems involving area, surface area, and volume. |
| 15-M | 11 / 1 / 0 / 7 / 0 / | CC.1.2.6.A |
| 15-a | Completes an A-B pattern for 5 different color or shape patterns | Determine the central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. |
| 15-b | Completes an A-B pattern for 5 different picture patterns | CC.1.3.6.C Describe how a particular story or drama's plot unfolds in a series of episodes, as well as how the characters respond or change |
| 15-с | Places 3 pictures in the correct sequential order for 5 sets | as the plot moves towards resolution. |
| 15-d | Constructs 5 felt (or similar material) scenes with 5 parts (e.g., farm, party) | CC.1.4.6.P Organize an event sequence that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another; provide a conclusion that follows from the narrated experiences and events. |

| | INDEPENDENT PLA | \mathbf{Y} |
|------------|--|---|
| | 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.1.3.6.K |
| 1-a | Has a favorite comfort item that he might sleep with or carry (e.g., a blanket, stuffed animal) | Read and comprehend literary fiction on grade level, reading independently and proficiently. CC.1.5.6.D |
| 1-b | Reaches for objects of interest (e.g., keys, cup, ball) | Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main |
| 1-c | Transfers items from one hand to another | ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. CC.1.5.6.E |
| 1-d | Looks at a toy when it is picked up by an adult | Adapt speech to a variety of contexts and tasks. |
| | | CC.1.5.6.G |
| 2-M | Shows variation in play by independently interacting with 5 different items (e.g., plays with rings, then a ball, then a | Demonstrate command of the conventions of standard English when speaking based on grade 6 level and content. |
| | block) | |
| 2-a | Points to a toy or object of interest | |
| 2-b | Drops items to watch them fall, or demonstrates other interests in cause-and-effect | |
| 2-c | Opens cupboard doors, toy boxes, or reaches in a toy container | |
| 2-d | Repeats a play behavior that produces an auditory sound (e.g., squeezes toys, bangs items) | |
| 2-e | Makes eye contact with others 3 times during play | |
| | | |
| 3-M | Demonstrates generalization by engaging in exploratory movement and playing with the toys in a novel environment | |
| 2 | for 2 minutes (e.g., in a new playroom) | |
| 3-a | Brings a toy or object of interest to an adult | |
| 3-b | Dumps containers of items on floor | |
| 3-c | Transfers items in or out of a container | |
| 3-d | Generalizes known play behaviors to a novel environment | |
| 3-е | Carries toys or objects from one place to another | |
| 4 1 1 | Indonesia designation of the control | |
| 4-M | Independently engages in movement play for 2 minutes (e.g., swinging, dancing, rocking, jumping, climbing) | |
| 4-a | Enters a playhouse or similar play structure without adult verbal prompting | |
| 4-b | Learns to work a toy correctly after an adult demonstrates its use (e.g., push buttons on a pop-up toy) | |
| 4-c | Mands to an adult for assistance with an item (e.g., child holds up something he can't open) | |
| 4-d | Spontaneously dances when music is played Friends being pulled or pushed in a wagon, on a triavale, or other toy yehiole | |
| 4-e | Enjoys being pulled or pushed in a wagon, on a tricycle, or other toy vehicle | |
| 5 N/I | Independently engages in cause and effect play for 2 minutes (a.g. downing containing playing with man and the | |
| 5-M | Independently engages in cause-and-effect play for 2 minutes (e.g., dumping containers, playing with pop-up toys, | |
| 5-a | Takes pieces of a set apart (e.g., Duplos, Bristle blocks) | |
| 5-a 5-b | Spontaneously pulls and pushes items around | |
| 5-c | Carries a large play object to a new location (e.g., a toy car garage) | |
| 5-d | Emits sounds or words associated with toys (e.g., says vroom vroom with a car) | |
| 5-u 5-e | Connects things or puts them together (e.g., a car on a track, Duplos) | |
| 5-6 | Connects unings of puts them together (e.g., a car on a tack, Duplos) | |

| | INDEPENDENT PLAT | Y |
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| 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.1.4.6.U Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; |
| 6-a 6-b | Carries 2 or more toys while walking Independently plays with in-set puzzles for 1 minute | demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single setting. CC.1.4.6.U CC.1.5.6.D |
| 6-c 6-d | Engages in sensory play for 2 minutes (e.g., scoops sand, or rice from a tray, plays in shaving cream) Splashes water and plays with objects in a swimming or wading pool | Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. CC.1.5.6.E |
| 6-e | Plays with sets of toys that have multiple parts for 2 minutes (e.g., farm animals, form ball) | Adapt speech to a variety of contexts and tasks. CC.1.5.6.G |
| 7-M | Independently demonstrates the use of toys or objects according to their function for 5 items (e.g., placing a train on a track, pulling a wagon, holding a telephone to the ear) | Demonstrate command of the conventions of standard English when speaking based on grade 6 level and content. 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 three pages in a single setting. |
| 7-a 7-b 7-c 7-d 7-e | Scribbles on a Magna Doodle, white board, or paper Waits while an activity is being set up Independently plays for 2 minutes without adult interaction Sorts or separates preferred toy items from others in a bin (e.g., pulls out the Thomas trains) Spontaneously imitates an adult's use of objects (e.g., brushing hair) | |
| 8-M 8-a | Plays with everyday items in creative ways 2 times (e.g., uses a bowl as a drum or a box as an imaginary car) Independently plays on a playground for 2 minutes without adult prompts | |
| 8-b 8-c 8-d | Observes, then imitates other children on play structures (e.g., going down a slide) Strings large beads, laces, or similar fine motor leisure activities for 1 minute Plays with 2 toy sets as designed (e.g., hammer and tool bench set, kitchen set) | |
| 9-M | Independently engages in play on structures and playground equipment for a total of 5 minutes (e.g., going down a slide, swinging) | |
| 9-a | Mands to go to a playground or play structure, or otherwise get access to play items he can't independently obtain (e.g., mands to be lifted up to monkey bars) | |
| 9-b 9-c | Completes 5 inset puzzles with 5 or more pieces Repeatedly plays with specific components of a play structure (e.g., goes down a slide several times, goes back and forth on a rope bridge) | |
| 9-d | Spontaneously kicks a ball forward | |
| 10-M 10-a 10-b 10-c 10-d | Assembles toys that have multiple parts for 5 different sets of materials Plays with toy sets as designed (e.g., birthday set, tea set) Allows others to play in close proximity Demonstrates interest in a peer's completed project (e.g., a sand castle, Lego structure) Mands to peers to not disturb his structure or toy assembly | |
| 10-e 10-f | Improvises when parts are missing (e.g., still plays with a car that is missing a wheel) Helps to pick up toys after an activity with adult prompts | |

| 1-d Sings, hums, or recites a few words to familiar songs while engaged in an activity 12-M Repeats a gross motor behavior to obtain a better effect for 2 activities (e.g., throwing a ball in a basket, swinging a bat at a T-ball, floot stomping to humch a rocket, pumping a swing) 12-a Brings an assembly activity to completion (e.g., builds a structure out of blocks, strings beads to make a necklace and wears it) 12-b Colors in a picture in a coloring book or on paper 12-c Independently sits and looks at a book for 5 minutes 12-d Accepts direction from a peer when playing in the same area 13-d Nove a completed project to an adult or peer (e.g., an art project) 13-b Waits for a turn at an activity (e.g., waits for another child to get off a swing, or a turn at an activity table) 13-d Shows a completed project to an adult or peer (e.g., an art project) 13-d Shows a completed project to an adult or peer (e.g., an art project) 14-c Demonstrates an appropriate response when an activity is interrupted or stopped (e.g., the child will stop playing with an Eich-a-sketch, playing dress-up) 14-c Will pretend to write a note 14-c Will pretend to write | | INDEPENDENT PLA | Y |
|--|-------|---|---|
| Spontaneously engages in pretend or imaginary play on 5 occasions (e.g., dressing up, a pretend party with stuffed animals, pretends to cook) Section Demonstrates 1 For Correspondence in play activities (e.g., places plastic eggs in an egg carton, a doll in a bed with a bed with a bed with short | | LEVEL 3 | |
| In the period of could be straight to could be stra | Skill | VB-MAPP Milestones & Supporting Skills | PA Core Standards |
| Navigates a finding for acound obstructions (e.g., phaces plastic eggs in an egg carron, a doll in a bed with a bottle) 11-c Will get toys and play independently for 2 minutes 12-c Sings, hums, or recites a few words to familiar songs while engaged in an activity 12-m Repeats a gross motor behavior to obtain a better effect for 2 activities (e.g., throwing a ball in a basket, swinging a bat at a 7-ball, foot stomping to launch a rocket, pumping a swing) 12-d Brings an assembly activity to completion (e.g., builds a structure out of blocks, strings beads to make a necklace and wears in the complex of the properties of the propertie | 11-M | | CC.1.4.6.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a paw approach |
| Dottle) 11-c Will get toys and play independently for 2 minutes 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 7-ball, foot stomping to launch a rocket, pumping a swing) 12-a Brings an assembly activity to completion (e.g., bailds a structure out of blocks, strings beads to make a necklace and wears it) 12-b Colors in a picture in a coloring book or on paper 12-c Independently sits and looks at a book for 5 minutes 13-b Independently engages in arts and crafts type activities for 5 minutes (e.g., drawing, coloring, painting, cutting, pasting) 13-a Dess arts and crafts materials as intended (e.g., cuts with scissors, uses glue) 13-b Colors: mostly within their boundaries in a coloring book 13-c Colors: memory with the project of an adult or peer (e.g., an art project) 13-d Shows a completed project to an adult or peer (e.g., an art project) 13-d Shows a completed project to an adult or peer (e.g., an art project) 13-d Shows a completed project to an adult or peer (e.g., an art project) 13-d Shows a completed to write an appropriate response when an activity is interrupted or stopped (e.g., the child will stop playing with an Eich-a-sketch, playing dressey) 14-b Follows safety rules (e.g., does not throw objects at other children or climb too high on play structures) 14-b Follows safety rules (e.g., does not throw objects at other children or climb too high on play structures) 15-M Independently draws or writes in pre-academic activity books for 5 minutes (e.g., doi-to-dot, matching games, marses, tracing letters and anumbers) | 11-a | | CC.1.4.6.T |
| 11-cl Sings, hums, or recites a few words to familiar songs while engaged in an activity Sings, hums, or recites a few words to familiar songs while engaged in an activity Sings, hums, or recites a few words to familiar songs while engaged in an activity Sings, hums, or recites a few words to familiar songs while engaged in an activity Sings, hums, or recites a few words to familiar songs while engaged in an activity Sings, hums, or recites a few words to familiar songs while engaged in an activity is completed to leave the passing a best at a T-ball, foot stomping to launch a rocket, pumping a swing 12-ul Brings an assembly activity to completion (e.g., builds a structure out of blocks, strings beads to make a necklace and wears in the strings of the passing of the properties of the passing of the p | 11-b | | rewriting, or trying a new approach. |
| C1.4.61 C2.4.61 C3.4 | 11-c | | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, |
| 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) 12-a Brings an assembly activity to completion (e.g., builds a structure out of blocks, strings beads to make a necklace and wers in processing the processing of the processing and the processing activity to completion (e.g., builds a structure out of blocks, strings beads to make a necklace and wers in processing activity to complete (e.g., but it is a processing a coloring book or on paper 12-c 14-c | 11-d | Sings, hums, or recites a few words to familiar songs while engaged in an activity | |
| 12-b Colors in a picture in a coloring book or on paper | 12-M | | 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 three pages in a single setting. CC.1.5.6.D |
| 13-M Independently engages in arts and crafts type activities for 5 minutes (e.g., drawing, coloring, painting, cutting, pasting) 13-a Uses arts and crafts materials as intended (e.g., cuts with scissors, uses glue) 13-b Waits for a turn at an activity (e.g., waits for another child to get off a swing, or a turn at an activity table) 13-c Independently draws recognizable items 13-d Shows a completed project to an adult or peer (e.g., an art project) 13-e Colors items mostly within their boundaries in a coloring book 14-M Independently engages in sustained play activities for 10 minutes without adult prompts or reinforcement (e.g., playing with an Etch-a-sketch, playing dress-up) 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) 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) Demonstrates a willingness to try physical activities that are more challenging (e.g., ride a bike with training wheels, in-line | 12-a | Brings an assembly activity to completion (e.g., builds a structure out of blocks, strings beads to make a necklace and wears | ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. CC.1.5.6.E |
| 12-d Accepts direction from a peer when playing in the same area | 12-b | Colors in a picture in a coloring book or on paper | |
| 13-M | 12-c | Independently sits and looks at a book for 5 minutes | |
| 13-a Uses arts and crafts materials as intended (e.g., cuts with scissors, uses glue) 13-b Waits for a turn at an activity (e.g., waits for another child to get off a swing, or a turn at an activity table) 13-c Independently draws recognizable items 13-d Shows a completed project to an adult or peer (e.g., an art project) 13-e Colors items mostly within their boundaries in a coloring book | 12-d | Accepts direction from a peer when playing in the same area | |
| 13-a Uses arts and crafts materials as intended (e.g., cuts with scissors, uses glue) 13-b Waits for a turn at an activity (e.g., waits for another child to get off a swing, or a turn at an activity table) 13-c Independently draws recognizable items 13-d Shows a completed project to an adult or peer (e.g., an art project) 13-e Colors items mostly within their boundaries in a coloring book | | | |
| 13-b Waits for a turn at an activity (e.g., waits for another child to get off a swing, or a turn at an activity table) | 13-M | | |
| 13-c Independently draws recognizable items 13-d Shows a completed project to an adult or peer (e.g., an art project) 13-e Colors items mostly within their boundaries in a coloring book | 13-a | Uses arts and crafts materials as intended (e.g., cuts with scissors, uses glue) | |
| 13-d Shows a completed project to an adult or peer (e.g., an art project) | 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) | |
| 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) 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) 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) 15-a Demonstrates a willingness to try physical activities that are more challenging (e.g., ride a bike with training wheels, in-line | 13-с | 1 1 | |
| 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) 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) 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) 15-a Demonstrates a willingness to try physical activities that are more challenging (e.g., ride a bike with training wheels, in-line | 13-d | | |
| playing with an Etch-a-sketch, playing dress-up) 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) 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) 15-a Demonstrates a willingness to try physical activities that are more challenging (e.g., ride a bike with training wheels, in-line) | 13-е | Colors items mostly within their boundaries in a coloring book | |
| playing with an Etch-a-sketch, playing dress-up) 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) 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) 15-a Demonstrates a willingness to try physical activities that are more challenging (e.g., ride a bike with training wheels, in-line) | | | |
| to do so by an adult) 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) 15-a Demonstrates a willingness to try physical activities that are more challenging (e.g., ride a bike with training wheels, in-line) | 14-M | | |
| 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) 15-a Demonstrates a willingness to try physical activities that are more challenging (e.g., ride a bike with training wheels, in-line | 14-a | | |
| 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) 15-a Demonstrates a willingness to try physical activities that are more challenging (e.g., ride a bike with training wheels, in-line | 14-b | Follows safety rules (e.g., does not throw objects at other children or climb too high on play structures) | |
| 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) 15-a Demonstrates a willingness to try physical activities that are more challenging (e.g., ride a bike with training wheels, in-line | 14-c | Will pretend to write a note | |
| mazes, tracing letters and numbers) 15-a Demonstrates a willingness to try physical activities that are more challenging (e.g., ride a bike with training wheels, in-line | 14-d | Independently gets, sets-up, completes, and (with prompts) puts away a play activity | |
| | 15-M | | |
| | 15-a | skates, hitting a golf ball with a club) | |
| 15-b Spontaneously assists in daily activities (e.g., setting the table, planting seeds in a garden, sorting socks) | 15-b | Spontaneously assists in daily activities (e.g., setting the table, planting seeds in a garden, sorting socks) | |
| 15-c Will engage in a non-preferred activity to earn a preferred activity | 15-c | | |

| 15-d | Plays computer or video games and properly operates the equipment | |
|------|--|--|
| 15-e | Will independently solve problems encountered in play (e.g., pulling on a toy that is stuck) | |

| | SOCIAL BEHAVIOR AND SOCIAL PLAY | | |
|------------|---|---|--|
| | LEVEL 1 | | |
| Skill | VB-MAPP Milestones & Supporting Skills | PA Core Standards | |
| 1-M | Makes eye contact as a type of mand 5 times | <u>CC.1.5.6.D</u> | |
| 1-a | Smiles when hearing familiar voices 3 times (e.g., his mom or dad's voice) | Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. | |
| 1-b | Looks at the faces of familiar people at least 3 times | <u>CC.1.5.6.E</u> | |
| 1-c | Orients towards or makes eye contact with familiar people 5 times | Adapt speech to a variety of contexts and tasks. CC.1.5.6.G | |
| | | Demonstrate command of the conventions of standard English when speaking based on grade 6 level and content. | |
| 2-M | Indicates that he wants to be held or physically played with 2 times (e.g., climbs up on his mom's lap) | | |
| 2-a | Smiles or laughs during physical play 5 times | | |
| 2-b | Participates and smiles in reciprocal social play 2 times (e.g., patty cake, peek-a-boo) | | |
| 2-c | Seeks out adult attention using eye gaze, sounds, or gestures 3 times (e.g., pointing) | | |
| | | | |
| 3-M | Spontaneously makes eye contact with other children 5 times | | |
| 3-a | Takes a desired item from an adult 3 times (e.g., takes a toy when offered) | | |
| 3-b | Reacts positively to being approached by other children 2 times (can be siblings) | | |
| 3-с | Responds to greetings from others with 2 seconds of eye contact 2 times | | |
| | | | |
| 4-M | Spontaneously engages in parallel play near other children for a total of 2 minutes (e.g., sits in the sandbox near | | |
| | other children) | | |
| 4-a | Approaches other children 2 times with an adult prompt | | |
| 4-b | Appropriately stands close by other children in group activities 2 times | | |
| 4-c | Imitates a wave "bye-bye" to others when prompted 2 times | | |
| 4-d | Sits next to other children in group activities 2 times when prompted by an adult | | |
| | | | |
| 5-M | Spontaneously follows peers or imitates their motor behavior 2 times (e.g., follows a peer into a playhouse) | | |
| 5-a | Spontaneously follows another child 2 times | | |
| 5-b | Spontaneously imitates the behavior of another child 2 times | | |
| 5-c | Laughs or smiles when others engage in silly, fun, or entertaining behavior 2 times | | |

| | SOCIAL BEHAVIOR AND SOCIAL PLAY | |
|-------|--|-------------------|
| | LEVEL 2 | |
| Skill | VB-MAPP Milestones & Supporting Skills | PA Core Standards |
| 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.1.4.6.T |

| 6-a | Looks at a peer when he talks 2 times | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, |
|------------|---|---|
| 6-b | Chases peers in play with adult prompts 2 times | rewriting, or trying a new approach. CC.1.5.6.D |
| 6-c | Sits with peers in a group activity (e.g., music) without disruptive behavior for 2 minutes | Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main |
| 6-c 6-d | Engages in physical play with peers (e.g., rolling down a hill) with adult prompts 2 times | ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. |
| 6-e | Spontaneously imitates 5 different behaviors of peers | CC.1.5.6.E Adapt speech to a variety of contexts and tasks. |
| | Spontaneously manufact distributions of pools | CC.1.5.6.G |
| 7-M | Spontaneously mands to peers 5 times (e.g., My turn. Push me. Look! Come on.) | Demonstrate command of the conventions of standard English when speaking based on grade 6 level and content. |
| 7-a | Mands to peers with adult prompts 5 times (e.g., Ask Katie for a cookie.) | |
| 7-b | Echoes a peer's sounds or words with adult prompts 2 times (e.g., What did he say?) | |
| 7-с | Spontaneously joins other children in a play activity 2 times (e.g., a playhouse) | |
| 7-d | Spontaneously offers a reinforcer to a peer 1 time | |
| | <u> </u> | |
| 8-M | Engages in sustained social play with peers for 3 minutes without adult prompts or reinforcement (e.g., | |
| | cooperatively setting up a play set, water play) | |
| 8-a | Spontaneously greets others with a wave or vocal response 1 time | |
| 8-b | Spontaneously imitates a peer's actions with objects 2 times (e.g., blowing a pinwheel) | |
| 8-c | Responds to the mands of peers with adult prompts 2 times (e.g., Give him the car.) | |
| 8-d | Spontaneously echoes a peer's words 2 times | |
| | | |
| 9-M | Spontaneously responds to the mands from peers 5 times (e.g., Pull me in the wagon. I want the train.) | |
| 9-a | Spontaneously copies a peer's assembly of toys or other items 1 time (e.g., Duplo) | |
| 9-b | Responds appropriately to mands from peers for an object 2 times (e.g., Give me the truck.) | |
| 9-c | Responds appropriately to mands from peers for an action 2 times (e.g., Push me.) | |
| 9-d | Responds to the mands of peers to stop a behavior 1 time (e.g., Stop pushing me.) | |
| 9-е | Spontaneously mands for help from adults 1 time | |
| 9-f | Tacts items for the benefit of peers with adult prompts, 2 times (e.g., There's your car.) | |
| | | |
| 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.) | |
| 10-a | Spontaneously mands to peers to follow directions 2 times (e.g., Put the bike here.) | |
| 10-b | Spontaneously mands for others to attend to what he is attending to (e.g., Look at this!) | |
| 10-c | Spontaneously mands for others to attend to his behavior 2 times (e.g., Watch me.) | |
| 10-d | Mands for attention from peers 2 times (e.g., Hey Johnny!) | |
| 10-е | Spontaneously imitates a peer riding on a tricycle, toy car, or other riding toy 2 times | |

| SOCIAL BEHAVIOR AND SOCIAL PLAY LEVEL 3 | | | |
|---|---|--|--|
| Skill | VB-MAPP Milestones & Supporting Skills | PA Core Standards | |
| 11-M | Spontaneously cooperates with a peer to accomplish a specific outcome 5 times (e.g., one child holds a bucket while the other pours in water) | CC.1.4.6.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. | |
| 11-a | Participates in cooperation activities with adult prompts 2 times (e.g., parachute holding) | CC.1.5.6.A | |

| 11-b | Appropriately mands to peers to stop an undesirable behavior 2 times | Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and |
|--------------|--|---|
| | Waits for a turn with a reinforcer without negative behavior 2 times | expressing their own clearly. |
| 11-c 11-d | | <u>CC.1.5.6.D</u> |
| | Accepts an invitation to join a social play activity with a peer 2 times | Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. |
| 11-e | Mands to peers with a WH question 2 times (e.g., Where the shovel? What's you name?) | CC.1.5.6.E |
| 40.75 | | Adapt speech to a variety of contexts and tasks. |
| 12-M | Spontaneously mands to peers with a WH question 5 times (e.g., Where are you going? What's that? Who are you | CC.1.5.6.G Demonstrate command of the conventions of standard English when speaking based on grade 6 level and content. |
| 1.0 | being?) | CC146T |
| 12-a | Spontaneously imitates a peer's behavior in a pretend play activity 2 times | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, |
| 12-b | Spontaneously mands using where for the location of a missing peer 2 times | rewriting, or trying a new approach. CC.1.4.6.T |
| 12-c | Spontaneously mands using what related to the behavior of a peer 2 times | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, |
| 12-d | Spontaneously mands using who evoked by an unknown person 2 times | rewriting, or trying a new approach. |
| 12-е | 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 | |
| | want to play?) | |
| 13-a | Spontaneously uses please and thank you with an adult or peer 2 times | |
| 13-b | Demonstrates any reciprocal verbal exchanges with a peer 2 times | |
| 13-c | Follows directions given by a peer in a social play activity 2 times | |
| 13-d | Gives directions to a peer in a social play activity 2 times | |
| 13-е | Spontaneously offers a reinforcer (sharing) to a peer 2 times | |
| | | |
| 14-M | Engages in pretend social play activities with peers for 5 minutes without adult prompts or reinforcement (e.g., dress | |
| | up play, acting out videos, playing house) | |
| 14-a | Participates in a social play game directed by a peer (e.g., red light/green light) 2 times | |
| 14-b | Spontaneously mands for a new or unfamiliar child's name 1 time | |
| 14-c | Takes turns and shares reinforcers with peers without prompts 2 times | |
| 14-d | Laughs or smiles at the jokes or humor of peers 2 times | |
| 14-e | Asks questions about the interests of peers 1 time | |
| | | |
| 15-M | Engages in 4 verbal exchanges on 1 topic with peers for 5 topics (e.g., the children go back and forth talking about | |
| | making a creek in a sandbox) | |
| 15-a | Engages in at least 3 verbal exchanges with a peer 2 times | |
| 15-b | Engages in a verbal exchange with two or more peers in one setting 2 times | |
| 15-c | Demonstrates coping behavior when a peer takes a reinforcer 2 times | |
| 15-d | Attends to a peer telling a story for 10 seconds, 2 times | |
| 15-e | Narrates the activity of a peer with at least 2 tacts, 2 times | |
| 15-f | Spontaneously provides sympathy to a peer when hurt 2 times | |
| 15-g | Negotiates time with a reinforcer with a peer 2 times | |
| 10 5 | 1 1050 miles with a remission with a poor 2 miles | |

MOTOR IMITATION LEVEL 1

| Skill | VB-MAPP Milestones & Supporting Skills | PA Core Standards |
|-------|--|---|
| 1-M | Imitates 2 gross motor movements when prompted with, Do this (e.g., clapping, raising arms) | <u>CC.1.5.6.D</u> |
| 1-a | Imitates mouthing movements 3 times (e.g., puckering lips, opening mouth) | Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. |
| 1-b | Imitates 1 motor movement of another person on demand (i.e., will imitate when asked) | CC.1.5.6.E |
| | | Adapt speech to a variety of contexts and tasks. CC.1.5.6.G |
| 2-M | Imitates 4 gross motor movements when prompted with, Do this | Demonstrate command of the conventions of standard English when speaking based on grade 6 level and content. |
| 2-a | Imitates 2 actions with an object (e.g., pounding with a toy hammer, rolling a ball) | CC.1.5.6.D |
| 2-b | Spontaneously imitates 2 different fun activities (e.g., peek-a boo, patty cake) | Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas of themes; use appropriate eye contact, adequate volume, and clear pronunciation. |
| 2-c | Makes eye contact while imitating 3 times | racus of memos, use appropriate eye contact, adequate volume, and elear pronunciation. |
| | | |
| 3-M | Imitates 8 motor movements, 2 of which involve objects (e.g., shaking a maraca, tapping sticks together) | |
| 3-a | Imitates 2 fine motor movements (e.g., wiggles fingers, opens and closes fist) | |
| 3-b | Spontaneously imitates 2 gross motor movements of another person (e.g., arms up) | |
| 3-c | Imitates side-to-side body rocking | |
| 3-d | Generalizes known imitation responses to 2 additional people (e.g., claps for 2 new adults) | |
| | | |
| 4-M | Spontaneously imitates the motor behaviors of others on 5 occasions | |
| 4-a | Imitates pointing at people or objects | |
| 4-b | Imitates transferring an object from one hand to another | |
| 4-c | Imitates 5 actions that produce an outcome (e.g., pushing buttons on a pop-up toy) | |
| 4-d | Imitates 2 head movements (e.g., nods yes and no) | |
| | | |
| 5-M | Imitates 20 motor movements of any type (e.g., fine motor, gross motor, imitation with objects) | |
| 5-a | Imitates 5 different fine motor movements (e.g., pokes clay with index finger, a pincer grasp) | |
| 5-b | Imitates the gross motor behavior of other children 2 times when prompted (e.g., running) | |
| 5-c | Spontaneously imitates the behavior of others on 2 occasions (e.g., filling containers) | |
| 5-d | Demonstrates generalization of 10 imitative responses to 3 new people | |

| | MOTOR IMITATION LEVEL 2 | | |
|-------|--|---|--|
| Skill | VB-MAPP Milestones & Supporting Skills | PA Core Standards | |
| 6-M | Imitates 10 actions that require selecting a specific object from an array (e.g., selects a drumstick from an array also containing a horn and a bell, and imitates an adult's drumming) | CC.1.5.6.D Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas of themes; use appropriate eye contact, adequate volume, and clear pronunciation. | |
| 6-a | Imitates blowing 2 times (e.g., bubbles, candles, balloons) | acas of themes, use appropriate eye contact, adequate volume, and elear pronunciation. | |
| 6-b | Imitates 5 common gestures (e.g., shrugging shoulders, thumbs up, finger to closed lips) | | |
| 6-c | Imitates turning a page in a book | | |
| 6-d | Imitates 5 actions with a specific object selected from an array of 2 (e.g., imitates hugging puppy from an array of a doll and a puppy) | | |
| 6-е | Imitates pulling 5 different items apart (e.g., Duplos, Kid K'Nex, lids on containers) | | |

| 7-M | Imitates 20 different fine motor actions when prompted, Do this (e.g., wiggling fingers, pinching, making a fist, making a butterfly) | CC.1.5.6.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly. |
|------|---|---|
| 7-a | Imitates 3 play behaviors in the natural environment (e.g., pushing a car down a ramp) | CC.1.5.6.E |
| 7-b | Imitates 5 two-step behaviors (e.g., touch head and touch shoulders) | Adapt speech to a variety of contexts and tasks. |
| 7-c | Spontaneously imitates a behavior observed on a TV or video (e.g., dancing, hopping) | |
| 7-d | Imitates 5 facial expressions (e.g., kissing, opening mouth, shutting eyes, scrunching nose) | |
| 7-е | Maintains a newly acquired imitative behavior after 24 hours without training | |
| 7-f | Imitates a new behavior correctly on the first trial | |
| 7-g | Imitates 5 examples of finger play (e.g., pretend walking on two fingers, finger dancing) | |
| 8-M | Imitates 10 different three-component sequences of actions when prompted, Do this (e.g., clapping, jumping, touching toes; pick up a doll, place her in a crib and rock the crib) | CC.1.5.6.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly. |
| 8-a | Imitates 5 actions in a 10-second fluency test | CC.1.5.6.D |
| 8-b | Imitates drawing a circle on 2 occasions | Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas of themes; use appropriate eye contact, adequate volume, and clear pronunciation. |
| 8-c | Imitates 5 pretend play activities (e.g., a monster, pouring tea, shooting spider webs) | ideas of themes, use appropriate eye contact, adequate volume, and clear pronunciation. |
| 8-d | Spontaneously imitates 5 fine motor arts and crafts activities (e.g., cutting, pasting, drawing) | |
| 8-e | Acquires 5 new listener skills through transfer of control from imitation to listener (e.g., the child learns to cast a toy | |
| | fishing pole by first being shown how, then told how) | |
| 8-f | Imitates other children during daily activities on 2 occasions (e.g., lining up, pulling a wagon) | |
| 8-g | Repeats a fun behavior previously observed (delayed imitation) (e.g., squirting water) | |
| 9-M | Spontaneously imitates 5 functional skills in the natural environment (e.g., eating with a spoon, putting on a coat, removing shoes) | CC.1.5.6.D Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. |
| 9-a | Imitates a socio-dramatic play activity modeled by peers on 2 occasions | CC.1.5.6.E |
| 9-b | Spontaneously imitates 5 behaviors in a group activity (e.g., sits when other children sit) | Adapt speech to a variety of contexts and tasks. |
| 9-c | Imitates 10 two-component actions (e.g., pretend pouring and drinking) | CC.1.5.6.G Demonstrate command of the conventions of standard English when speaking based on grade 6 level and content. |
| 9-d | Imitates the same behavior going fast and slow for 5 behaviors (e.g., arms up fast then slow) | |
| 10-M | Imitates (or attempts to with approximations) any novel motor action modeled by an adult with and without object | S CC.1.5.6.E |
| | (i.e., a "generalized imitative repertoire") | Adapt speech to a variety of contexts and tasks. |
| 10-a | Imitates building items or the construction of a toy set (e.g., Legos, a train set, Lincoln Logs) | |
| 10-b | Imitates 5 sequences of multi-step functional self-care skills (e.g., brushing teeth, washing face, putting on shoes) | |
| 10-с | Imitates 5 functional activities of daily living skills (e.g., setting the table, sweeping the floor) | |
| 10-d | Demonstrates delayed imitation of adult behavior in pretend play (e.g., driving a car, typing) | |
| 10-е | Imitates 50 different motor behaviors on command | |

| | ECHOIC | Formatted Table |
|---|---|-----------------|
| | LEVEL 1 | |
| S | kill VB-MAPP Milestones & Supporting Skills PA Core Standards | |
| B | | |
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| P Milest ones & Supp orting Skills | | |
|------------------------------------|--------------------------|---|
| | Intentionally left blank | Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. CC.1.5.6.E Adapt speech to a variety of contexts and tasks. CC.1.5.6.G Demonstrate command of the conventions of standard English when speaking based on grade 6 level and content. |

| | ECHOIC LEVEL 2 |
|--|---|
| VB-MAPP Milestones & Supporting Skills | PA Core Standards |
| Intentionally left blank | CC.1.5.6.D Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main |
| | ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. |
| | CC.1.5.6.E Adapt speech to a variety of contexts and tasks. |
| | CC.1.5.6.G |
| | Demonstrate command of the conventions of standard English when speaking based on grade 6 level and content. |

| SPONTANEOUS VOCAL BEHAVIOR LEVEL 1 | | | |
|------------------------------------|--|---|-----------------|
| Skill | Skill VB-MAPP Milestones & Supporting Skills PA Core Standards | | |
| | Intentionally left blank | CC.1.5.6.D Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. CC.1.5.6.E Adapt speech to a variety of contexts and tasks. CC.1.5.6.G | Formatted Table |

| | 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.1.2.6.F Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context. | | |
| 6-a | Selects an animal from an array of 3 for 5 different sounds made by animals (e.g., Meow says a) | Ingulative language in context. | | |
| 6-b | Selects an object from an array of 3 for 5 different sounds made by objects (e.g., Toot, toot goes the) | | | |
| 6-c | Selects an item from an array of 3 for 5 different song fill-ins corresponding with the items (e.g., The wheels on the) | | | |
| 7-M | Selects the correct item from an array of 8 for 25 different LRFFC fill-in statements of any type (e.g., You sit on a) | CC.1.2.6.F Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context. | | |
| 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) | CC.1.2.6.J | | |
| 7-b | Selects an item from an array of 5 for 5 different spoken associated sets of words (e.g., Shoes and) | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary | | |
| 7-с | Reverses 5 previously acquired associations in an LRFFC format (e.g., Shoes and, Socks and) | knowledge when considering a word or phrase important to comprehension or expression. | | |
| 7-d | Generalizes 10 known LRFFC responses to different tones of voice, volumes, prosody, etc. | | | |
| 7-е | Generalizes 10 known LRFFC responses to new carrier phrases without training (e.g., Let's sit on aTime to sit on a) | | | |
| 7-f | Generalizes 10 known LRFFC responses to 2 different pictures or objects (e.g., two different shoes) | | | |
| 8-M | Selects the correct item from an array of 10 (or from a book) for 25 different verb-noun what, which, or who questions (e.g., What do you ride? Which one barks? Who can hop?) | CC.1.2.6.B Cite textual evidence to support analysis of what the text says explicitly, as well as inferences and/or generalizations drawn from the text. | | |
| 8-a | Selects an item from an array of 8 for 10 fill-in function statements (e.g., You draw with a) | CC.1.2.6.F | | |
| 8-b | Selects an item from an array of 8 for 10 fill-in feature statements (e.g., You find wheels on a) | Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context. | | |
| 8-c | Selects an item from an array of 8 for 10 fill-in class statements (e.g., A kind of animal is a) | | | |
| 8-d | Selects an item from an array of 8 for 10 different what questions (e.g., What do you eat?) | | | |
| 8-e | Selects an item from an array of 8 for 10 different what questions (e.g., which one flies?) | | | |
| 8-f | Selects an item from an array of 8 for 10 different which questions (e.g., Who builds a nest?) | | | |
| 9-M | Selects an item given 3 different verbal statements about each item when independently presented (e.g., Find an animal. What barks? What has paws?) for 25 items | CC.1.5.6.C Interpret information presented in diverse media and formats and explain how it contributes to a topic, text, or issue under study. | | |
| 9-a | Demonstrates LRFFC class generalization with 5 examples (e.g., 5 different animals) for 10 classes | | | |
| 9-b | Emits 10 known LRFFC responses in an array of 10 in less than 1 minute (fluency) | | | |
| 9-c | Selects an item given 2 different verbal statements about each item when independently presented (e.g., Find a food. | | | |
| 0.4 | What do you eat?) for 10 different items | | | |
| 9-d 9-e | Selects an item from an array of 10 for 10 different LRFFC where questions (e.g., Where do you find the milk?) | | | |
| 9-е | Demonstrates 10 LRFFC responses in the natural environment | | | |
| 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.1.5.6.G Demonstrate a command of the conventions of standard English when speaking based on Grade 6 level and content. | | |

| 10-a | Selects an item from an array of 10 given the class and a function (e.g., Find something you wear on your feet.) for 25 | |
|------|---|--|
| | items | |
| 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-с | 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.) | |
| | | |

| | LISTENER RESPONDING BY FUNCTION, FEATURE, & CLASS LEVEL 3 | |
|-------|--|--|
| Skill | VB-MAPP Milestones & Supporting Skills | PA Core Standards |
| 11-M | Selects the correct item from an array of 10 that contains 3 similar stimuli (e.g., similar color, shape, or class, but they are the wrong choices), for 25 different WH question LRFFC tasks | CC.1.2.6.A Determine the central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. |
| 11-a | Selects 2 members of a class (e.g., Find two body parts.) from an array of 10, for 25 classes | CC.1.4.6.D |
| 11-b | Selects 50 items from a book given any type of LRFFC task | Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to clarify the relationships among ideas and concepts; provide a concluding statement or |
| 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 | section; include formatting when useful to aiding comprehension. |
| 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?) | Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to clarify the relationships among ideas and concepts; provide a concluding statement or |
| 12-a | Selects an item from an array of 10 given a color and class (e.g., a yellow animal) for 25 items | section; include formatting when useful to aiding comprehension. |
| 12-b | Selects an item from an array of 10 given a shape and class (e.g., a round food) for 25 items | |
| 12-c | Selects an item from an array of 10 given a function (e.g., color on it) and a class (e.g., art supplies) for 25 LRFFC tasks (e.g., Find something to color on from the art cabinet.) | |
| 12-d | Selects an item from an array of 10 given a feature (e.g., wheels, wings) and a class (e.g., animals, vehicles) for 25 LRFFC tasks (e.g., Where's a vehicle with wheels? Where's a vehicle with wings?) | |
| 12-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 | |
| 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, adjective, preposition, pronoun), for 25 WH-question LRFFC tasks (e.g. Which fruit grows on trees?) | CC.1.2.6.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| 13-a | Selects an item from a book after being read a short passage (10+ words) and given an LRFFC question (e.g., Who blew | CC.1.4.6.D |
| | the house down?) | Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to clarify the relationships among ideas and concepts; provide a concluding statement or |
| 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 | 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 | |

| 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 | |
|------|--|--|
| 13-е | Selects 10 community helpers from a book when asked what they do (e.g., Who helps you when you are sick?) | |
| 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?) | |
| | for 25 sets | |
| 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 | |
| | locations | |
| 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.) | |
| | | |
| 14-M | Selects the correct items from a book or the natural environment given 4 different rotating LRFFC questions | CC.1.2.6.J |
| | about a single topic (Where does the cow live? What does the cow eat? Who milks the cow?) for 25 different topics | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| 14-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 | CC.1.2.6.K |
| 14-b | Selects an item from a book given a when question (e.g., When do you need a towel?) for 10 items | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and |
| 14-c | Selects an item from a book given a how question (e.g., How do you get to school?) for 10 items | content, choosing flexibly from a range of strategies and tools. CC.1.5.6.C |
| 14-d | Selects an item from an array of 10 given a preposition after a verb (e.g., eat with, eat at, write on, write with) for 25 verb-preposition combinations | Interpret information presented in diverse media and formats and explain how it contributes to a topic, text, or issue under study. |
| 14-e | Selects an item when asked to find something that is different in an array of 5 (e.g., 4 spoons and 1 fork) for 25 items | |
| 14-E | | |
| 14-1 | Selects an item from an array of 10 when asked What is missing? from a picture (e.g., a car without wheels, an airplane | |
| | without wings) for 25 items | |
| 15-M | Demonstrates 1000 different LRFFC responses, tested or obtained from an accumulated list of known responses | CC.1.3.6.F |
| 15-w | Selects an item from an array of 10 relating to past events (e.g., Where did you go yesterday?) for 5 events | Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of |
| 15-a | Selects an item relating to future events (e.g., What's happening tomorrow?) for 5 events | figurative language in context. CC.1.3.6.K |
| 15-c | | Read and comprehend literary fiction on grade level, reading independently and proficiently. |
| 13-0 | Selects an item from an array of 10 when asked Which one can't? in an LRFFC format for 10 items (e.g., Which one can't fly?) | CC.1.5.6.B |
| 15-d | | Delineates a speaker's argument and specific claims by identifying specific reasons and evidence and recognize arguments or claims not supported by factual evidence. |
| 15-a | 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 | ciains not supported by factuar evidence. |
| 15 - | instrument?) for 25 functions, features, or classes | |
| 15-e | Selects items from a page in a book or in the natural environment based on 4 verbal components (e.g., verb, adjective, | |
| | preposition, pronoun) for 25 LRFFC tasks (e.g., Whose bed did Goldilocks sleep in?) | |

| | 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.1.2.6.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| 6-a | Provides the sound made by 2 animals or objects (e.g., A dog says A horn goes) | knowledge when considering a word of pinase important to comprehension of expression. |
| 6-b | Gives 2 animal names when given the sounds they make (e.g., Meow says a) | |
| 6-c | Completes 5 different song fill-ins (e.g., The wheels on the Twinkle, twinkle little) | |
| 6-d | Completes 2 different verbal fill-ins involving fun activities (e.g., Peek-a Ready, set) | |
| 7-M | Provides first name when asked, What is your name? | <u>CC.1.5.6.D</u> |

| 7-a 7-b 7-c 7-d 8-M 8-a 8-b 8-c | Completes 5 different in-context fill-ins (e.g., You sleep in your while at his bed) Correctly responds to 5 in-context fill-ins when they are reversed (e.g., In your bed you go to) Completes 5 different out of context fill-in-the-blank phrases (e.g., You wash your) Generalizes 10 known intraverbal responses to a different adult and setting Completes 25 different fill-in-the-blank phrases (not including songs) (e.g., You eat You sleep in a Shoes and) Completes 2 eat and 2 drink classification fill-ins (e.g., You eat You drink) Completes 5 different noun-noun association fill-in-the-blank phrases (e.g., mommy and) Completes 5 song fill-ins with 2 or more words (e.g., Old McDonald had a farm) | Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. CC.1.5.6.E Adapt speech to a variety of contexts and tasks. CC.1.5.6.G Demonstrate command of the conventions of standard English when speaking based on grade 6 level and content. CC.1.2.6.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
|--|--|--|
| 9-M 9-a 9-b 9-c 9-d 9-e 9-f | Answers 25 different what questions (e.g., What do you brush?) Completes 10 different verb-noun fill-in-the-blank phrases (e.g., You ride the You play in) Spontaneously emits (no additional verbal prompts) 2 intraverbal responses Answers 10 different what questions with a verb as the primary SD (e.g., What do you brush?) Answers 10 different what questions with a noun as the primary SD (e.g., What's in the barn?) When asked What do you eat (or drink)? provides 2 or more members of each category Provides 5 novel responses to previously acquired questions (response generalization) (e.g., when asked to name an animal the child answers bear for the first time without receiving training on bear) | CC.1.4.6.A Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly. CC.1.4.6.G Write arguments to support claims. CC.1.4.6.I Use clear reasons and relevant evidence to support claims, using credible sources and demonstrating an understanding of the topic. CC.1.5.6.F Include multimedia components and visual displays in presentations to clarify information. |
| 10-M 10-a 10-b 10-c 10-d 10-e 10-f 10-g | Answers 25 different who or where questions (e.g., Whose your friend? Where is your pillow?) Answers 5 different where questions (e.g., Where are your videos?). Answers 5 different who questions (e.g., Who is your teacher?) Demonstrates 2 untrained intraverbal responses (e.g., responds flower when someone says daisy) Answers 10 different class questions (e.g., What animals do you like? What toys do you like?) Answers both color and name questions about 10 visible items (e.g., What is it? What color is it?) Answers 10 different function questions (e.g., What do you do with a toothbrush?) Spontaneously emits 5 intraverbal-mands (e.g., Dad says It's hot. and the child says Let's go swimming.) | CC.1.4.6.G Write arguments to support claims. CC.1.4.6.I Use clear reasons and relevant evidence to support claims, using credible sources and demonstrating an understanding of the topic. |

| | 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.1.5.6.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly. |
| 11-a | Completes 10 two-component (noun-verb) fill-ins (e.g., For breakfast you eat For lunch you eat) | expressing their own clearly. |
| 11-b | Answers 25 two-component where questions (e.g., Where do you find the milk? Where's your wagon?) | |
| 11-c | Answers 25 two-component who questions (e.g., Who takes you to school? Who do you play with?) | |
| 11-d | Answers 25 what questions involving function (e.g., What do you do with crayons?) | |
| 11-e | Answers 25 what questions when given the function (e.g., What gets you clean?) | |
| 11-f | Demonstrates 10 untrained intraverbals (e.g., retells what happened in a video without any specific training) | |
| 11-g | Demonstrates 5 new intraverbals with just tact training (e.g., tact of computerDaddy has a computer.) | |

| 12-a P 12-b A 12-c P 12-d P 12-e P 12-f P 12-g P 13-M A | Demonstrates 300 different intraverbal responses, tested or obtained from an accumulated list of known intraverbals Provides at least 3 members of 10 classes (e.g., What do you see on a playground?) Answers 25 multiple choice questions (e.g., Does a fish live in the water or in trees?) Provides 10 categories when given several members (e.g., a horse, cow, and pig are all) Provides the name of 25 items when given a specific feature (e.g., What has wheels?) Provides 2 features of 10 items when given their names (e.g., What's on a fire truck?) Provides an answer to 3 emotion questions (e.g., What makes you sad? What makes you happy?) Provides at least 25 3+ word responses to questions (e.g., when asked What do you like to play? the child responds I like to play with cars) | CC.1.4.6.W Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. CC.1.5.6.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly. |
|---|--|--|
| 12-a P 12-b A 12-c P 12-d P 12-e P 12-f P 12-g P 13-M A | Provides at least 3 members of 10 classes (e.g., What do you see on a playground?) Answers 25 multiple choice questions (e.g., Does a fish live in the water or in trees?) Provides 10 categories when given several members (e.g., a horse, cow, and pig are all) Provides the name of 25 items when given a specific feature (e.g., What has wheels?) Provides 2 features of 10 items when given their names (e.g., What's on a fire truck?) Provides an answer to 3 emotion questions (e.g., What makes you sad? What makes you happy?) Provides at least 25 3+ word responses to questions (e.g., when asked What do you like to play? the child responds I like | Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. CC.1.5.6.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and |
| 12-b A 12-c P 12-d P 12-e P 12-f P 12-g P 13-M A | Answers 25 multiple choice questions (e.g., Does a fish live in the water or in trees?) Provides 10 categories when given several members (e.g., a horse, cow, and pig are all) Provides the name of 25 items when given a specific feature (e.g., What has wheels?) Provides 2 features of 10 items when given their names (e.g., What's on a fire truck?) Provides an answer to 3 emotion questions (e.g., What makes you sad? What makes you happy?) Provides at least 25 3+ word responses to questions (e.g., when asked What do you like to play? the child responds I like | CC.1.5.6.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and |
| 12-c P 12-d P 12-e P 12-f P 12-g P 13-M A | Provides 10 categories when given several members (e.g., a horse, cow, and pig are all) Provides the name of 25 items when given a specific feature (e.g., What has wheels?) Provides 2 features of 10 items when given their names (e.g., What's on a fire truck?) Provides an answer to 3 emotion questions (e.g., What makes you sad? What makes you happy?) Provides at least 25 3+ word responses to questions (e.g., when asked What do you like to play? the child responds I like | |
| 12-d P 12-e P 12-f P 12-g P 13-M A | Provides the name of 25 items when given a specific feature (e.g., What has wheels?) Provides 2 features of 10 items when given their names (e.g., What's on a fire truck?) Provides an answer to 3 emotion questions (e.g., What makes you sad? What makes you happy?) Provides at least 25 3+ word responses to questions (e.g., when asked What do you like to play? the child responds I like | expressing their own clearly. |
| 12-e P 12-f P 12-g P to | Provides 2 features of 10 items when given their names (e.g., What's on a fire truck?) Provides an answer to 3 emotion questions (e.g., What makes you sad? What makes you happy?) Provides at least 25 3+ word responses to questions (e.g., when asked What do you like to play? the child responds I like | |
| 12-f P 12-g P to | Provides an answer to 3 emotion questions (e.g., What makes you sad? What makes you happy?) Provides at least 25 3+ word responses to questions (e.g., when asked What do you like to play? the child responds I like | |
| 12-g P to | Provides at least 25 3+ word responses to questions (e.g., when asked What do you like to play? the child responds I like | |
| 13-M A | | |
| | | |
| | Answers 2 questions after being read short passages (15+ words) from books, for 25 passages (e.g., Who blew the | CC.1.2.6.C |
| | house down?) | Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text. CC.1.4.6.V |
| | Answers 25 questions with yes or no (e.g., Is a shoe good to eat?) | Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. |
| | Describes 5 locations not in view (e.g., Tell me about your bedroom?) | |
| | Answers 25 intraverbal questions involving adjectives (e.g., Can you tell me a big animal?) | |
| | Answers a question about a single sentence just read, for 10 sentences | |
| | Correctly answers the question How old are you? | |
| | Answers 2 time questions with general responses (e.g., What time do you go to bed?at nighttime) | |
| | Completes a story sequence for 5 stories (e.g., Then what happened to the three little pigs?) | |
| | Engages in 5 different conversations that contain at least 3 intraverbal exchanges on a single topic | |
| 13-i D | Describes 2 attributes about himself (e.g., I have brown hair. I have blue eyes.) | |
| | Describes 25 different events, videos, stories, etc. with 8+ words (e.g., Tell me what happened The big monster scared everybody and they all ran into the house.) | CC.1.2.6.B Cite textual evidence to support analysis of what the text says explicitly, as well as inferences and/or generalizations drawn from the text. |
| 14-a A | Answers 25 different who, what, or where questions that contain 3 or more elements (e.g., What color is a fire truck?) | CC.1.3.6.C |
| | Provides at least 3 members of 25 categories (e.g., What do you find on a playground?) | Describe how a particular story or drama's plot unfolds in a series of episodes, as well as how the characters respond or change |
| | Answers 5 questions about daily or current events (e.g., Where are you going with dad?) | as the plot moves towards resolution. |
| | Intraverbally responds at least 25 times in a day to the verbal questions or statements from peers | |
| | Shows generalization by giving the same answer to 10 questions presented in 3 different ways (e.g., answers my house to Where do you live? Where is your dog? and Where do play?) | |
| | Will say 3 things about a single item for 25 items (e.g., It's a crayon. It's red. You draw with it.) | |
| | Provides 3 pieces of personal information (e.g., Where do you live? What's your brother's name?) | |
| 14-h A | Answers 25 intraverbal questions involving prepositions (e.g., What's under your bed?) | |
| | Answers 25 intraverbal questions involving pronouns (e.g., Who has a brown dog?) | |
| 14-j P | Provides 25 answers to sequence questions (e.g., What do you do after you get to school?) | |
| | Answers 10 when questions (e.g., When do you take a bath?) | |
| | Answers 4 different rotating WH questions about a single topic for 10 topics (e.g., Who takes you to school? Where do you go to school? What do you take to school?) | Determine the central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from |
| | Answers 10 questions about community helpers (e.g., What does a doctor do?) | personal opinions or judgments. CC.1.4.6.A |
| | Answers 25 different questions that contain 4 or more parts of speech (e.g., What tool do you need to pound nails?) | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly. |
| | Γakes turns adding to a story started by others (e.g., And then he saw a boat) | CC.1.4.6.S |

| 15-d | | Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading |
|------|---|--|
| 15-e | Provides last name when asked (e.g., Harrison) | tandards for literature and literary nonfiction. |
| 15-f | Answers 25 intraverbal questions involving adverbs (e.g., What animal moves slow?) | |
| 15-g | Shows response generalization by describing the same 10 objects, events, pets, people, etc. in 3 different ways (e.g., in | |
| | reference to a pet dog Toby, the child says at different times a dog, an animal, Toby) | |
| 15-h | Describes 5 events that happened in the past | |
| 15-i | Describes 5 events that will happen in the future | |
| 15-j | Summarizes 5 different stories with at least 10 words | |
| 15-k | Suggests a possible solution when presented with a problem | |

| | CLASSROM ROUTINES & GRO LEVEL 2 | OUP SKILLS |
|--|---|---|
| Skill | VB-MAPP Milestones & Supporting Skills | PA Core Standards |
| 6-M 6-a 6-b 6-c 6-d | Sits at a group snack or lunch table without negative behavior for 3 minutes Adjusts to separation from parents (e.g., does not cry when parents leave) Sits at a snack or lunch table when physically prompted for 1 minute Lines up with other children when physically prompted Demonstrates general compliance for all classroom aides | Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. CC.1.5.6.E Adapt speech to a variety of contexts and tasks. CC.1.5.6.G Demonstrate command of the conventions of standard English when speaking based on grade 6 level and content. |
| 7-M 7-a 7-b 7-c 7-d 7-e | Puts away personal items, lines up, and comes to a table with only 1 verbal prompt Does not attempt to move away from a peer when seated next to him Puts away personal items (e.g., coat, backpack, lunch box) with gestural and verbal prompts Goes to and sits at a table with other children with only verbal prompts Cooperates with hand washing with physical assistance Does not engage in negative behavior toward a peer when seated next to him | |
| 8-M 8-a 8-b 8-c 8-d | Transitions between classroom activities with no more than 1 gestural or verbal prompt Goes to a circle group and sits with only verbal prompts Goes to and sits at a table or work station with only verbal prompts Waits while seated at a table, without touching materials, until allowed to do so Sits in a circle group for 2 minutes without disruptive behavior or prompts to remain seated Sits in a small group for 5 minutes without disruptive behavior or attempting to leave the group | CC.1.5.6.A |
| 9-a 9-b 9-c 9-d | Comes inside after recess with only verbal prompts Participates in group movement and song activities with only verbal prompts (e.g., Ring Around the Rosy, Duck-Duck Goose, Hokey Pokey) Imitates group activities with objects (e.g., tapping sticks together, shaking a maraca) Sings songs with the group with only verbal prompts (e.g., Head, shoulders, knees and toes) Sits in a small group for 10 minutes, attends to the teacher or material for 50% of the period, and responds to 5 of | Engage effectively in a range of collaborative discussions, on grade level topics, texts, and issues, building on others' ideas and expressing their own clearly. CC.1.5.6.A |

| | a teacher's SDs | Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and |
|------|--|---|
| 10-a | Gets lunch with only verbal prompts | expressing their own clearly. |
| 10-b | Puts away backpack, lunch box, or coat upon entering the classroom with group prompts | |
| 10-с | Imitates group activities with objects (e.g., tapping sticks together, shaking a maraca) | |
| 10-d | Gets out and opens most snack/lunch items independently | |
| 10-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 & GR LEVEL 3 | OUP SKILLS |
|--------------|--|---|
| Skill | VB-MAPP Milestones & Supporting Skills | PA Core Standards |
| 11-M | Uses the toilet and washes hands with only verbal prompts | <u>CC.1.5.6.D</u> |
| 11-a | Sits or stands at an arts and crafts or activity table for 5 minutes without disruptive behavior | Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. |
| 11-b | Responds to 1 group instruction without additional prompts (e.g., Everybody stand up | CC.1.5.6.E |
| 11-c | Works independently on a task or activity for 1 minute without prompts or reinforcement | Adapt speech to a variety of contexts and tasks. CC.1.5.6.G |
| 11-d | Comes to the front of the group with 1 verbal prompt | Demonstrate command of the conventions of standard English when speaking based on grade 6 level and content. |
| 12-M | Responds to 5 different group instructions or questions without direct prompts in a group of 3 or more children (e.g., Everybody stand up. Does anyone have a red shirt on?) | |
| 12-a | Raises hand to take a turn in a group setting (e.g., Who wants to pick a song?) | |
| 12-b | Uses classroom materials as designed (e.g., glue, scissors, crayons, paper) | |
| 12-c | Puts away toys and material when prompted to do so | |
| 12-d | Stays on task for 1 minute during an arts and crafts activity when an adult leaves the table | |
| 13-M | Works independently for 5 minutes in a group, and stays on task for 50% of the period | |
| 13-w | Gets necessary materials to complete an activity when verbally prompted (e.g., Get some glue.) | |
| 13-a | Independently transitions between classroom activities with only group verbal prompts | |
| 13-c | Responds to group questions without a direct prompt (e.g., What happened to Simba?) | |
| 13-d | Mands to use the toilet and has minimal accidents | |
| 1434 | | |
| 14-M | Acquires 2 new behaviors in a 15-minute group-teaching format involving 5 or more children Takes turns and shares items with peers | |
| 14-a 14-b | * | |
| 14-b 14-c | Discriminates and follows two-component group instructions (e.g., All the boys line up) Follows safety rules in a classroom (e.g., No running. No pushing.) | |
| 14-c 14-d | Leads 2 different group activities involving 3 other children (e.g., red-light, green-light game) | |
| 14-u 14-e | Mands for a specific activity in a group setting (e.g., Let's play tag!) | |
| 14-E | Assists in picking up after an activity with only 1 verbal prompt | |
| 17-1 | 1 1555555 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 | |

| 15-a | Focuses on a task despite disruptions in the room |
|------|--|
| 15-b | Meets some of his own self-care needs without prompts (e.g., wipes nose, puts on coat) |
| 15-c | Verbally interacts with peers 3 times in a table-top group activity |
| 15-d | Sits back down when his turn is over without prompts |
| 15-е | 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 STRUCT LEVEL 2 | TURE |
|-------|--|---|
| 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.1.2.6.J |
| | | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| 7-M | Has a total listener vocabulary of 100 words (e.g., Touch nose. Jump. Find keys.) | <u>CC.1.5.6.D</u> |
| 7-a | Uses recognizable words more frequently than jargon | Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. |
| 7-b | Emits 2-3 word carrier phrases without "understanding" each word (e.g., It's a cat. Go for a ride?) | CC.1.5.6.E |
| 7-c | Has a total speaker vocabulary size of 50 words (all verbal operants except echoic) | Adapt speech to a variety of contexts and tasks. |
| | | CC.1.5.6.G Demonstrate command of the conventions of standard English when speaking based on grade 6 level and content. |
| 8-M | Emits 10 different 2-word utterances per day of any type except echoic (e.g., mand, tact) | CC.1.5.6.G |
| 8-a | Emits 2-word mands for recurrence (e.g., more tickle) | Demonstrate a command of the conventions of standard English when speaking based on Grade 6 level and content. |
| 8-b | Emits 2-word noun-verb or verb-noun mands or tacts (e.g., Pour juice. Baby crying.) | |
| 8-c | Adjusts volume of voice on command (e.g., whispers and uses loud voice) | |
| 8-d | Echoes 10 different rhythms, intonations, or pitches | |
| | | |
| 9-M | Emits functional prosody (i.e., rhythm, stress, intonation) on 5 occasions in one day (e.g., puts emphasis or stress | |
| | on certain words at appropriate times such as, It's MINE!) | |
| 9-a | Consistently emits the initial consonants of words | |
| 9-b | Emits 2-word mands for possession (e.g., My cookie. That's mine.) | |
| 9-c | Emits 2-word mands or tacts for location (e.g., Come here. There's Thomas.) | |
| 9-d | Emits 2-word mands for negation or refusal (e.g., No Barney. No shoes. No more.) | |
| 9-e | Combines 2 words to make a novel word or phrase (e.g., Miss Betty) | |
| | | |
| | | |
| 10-M | Has a total speaker vocabulary of 300 words (all verbal operants except echoic) | |
| 10-a | Echoes most words or approximations to words on command (generalized echoic repertoire) but still has articulation | |
| | errors | |
| 10-b | Strangers can understand at least 50% of the words emitted by the child | |
| 10-с | Emits a total listener vocabulary size of 400 words | |
| 10-d | Emits a mean length of utterance (MLU) of 2 1/2 morphemes (e.g., Push car. Where mommy go?) | |
| · | | |

| LINGUISTIC STRUCTURE |
|----------------------|
| LEVEL 3 |

| | 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.1.2.6.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| 11-a 11-b | Emits auxiliary (helping) verbs in a tact or mand carrier phrase (e.g., do, have, will, can, was) 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) | CC.1.5.6.D Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. CC.1.5.6.E |
| 11-c 11-d | Uses "s" vs. "es" plural markers (e.g., books or glasses) Uses irregular plurals correctly (e.g., foot-feet, mouse-mice, tooth-teeth) | Adapt speech to a variety of contexts and tasks. CC.1.5.6.G Demonstrate command of the conventions of standard English when speaking based on grade 6 level and content. CC.1.5.6.G |
| 12-M | Emits verb inflections by combining 10 root verbs with affixes for regular past tense (e.g., played) and 10 root verbs with affixes for future tense (e.g., will play) | Demonstrate a command of the conventions of standard English when speaking based on Grade 6 level and content. CC.1.5.6.C Demonstrate a command of the conventions of standard English when speaking based on Grade 6 level and content. |
| 12-a 12-b 12-c | Uses is and am appropriately with verbs (e.g., I am eating. The dog is barking.) Emits conjunctions to combine words and phrases (e.g., and, or, but) Emits some irregular past tense verbs appropriately (e.g., dug, ran, built) | CC.1.5.6.G Demonstrate a command of the conventions of standard English when speaking based on Grade 6 level and content. CC.1.5.6.G Demonstrate a command of the conventions of standard English when speaking based on Grade 6 level and content. |
| 12-d 12-e | Emits 2-word noun-verb or verb-noun mands or tacts (e.g., Pour juice. Baby crying.) Emits present participle inflection with "verb-ing" (e.g., running, playing, swimming) | CC.1.5.6.G Demonstrate a command of the conventions of standard English when speaking based on Grade 6 level and content. |
| 13-M | Emits 10 different noun phrases containing at least 3 words, with 2 modifiers (e.g., adjectives, prepositions, pronouns) (e.g., He's my puppet. I want chocolate ice cream.) | |
| 13-a 13-b | Speaks in 3-5 word sentences Emits prepositional phrases (e.g., on the table, in the house), but may not discriminate between prepositional pairs (e.g., on vs. under; in vs. out) | |
| 13-c 13-d | Emits adjectives to modify nouns (e.g., blue train, chocolate cookie) Emits contractions in a mand, tact, or intraverbal context (e.g., can't, don't, won't) | |
| 13-e | Emits pronouns to modify nouns (e.g., My shoes. Your cup.) | |
| 14-M 14-a | Emits 10 different verb phrases containing at least 3 words, with 2 modifiers (e.g., adverbs, prepositions, pronouns) (e.g., Push me hard. Go up the steps.) Adjectives usually precede nouns when appropriate (e.g., a big boat vs. a boat big) | |
| 14-a 14-b 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) | |
| 14-c 14-d 14-e | Emits adjective inflections with the comparative suffixes "er" and "est" (e.g., good, better, best) Emits adverbs to modify verbs (e.g., Go fast. It's slow.) | |
| 15-M | Combines noun and verb phrases to produce 10 different syntactically correct clauses or sentences containing at least 5 words (e.g., The dog licked my face.) | |

| 15-a | Emits different noun and verb phrases connected by conjunctions (e.g., and, or, but, yet) |
|------|---|
| 15-b | Demonstrates a MLU of 5 morphemes (5 utterances in one "sentence" that each have an individual meaning, e.g., She |
| | pushed him down — the "ed" ending is a morpheme) |
| 15-с | Pronouns agree with gender (e.g., the boy splashed himself vs. the boy splashed herself) |
| 15-d | Pronouns agree with number (e.g., the boy splashed himself vs. the boys splashed himself) |
| 15-е | Uses quantification in a sentence (e.g., always, never, sometimes) |

READING

| | LEVEL 3 | |
|-------|--|---|
| Skill | VB-MAPP Milestones & Supporting Skills | PA Core Standards |
| 11-M | Attends to a book when a story is being read to him for 75% of the time | CC.1.2.6.A; CC.1.3.6.A |
| 11-a | Turns pages and looks at books for 30 seconds | Determine the central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. |
| 11-b | Mands to be read stories from books | CC.1.2.6.B; CC.1.3.6.B |
| 11-c | Touches pictures in books that correspond to the story (e.g., Where's the big bad wolf?) | Cite textual evidence to support analysis of what the text says explicitly, as well as inferences and/or generalizations drawn from |
| | | the text. CC.1.2.6.C |
| 12-M | Selects (LDs) the correct uppercase letter from an array of 5 letters, for 10 different letters | Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text. |
| 12-a | Completes an ABC inset puzzle without prompts | CC.1.2.6.D; CC.1.3.6.D Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. |
| 12-b | Recites 5 letters from the alphabet with a starting prompt (e.g., A B) | CC.1.2.6.F; CC.1.3.6.F |
| 12-c | Has a favorite book, and can provide the name of it by seeing the pictures on the cover | Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of |
| 12-d | Tacts pictures in books while an adult reads the story | figurative language in context. CC.1.2.6.H |
| 12-е | Matches to sample all uppercase letters | Evaluate an author's argument by examining claims and determining if they are supported by evidence. |
| | | CC.1.2.6.I |
| 13-M | Tacts 10 uppercase letters on command | Examine how two authors present similar information in different types of text. CC.1.2.6.J; CC.1.3.6.J |
| 13-a | Recites (or sings) the whole alphabet with only a verbal prompt to do so | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; father vocabulary |
| 13-b | Mands for what written words say (e.g., What word is that?) | knowledge when considering a word or phrase important to comprehension or expression. CC.1.2.6.L |
| 13-с | Pretends to read a book | Read and comprehend literary fiction on grade level, reading independently and proficiently. |
| 13-d | Discriminates as a listener (LDs) his own name from an array of 3 written names | CC.1.3.6.E |
| 13-е | Looks at the written words, rather than just the pictures when stories are being read to him | Analyze how the structure of a text contributes to the development of theme, setting, and plot. CC.1.3.6.G |
| | | Compare and contrast the experiences of reading a story, drama, or poem to listening to or viewing an audio, video, or live |
| 14-M | Reads his own name | version of the text, including contrasting what is "seen" and "heard" when reading the text to what is perceived when listening or watching. |
| 14-a | Discriminates among most uppercase letters (but may confuse some; e.g., M and N; P and R) | CC.1.3.6.H |
| 14-b | Matches 5 word cards to the same word written on paper | Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics as well as their |
| 14-c | Provides the letter name given 5 sounds, and 5 sounds given a letter name | use of additional literary elements. CC.1.3.6.I |
| 14-d | Intraverbally recalls 3 stories that have been read to him | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and |
| 14-e | Demonstrates LD and tact generalization for 3 different variations of the uppercase letters | content, choosing flexibly from a range of strategies and tools. CC.1.3.6.K |
| | | Read and comprehend literary fiction on grade level, reading independently and proficiently. |
| | | CC.1.4.6.R |
| | | Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. |
| | | and spenning. |
| 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.1.2.6.G |
| | word bird to a picture of a bird) | Integrate information presented in different media or formats as well as in words to develop a coherent understanding of a topic of issue. |
| 15-a | Indicates if 2 words rhyme or not for 10 different rhymes (e.g., cat and hat vs. cat and book) | Of Issue. CC.1.2.6.L; CC.1.3.6.K |
| 15-b | Tacts most uppercase letters (may confuse those that look similar; e.g., M and N; P and R) | Read and comprehend literary fiction on grade level, reading independently and proficiently. |
| 15-c | Matches 10 lower case letters to uppercase letters | |
| | 1 | |

| 15-d | Discriminates as a listener between numbers and letters (e.g., Which one is a letter?) |
|------|--|
| 15-е | Spells his own name without prompts |
| 15-f | Selects (LDs) the correct written word from an array of 3 words, for 5 different words |

| | WRITING | |
|-------|---|---|
| | LEVEL 3 | |
| Skill | VB MAPP Milestones & Task Analysis | PA Core Standards |
| 11-M | Imitates 5 different writing actions modeled by an adult using a writing instrument and writing surface | CC.1.4.6.F |
| 11-a | Uses a writing instrument to mark on paper, white board, or Magna Doodle when prompted | Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. |
| 11-b | Independently scribbles on paper, a white board, Magna Doodle, etc. | punctuation, and spennig. |
| 11-c | Demonstrates right or left hand dominance | |
| 11-d | Imitates back and forth horizontal movements with a crayon, marker, or pencil | |
| 11-е | Imitates up and down vertical movements with a crayon, marker, or pencil | |
| 11-f | Imitates small and large circular movements with a crayon, marker, or pencil | |
| 11-g | Imitates diagonal and curved movements with a crayon, marker, or pencil | |
| | | |
| 12-M | Independently traces within ¼ inch of the lines of 5 different geometrical shapes (e.g. circle, square, triangle, | CC.1.4.6.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, |
| | rectangle, star) | punctuation, and spelling. |
| 12-a | Demonstrates a proper grip on a writing instrument | rantamon, and sprange |
| 12-b | Imitates drawing a square and triangle | |
| 12-c | Traces 3 different shapes and stays within 1 inch of the lines | |
| 12-d | Copies 3 different shapes when given a sample | |
| 12-е | 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 | |
| 10.75 | | CO14/F |
| 13-M | Copies 10 letters or numbers legibly | CC.1.4.6.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, |
| 13-a | Copies 4 numbers or letters | punctuation, and spelling. |
| 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 | |
| 1435 | | CC.1.4.6.F; CC.1.4.6.L |
| 14-M | Legibly spells and writes his own name without copying | Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, |
| 14-a | Legibly copies his own name on lined paper | punctuation, and spelling. |
| 14-b | Colors in pictures in coloring books and mostly stays within the lines | |
| 14-c | Copies numbers 1-10 legibly on lined paper | |
| 14-d | Copies 10 upper case and 10 lower case letters legibly on lined paper | |
| 15-M | Copies all 26 upper and lower case letters legibly | CC.1.4.6.F; CC.1.4.6.L |
| 15-a | Draws recognizable pictures of 3 different items | Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, |
| 15-b | Legibly writes 10 letters or numbers when dictated | punctuation, and spelling. |
| 15-c | Copies 5 simple words legibly | |
| | 1 1 | |

MATH

| | LEVEL 3 | |
|--|--|---|
| Skill | VB MAPP Milestones & Task Analysis | PA Core Standards |
| 11-M 11-a 11 -b 11 -c 11 -d 11 -e | Identifies as a listener the numbers 1-5 in an array of 5 different numbers Rote counts to 5 with a verbal starter prompt (e.g., count 1, 2,) Arranges objects by size (e.g., small, medium, and large blocks) Distinguishes between 1 and 2 items as a listener (e.g., Where are 2 boats?) Distinguishes between 1 and 2 items as a mand (e.g., I want 2 cookies.) Matches to sample the numbers 1-10 (e.g., puts the number 4 with the number 4) Tacts the numbers 1-5 Distinguishes between 1 and 2 items as a tact (e.g., How many shoes do you have?) | CC.2.1.6.D.1 Understand ratio concepts and use ratio reasoning to solve problems. CC.2.1.6.E.1 Apply and extend previous understandings of multiplication and division to divide fractions by fractions. CC.1.5.6.E Adapt speech to a variety of contexts and tasks. CC.1.5.6.G Demonstrate command of the conventions of standard English when speaking based on grade 6 level and content. CC.2.1.6.E.1 Apply and extend previous understandings of multiplication and division to divide fractions by fractions. CC.2.1.6.E.2 |
| 12-b 12-c 12-d | Holds up corresponding fingers for numbers 1-5 (e.g., Show me 2 fingers.) Distinguishes between 1, 2, and 3 items as a listener (e.g., Can you find 3 flowers?) Counts 2 items with 1:1 correspondence 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 | Identify and choose appropriate processes to compute fluently with multi-digit numbers. CC.1.5.6.E Adapt speech to a variety of contexts and tasks. CC.1.5.6.G Demonstrate command of the conventions of standard English when speaking based on grade 6 level and content. CC.2.1.6.D.1 Understand ratio concepts and use ratio reasoning to solve problems. |
| 13-a 13-b 13-c 13-d | Provides age when asked Counts out up to 3 items given the verbal prompt How many? and the related set of items Identifies as a listener (LDs) the number of items (e.g., Which picture has 2 cars?) Demonstrates enumeration in counting (final emphasis on correct number) for numbers 1-3 | CC.1.5.6.E Adapt speech to a variety of contexts and tasks. CC.1.5.6.G Demonstrate command of the conventions of standard English when speaking based on grade 6 level and content. |
| 14-M 14-a 14-b 14-c 14-d 14-e | Identifies as a listener 8 different comparisons involving measurement (e.g., show me more or less, big or little, long or short, full or empty, loud or quiet) 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 Identifies (LDs) a container as full or empty Identifies (LDs) an item as bigger or smaller than a comparison item Identifies (LDs) an item as longer or shorter than a comparison item | CC.2.1.6.E.4 Apply and extend previous understandings of numbers to the system of rational numbers. CC.1.5.6.E Adapt speech to a variety of contexts and tasks. CC.1.5.6.G Demonstrate command of the conventions of standard English when speaking based on grade 6 level and content. |
| 15-M 15-a 15-b 15-c 15-d 15-e 15-f | Correctly matches a written number to a quantity and a quantity to a written number for the numbers 1-5 (e.g., matches the number 3 to a picture of 3 trucks) Performs an action a specified number of times up to 5 (e.g., Clap 3 times) Completes a sequence or pattern containing 2 elements (e.g., red-green; red-green) Correctly Identifies (LDs) the ordinal terms "first" and "last" Correctly Identifies (LDs) and tacts morning time and night time Intraverbally responds to what number is next for numbers 1-9 Correctly Identifies (LDs) 3 different coins, and intraverbally states what to do with money | CC.2.3.6.A.1 Apply appropriate tools to solve real-world and mathematical problems involving area, surface area, and volume. CC.1.5.6.E Adapt speech to a variety of contexts and tasks. CC.1.5.6.G Demonstrate command of the conventions of standard English when speaking based on grade 6 level and content. |

7th Grade

VB-MAPP Milestones Alignment to the PA Core Standards

MAND LEVEL 1

| Skill | VB-MAPP Milestones & Supporting Skills List | PA Core Standards |
|-------|---|--|
| 1-M | Emits 2 words, sign, or icons but may require echoic, imitative, or other prompts, but no physical prompts (e.g. cracker, book) | CC.1.2.7.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather |
| 1-a | Makes eye contact (gaze shift) as a mand for attention or other reinforcers 2 times | vocabulary knowledge when considering a word or phrase important to comprehension or expression. CC.1.4.7.F |
| 1-b | Moves close to a reinforcing item to indicate the presence of an MO 2 times | Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, |
| 1-c | Pulls an adult to get access to a reinforcing item 2 times | punctuation, and spelling. |
| 1-d | Points or gestures towards a reinforce in order to obtain it 2 times | CC.1.5.7.D Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, |
| | | and examples; use appropriate eye contact, adequate volume, and clear pronunciation. |
| 2-M | Emits 4 different mands without prompts (except What do you want?) – the desired item can be present (e.g. music, | CC.1.5.7.E |
| | slinky, ball) | Adapt speech to a variety of contexts and tasks. CC.1.5.7.G |
| 2-a | Points to 2 different reinforcers in order to obtain them 2 times | Demonstrate command of the conventions of standard English when speaking based on grade 7 level and content. |
| 2-b | Nods or says yes or no when offered a reinforce 2 times (not an early target) | |
| 2-c | Emits 2 different mands without echoic prompts- can be with verbal or object prompts | |
| 2-d | Spontaneously emits 1 mand without echoic or imitative prompts- can be with object prompts | |
| 2-е | Generalizes 2 known mands across 2 different people and 2 settings | |
| | | |
| 3-M | Generalizes 6 mands across 2 people, 2 settings, and 2 different examples of a reinforcers (e.g., mands bubbles | |
| 3-a | Emits 2 spontaneous mands (no verbal prompt); — the object can be present | |
| 3-b | Emits 5 mands without echoic or imitative prompts — can be with verbal or object prompts | |
| 3-с | Generalizes 3 mands across 2 examples of a desired item (e.g., mands slide for 2 different slides) | |
| 3-d | Emits 6 different mands without echoic or imitative prompts — can be with verbal or object prompts | |
| 4-M | Spontaneously emits (no verbal prompts) 5 mands — the desired item can be present | |
| 4-a | Mands for attention 2 times with some identifiable type of response (e.g., a tap on the arm) | |
| 4-b | Emits 2 mands without an object present — can be with What do you want? | |
| 4-c | Emits 2 mands without verbal prompts — can be with object prompts | |
| 4-d | Mands for others to attend to the same stimulus that he is attending to 5 times per day | |
| 4-e | Emits 1 mand to remove an undesirable item or activity (e.g.no) | |
| 5-M | Emits 10 different mands without prompts (except, What do you want?) — the desired item can be present (e.g., | |
| | apple, swing, car, juice) | |
| 5-a | Emits 3 different mands without an object present — can be with a verbal prompt (e.g., mommy) | |
| 5-b | Emits 3 different mands without verbal prompts — can be with an object prompt | |
| 5-c | Mands contain intonations that vary and are appropriate to the current MO 2 times | |
| | | |

| 5-d | Acquires a new mand in less than 20 training trials | |
|-----|---|--|
| 5-e | Continues to emit a mand 2 times if the reinforcer is not delivered (persistence) | |

| | MAND | |
|------------|--|--|
| | | |
| | LEVEL 2 | |
| Skill | VB-MAPP Milestones & Supporting Skills List | PA Core Standards |
| 6-M | Mands for 20 different missing items without prompts (except e.g., What do you need?) (e.g., mands for paper when | CC.1.3.7.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary |
| | given a crayon | knowledge when considering a word or phrase important to comprehension or expression. |
| 6-a | Spontaneously emits 5 mands without an object present and without verbal prompts | CC.1.4.7.F |
| 6-b | Emits 10 different mands without echoic or imitative prompts — object can be present | Demonstrate a grade-appropriate command of the conventions of standard English grammar and spelling. CC.1.5.7.D |
| 6-c | Mands for 5 different missing items without prompts (except a verbal prompt) | Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, |
| 6-d | Generalizes 4 mands to 4 different people | and examples; use appropriate eye contact, adequate volume, and clear pronunciation. |
| 6-e | Maintains a newly acquired mand for a missing item after 24 hours of no contact with the item | CC.1.5.7.E Adapt speech to a variety of contexts and tasks. |
| | | |
| 7-M | Mands for others to emit 5 different actions needed to enjoy a desired activity (e.g., open to get outside, push when on | |
| | a swing) | |
| 7-a | Mands 2 times with 2 words in a phrase or sentence (e.g., Drink juice.) | |
| 7-b | Mands for other individuals to emit 2 different actions with verbal prompts (e.g., go, spin) | |
| 7-c | Emits 2 mands to remove undesirable items or activities | |
| 7-d | Demonstrates response generalization for two different mands (e.g., calls a filled cup both cup and drink; calls a dog both | |
| | dog and Maggie) | |
| 7-е | Mands contain varied intonation appropriate to both positive and negative MOs 5 times | |
| 7-f | Mands for help or assistance 2 times | |
| 7-g | Demonstrates a high frequency of manding (15 in a 5 minute period) | |
| | | |
| 8-M | Emits 5 different mands that contain 2 or more words (not including I want) (e.g., Go fast. My turn. Pour juice.) | |
| 8-a | Mands 5 times with 2 words in a phrase or sentence | |
| 8-b | Mands for information 2 times using what questions (e.g., What's that?) | |
| 8-c | Mands with a pronoun 2 times (e.g., My train. That's yours.) | |
| 8-d | Mands occur with 3 different carrier phrases (e.g., I want It's my Can I That's my) | |
| 8-e | Mands with yes and no 4 times (e.g., Do you want a ride? Yes.) | |
| 8-f | Mands for information 2 times using where questions (e.g., Where's Elmo?) | |
| | | |
| 9-M | Spontaneously emits 15 different mands (e.g., Let's play. Open. I want book.) | |
| 9-a | Spontaneously emits 50 mands per day (can be with objects present, but without verbal prompts) | |
| 9-b | Acquires 2 mands from tact or echoic only training (e.g., sees and tacts a live giraffe, and later mands to go back to see the | |
| | giraffe) | |
| 9-c | Mands for information 25 times using any type of question word | |
| 9-d | Mands with an adjective 5 times (e.g., big chip, red car) | |
| 9-е | Emits 5 mands in 30 seconds (e.g., during a game or fun activity such as water play) | |

| 9-f | Mands contain 3-word phrases 10 times (e.g., That's my horse.) |
|------|---|
| | |
| 10-M | Emits 10 new mands without specific mand training (e.g., spontaneously says Where kitty go? without formal mand |
| | training) |
| 10-a | Emits 2 new mands without training (e.g., says I want hot cocoa without training) |
| 10-b | Demonstrates response generalization for 2 different mands (e.g., Get me. Chase me. Run.) |
| 10-c | Mands with an adjective 5 times — can use verbal and nonverbal prompts |
| 10-d | Mands for information 3 times using who questions |
| 10-е | Spontaneously mands for others to emit 20 different actions (e.g., Run. Go. Push me.) |
| 10-f | Spontaneously mands to novel and unfamiliar people 2 times |

MAND LEVEL 3 Skill VB-MAPP Milestones & Supporting Skills List **PA Core Standards** Spontaneously mands for different verbal information using a WH question or question word 5 times (e.g., What's CC.1.2.7.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary vour name? Where do I go?) knowledge when considering a word or phrase important to comprehension or expression. 11-a Mands to peers 5 times Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary Spontaneously mands for attention 5 times (e.g., Teacher! Hey! Excuse me.) knowledge when considering a word or phrase important to comprehension or expression. The child emits 100 or more different mands in a one week period Mands contain 3-word phrases 10 times (e.g, Can I see?) Demonstrate a grade-appropriate command of the conventions of standard English grammar and spelling. Mands for a specific quantity of reinforcers 2 times (e.g., two gummy bears) 11-e Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly. CC.1.5.7.E 12-M Spontaneously mands for different verbal information using a WH question or question word 5 times (e.g., What's Adapt speech to a variety of contexts and tasks. your name? Where do I go?) Mands to remove an aversive item or activity 2 times (e.g., Let go. Give it back.) Mands for others to perform a two-step action 2 times (e.g., Come here and watch me.) 12-c Says please and thank you with indirect adult verbal prompts (e.g., What do you say?) Demonstrates MO generalization by asking for 2 different reinforcers with the same words (e.g., when wanting attention saying let's draw, and when wanting to get out of work saying let's draw) Mands for others to participate in an activity 2 times (e.g., Come play. Help dig.) Mands with 10 different adjectives, prepositions, or adverbs (e.g., My crayon is broken. Don't take it out. Go fast.) Spontaneously mands to use the bathroom 2 times Mands for others to attend to his own nonverbal behavior 2 times (e.g., watch me) Mands for others to attend to some aspect of the environment 2 times (e.g., Look, it's a truck.) Mands with 2 different adjectives (e.g., I want the red gummy bear.) 13-d Mands with 2 different prepositions (e.g., Put it in the house.) Mands with 2 different adverbs (e.g., Slow down.) 13-f Gives directions, instructions, or explanations as to how to do something or how to participate in an activity 5 times (e.g., You put the glue on first, then stick it. You sit here while I get a book.) Mands for sympathy or other emotional support 2 times (e.g., He's mean.)

| 14-b | Mands for others to deliver a specific object to another person 2 times (e.g., Give it to Sarah.) |
|------|--|
| 14-c | Mands for instructions for completing a task 2 times (e.g., Where does it go? How do I do it?) |
| 14-d | Spontaneously mands with 3 different major parts of speech (e.g., noun-verb-adjective) in one sentence 2 times (e.g., Push |
| | the big bike fast.) |
| | |
| 15-M | Mands for others to attend to his own intraverbal behavior 5 times (e.g., Listen to me I'll tell you Here's what |
| | happened I'm telling the story) |
| 15-a | Mands contain 5 word phrases or sentences 10 times |
| 15-b | Mands for information about future events 2 times (e.g., When are we going to the party?) |
| 15-c | Mands for attention to a private event 2 times (e.g., My stomach hurts.) |
| 15-d | Mands for information 5 times using why questions |
| 15-e | Mands for information 5 times using how questions |

| TACT | | | | |
|-------|---|--|--|--|
| | LEVEL 1 | | | |
| Skill | VB-MAPP Milestones & Supporting Skills List | PA Core Standards | | |
| 1-M | Tacts 2 items with echoic and imitative prompts (e.g., people, pets, characters, or favorite objects) | CC.1.2.7.F | | |
| 1-a | Tacts 1 familiar person, pet, or object with verbal prompts and motivation present (e.g. mama) | Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative, and technical meanings. | | |
| | | CC.1.3.7.J | | |
| | | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. | | |
| 2-M | Tacts any 4 items without echoic or imitative prompts (e.g., people, pets, characters, or other objects) | CC.1.3.7.F | | |
| 2.34 | | Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative meanings. | | |
| 3-M | Tacts 6 non-reinforcing items (e.g., shoe, hat, spoon, car, cup, bed) | figurative, comorative meanings. | | |
| 3-a | Generalizes known responses across 2 different people and 2 settings (e.g., tacts kitty for both mom and dad: tacts dada while in bed and in the kitchen) | | | |
| 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 | | | |
| 4-a | Looks at family photos and, with verbal prompts, tacts 2 family members | | | |
| 4-b | Tacts 2 pictures from a book or picture card (2D) (e.g., duck, ball) | | | |
| | | | | |
| 5-M | Tacts 10 items (e.g., common objects, people, body parts, or pictures) | | | |
| 5-a | Tacts 5 pictures (2D) | | | |
| 5-b | Maintains a newly acquired tact after 24 hours without training | | | |
| 5-c | Generalizes tacts across 3 examples of an item for 5 items (e.g., tacts 3 different spoons) | | | |

TACT LEVEL 2

| Skill | VB-MAPP Milestones & Supporting Skills List | PA Core Standards |
|------------|---|--|
| 6-M | Tacts 25 items when asked, What's that? (e.g., book, shoe, car, dog, hat) | CC.1.2.7.A |
| 6-a | Tacts 4 different people, pets, or characters by their specific name (can include mama and dada) | Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. |
| 6-b | Tacts 2 actions when asked, for example, What am I doing? (e.g., jumping, clapping) | Summary of the text. |
| 6-c | Acquires a new tact in less than 20 training trials | |
| 6-d | Tacts 5 items in a 15 second period (fluency) | |
| | | |
| 7-M | Generalizes tacts across 3 examples of 50 items, or from a list of known generalizations | CC.1.2.7.I |
| 7-a | Tacts 3 body parts (e.g., nose, eyes, mouth) | Analyze how two or more authors present and interpret facts on the same topic. CC.1.5.7.A |
| 7-b | Tacts 2 auditory stimuli (e.g., phone ringing, siren, dog barking) | Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and |
| 7-c | Spontaneously emits a tact containing two words for 5 different tacts (e.g., baby's crying) | expressing their own clearly. |
| 7-d | Tacts 2 different actions when asked What he doing? (e.g., drinking, swimming) | |
| 7-е | Tacts 40 items when asked What's that? (e.g., tree, bowl, sock, crayon, apple) | |
| | | |
| 8-M | Tacts 10 actions when asked, for example, What am I doing? (e.g., jumping, sleeping, eating) | CC.1.4.7.T |
| 8-a | Tacts 2 tactile stimuli (e.g., says ball when feeling a ball in a bag) | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |
| 8-b | Tacts 5 noun-verb or verb-noun combinations (e.g., dog eating, rolling ball) | CC.1.4.7.U |
| 8-c | Tacts two or more items from 10 different pages in a book when asked, What do you see here? | Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. |
| 8-d | Glances at a listener while tacting on 5 occasions | CC.1.5.7.E |
| | | Adapt speech to a variety of contexts and tasks. |
| 9-M | Tacts 50 two-component verb-noun, or noun-verb combinations, tested or from a list of known two-component tacts (e.g., washing face, Joe swinging, baby sleeping) | CC.1.4.7.K Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform |
| 9-a | Tacts 25 two-component noun-noun relations (e.g., paper and pencil; car and truck) | about or explain the topic. Use sentences or varying lengths and complexities. Develop and maintain a consistent voice. Establish and maintain a formal style. |
| 9-b | Acquires a new tact in less than 15 training trials | CC.1.4.7.L |
| 9-c | Spontaneously tacts items in a book, on TV, or in a video 5 times (e.g., Cinderella) | Demonstrate a grade-appropriate command of the conventions of standard English grammar and spelling. |
| 9-d | Learns 2 new tacts without direct training (e.g., untrained echoic to tact transfer) | CC.1.5.7.G Demonstrate command of the conventions of standard English when speaking based on grade 7 level and content. |
| 9-u 9-e | Shows response generalization for 5 items (i.e., tacts the same stimulus with two different words teacher and Katie; cat and | CC.1.5.7.E |
| 9-6 | Garfield; dog and Maggie) | Adapt speech to a variety of contexts and tasks. |
| | Oarrierd, dog and waggie) | |
| 10-M | Tacts 200 nouns and/or verbs (or other parts of speech), tested or from an accumulated list of known tacts | CC.1.2.7.J |
| 10-a | Tacts 10 actions (e.g., climbing, playing, coloring, swimming, washing) | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary |
| 10-b | Tacts 2 gustatory stimuli (e.g., tacts orange by tasting it) | knowledge when considering a word or phrase important to comprehension or expression. CC.1.4.7.D |
| 10-c | Tacts 20 items in a 1 minute fluency test | Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and |
| 10-d | Tacts 2 different colors (e.g., red, blue) | cause/effect; use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension. |
| 10-e | Tacts 2 different shapes (e.g., circle, star) | CC.1.4.7.H |
| | | Introduce and state an opinion on a topic. |
| | | CC.1.5.7.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and |
| | | expressing their own clearly. |
| | | CC.1.5.7.E |
| | | Adapt speech to a variety of contexts and tasks. |
| | | |

| | TACT LEVEL 3 | | |
|-------|---|--|--|
| Skill | VB-MAPP Milestones & Supporting Skills List | PA Core Standards | |
| 11-M | Tacts the color, shape, and function of 5 objects (15 trials) when each object and question is presented in a mixed order (e.g., What color is the refrigerator? What shape is the valentine? What do you do with the ball?) (This is part tact and part intraverbal) | CC.1.2.7.A Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. CC.1.2.7.B | |
| 11-a | Tacts 2 olfactory stimuli (e.g., cookies, popcorn, flowers) | Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text. | |
| 11-b | Acquires 5 new tacts in a week without direct training | CC.1.2.7.E | |
| 11-c | Tacts 2 people (not family members) by their first names | Analyze the structure of the text through evaluation of the author's use of graphics, charts, and the major sections of the text. CC.1.4.7.O | |
| 11-d | Tacts 5 categories or classes (e.g., animals, drinks, toys) | Use narrative techniques such as dialogue, description, and pacing to develop experiences, events, and/or characters; use precise | |
| 11-e | Tacts 5 locations (e.g., kitchen, bedroom, playground, grandma's house) | words and phrases; relevant descriptive details, and sensory language to capture the action and convey experiences and events. | |
| 11-f | Tacts 25 items and/or activities with yes and no (e.g., Are these your shoes? Is her name Becky?) (part intraverbal because of adding a verbal SD to the task) | | |
| 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) | | |
| 11-h | Tacts 2 specific features or parts of 25 items or people (e.g., wheels and doors on a car) | | |
| 11-i | Generalization occurs to new examples of an item or action on the first trial, for 5 items | | |
| | | | |
| 12-M | Tacts 4 different prepositions (e.g., in, out, on, under) and 4 pronouns (e.g., I, you, me, mine) | CC.1.3.7.J | |
| 12-a | Tacts the class of 25 items (e.g., an adult points to a dog and says A dog is an) (part intraverbal) | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. | |
| 12-b | Tacts what's wrong or missing from 10 pictures or objects (e.g., a face without a nose) | CC.1.4.7.Q | |
| 12-c | Tacts the class and function of 10 items (e.g., show the child a cookie and say, What do you do with this? And then say to him, A cookie is a type of) (part intraverbal) | Write with an awareness of stylistic aspects of writing. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. Use sentences of varying lengths and complexities. Use precise language. Develop and maintain a consistent voice. | |
| 12-d | Tacts 2 prepositional relations (e.g., Where is Oscar?in the garbage can) (part intraverbal) | CC.1.4.7.R | |
| 12-е | Tacts people with 2 different pronouns (e.g., Who has the hat on?you do) (part intraverbal) | Demonstrate a grade-appropriate command of the conventions of standard English grammar and spelling. | |
| 12-f | Spontaneously tacts the function, feature, or class of an item for 5 items (e.g., That goes in the swimming pool.) | | |
| 12-g | Generalizes feature, function, and class tacting to 10 new members of each set (e.g., after training cow, bird, and monkey as | | |
| | animals, the child tacts a bear as an animal on the first trial) | | |
| 10 | | 001250 | |
| 13-M | Tacts 4 different adjectives, excluding colors and shapes (e.g., big, little, long, short) and 4 adverbs (e.g., fast, slow, quietly, gently) | CC.1.3.7.G Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g. lighting, sound, color, or camera focus and angles in a film). | |
| 13-a | Tacts people by gender using 4 different terms (girl, boy, man, woman) | CC.1.4.7.0 | |
| 13-b | Spontaneously tacts the behavior of others 2 times (e.g., He's crying.) | Use narrative techniques such as dialogue, description, and pacing to develop experiences, events, and/or characters; use precise | |
| 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? are used) | words and phrases, relevant descriptive details, and sensory language to convey experiences and events. CC.1.4.7.Q Write with an awareness of stylistic aspects of writing. Choose language that expresses ideas precisely and concisely, | |
| 13-d | Spontaneously tacts with 2 different adjectives | recognizing and eliminating wordiness and redundancy. Use sentences of varying lengths and complexities. Use precise | |
| 13-e | Spontaneously tacts with 2 different adjectives Spontaneously tacts with 2 different adverbs | language. Develop and maintain a consistent voice. | |
| 13-c | Spontaneously tacts possession of items 2 times (e.g., mine, yours) | | |
| 1.5-1 | spontaneously tacts possession of tems 2 times (e.g., nine, yours) | | |
| | | | |

| 14-M | Tacts with complete sentences containing 4 or more words, 20 times | CC.1.2.7.L |
|---------|---|--|
| 1-4-1/1 | 1 acts with complete sentences containing 4 of more words, 20 times | Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. |
| | | CC.1.3.7.A |
| | | Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. |
| 14-a | Tacts people by relationship using 4 different terms (e.g., sister, brother, grandmother, uncle) (part intraverbal if questions | CC.1.3.7.G |
| 14-a | | Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects |
| 1.4.1 | are used) | of techniques unique to each medium (e.g. lighting, sound, color, or camera focus and angles in a film). |
| 14-b | Tacts 5 adjective-noun combinations in a complete sentence (e.g., That is a big dog.) | CC.1.4.7.J Organize the claims with clear reasons and evidence clearly; clarify relationships among claim(s) and reasons by using words, |
| | Tacts 5 verb-adverb combinations in a complete sentence (e.g., He is singing loud.) | phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument |
| | Tacts 5 preposition-noun combinations in a complete sentence (The dog's in the house.) | presented. |
| | Tacts 5 subject-verb-noun combinations in a complete sentence (e.g., The girl is pulling the wagon.) | CC.1.4.7.P |
| | | Organize an event sequence that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another; provide a conclusion that follows from and reflects |
| | | on the narrated experiences and events. |
| | | CC.1.4.7.R |
| | | Demonstrate a grade-appropriate command of the conventions of standard English grammar and spelling. |
| 15-M | Has a total tact vocabulary of 1000 words (nouns, verbs, adjectives, etc.), tested or from an accumulated list of known | CC.1.2.7.G |
| | tacts | Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g. how the delivery of a speech affects the impact of the words). |
| 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 | CC.1.2.7.H |
| | used) | Evaluate an author's argument, reasoning, and specific claims for the soundness of the argument and the relevance of the |
| 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 | evidence. CC.1.2.7.K |
| 10 0 | quiet, thumbs up for a good job, a fake yawn for being tired) | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and |
| 15-c | Tacts 5 community helpers (e.g., policeman, fireman, nurse, doctor, garbage man) | content, choosing flexibly from a range of strategies and tools. |
| 15-d | Tacts with 2 different negation words 5 times (e.g., That's not a cat.) | CC.1.3.7.D |
| | | Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. CC.1.3.7.E |
| 15-e | Tacts 5 social, community, or group events (e.g., parade, party, emergency) | Analyze how the structure or form of a text contributes to its meaning. |
| 15-f | Spontaneously tacts 2 different social circumstances (e.g., They are busy. They are arguing.) | CC.1.4.7.I |
| 15-g | Spontaneously emits untrained tacts in sentences containing at least 5 words, 5 times | Acknowledge alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, |
| | | credible sources and demonstrating an understanding of the topic. |
| | | CC.1.4.7.P Organize an event sequence that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to |
| | | convey sequence and signal shifts from one time frame or setting to another; provide a conclusion that follows from and reflects |
| | | on the narrated experiences and events. |

| LISTENER RESPONDING | | |
|---------------------|---|--|
| LEVEL 1 | | |
| Skill | VB-MAPP Milestones & Supporting Skills | PA Core Standards |
| 1-M 1-a | Attends to a speaker's voice by making eye contact with the speaker 5 times Turns head to locate the source of a sound (e.g., bell, squeaky toy, a cell phone ringing) | CC.1.4.7.T With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. CC.1.5.7.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly. CC.1.5.7.D Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. |
| 2-M | Responds to hearing his own name 5 times (e.g., looks at the speaker) | |

| 2-a | Smiles at the sound of the caretaker's voice 2 times | |
|------------|---|--|
| | | |
| 3-M | Looks at, touches, or points to the correct family member, pet, or other reinforcer when presented in an array of 2, | CC.1.2.7.F Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of |
| | for 5 different reinforcers (e.g., Where's Elmo? Where's mommy?) | figurative, connotative, and technical meanings. |
| 3-a | Interrupts a play activity when his name is called | CC.1.5.7.A |
| 3-b | Responds to no, hot, stop or other commands in the appropriate context | Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly. |
| 3-с | Attends to an object or picture when named (without discrimination) 5 times | expressing their own electry. |
| 3-d | Responds to 2 simple (1 part) verbal instructions in context (e.g., sit down, when by a chair) | |
| 3-е | Discriminates between 2 family members and/or pets when named (e.g., Where's daddy?) | |
| 3-f | Discriminates between 2 objects when they are presented at eye level (e.g., looks at, touches, or points to a ball when shown | |
| | a ball and a shoe and asked touch ball) | |
| | | |
| 4-M | Performs 4 different motor actions on command without a visual prompt (e.g., Can you jump? Show me clapping.) | CC.1.2.7.F |
| 4-a | Selects the correct item from an array of 2 for 10 different objects or pictures | Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative, and technical meanings. |
| 4-b | Maintains eye contact to a speaker for 2 seconds | CC.1.5.7.A |
| 4-c | Touches 2 body parts (e.g., Touch your nose. Where's your ears?) | Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly. |
| 4-d | Performs 2 motor actions (e.g., Show me clapping. Can you spin around?) | expressing their own clearly. |
| 4-e | Selects the correct item from an array of 3 when named, for 10 different items (e,g. dog, hat, book) | |
| 4-f | Generalizes in a listener discrimination (LD) task across 2 examples of 5 different items (e.g., can identify 2 different dogs, 2 | |
| | different cups, 2 different balls) | |
| | | |
| 5-M | Selects the correct item from an array of 4, for 20 different objects or pictures (e.g., Show me cat. Touch shoe.) | CC.1.3.7.B |
| 5-a | Identifies (LD) 5 items in a 10 second period (fluency test) | Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text. |
| 5-b | Demonstrates 6 different motor actions on command without a visual prompt | CC.1.3.7.C |
| 5-c | Maintains an acquired listener skill after 24 hours without training | Analyze how particular elements of a story or drama interact and how setting shapes the characters or plot. |
| 5-d | Spontaneously emits (no direct prompts to respond) a listener response (LD) 2 times | |
| 5-е | Generalizes known listener tasks across 3 different people, 3 settings, and 3 times of day | |

| | LISTENER RESPONDING LEVEL 2 | | |
|------------|---|---|--|
| Skill | VB-MAPP Milestones & Supporting Skills | PA Core Standards | |
| 6-M | Selects the correct item from a messy array of 6, for 40 different objects or pictures (e.g., Find cat. Touch ball.) | CC.1.2.7.A | |
| 6-a | Selects the correct item from a messy array of 5, for 25 different items (e.g., book, car, dog, shoe) | Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. | |
| 6-b | Acquires a new listener skill in less than 25 training trials | CC.1.2.7.C | |
| 6-c | Discriminates among 6 people, pets, or characters by name (e.g., Find Oscar.) | Analyze the interactions between individuals, events, and ideas in a text. | |
| 6-d | Generalizes in a listener task across 3 examples of 25 different items | | |
| | | | |
| 7-M | Generalizes listener discriminations (LDs) in a messy array of 8, for 3 different examples of 50 items (e.g., the child can find 3 examples of a train) | CC.1.4.7.C Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension. | |
| 7-a | Goes to 3 specified people on command (e.g., Go to Debbie) | CC.1.4.7.D | |

| 7-b | Points to a named item in a book for 5 items (e.g., Where's the fire truck?) | Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and |
|------|--|---|
| 7-c | Selects 5 items in the natural environment on command (e.g., get the spoon, while at the table) | cause/effect; use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension. |
| 7-d | Spontaneously demonstrates (no prompts to respond) 5 listener skills in the natural environment (e.g., when someone in the | volvating same of section, motion for any analysis to making compression |
| | room mentions the rocking horse, the child spontaneously goes to the horse) | |
| | | |
| 8-M | Performs 10 specific motor actions on command (e.g., Show me clapping. Can you hop?) | CC.1.2.7.J |
| 8-a | Goes to 3 specified locations on command (e.g., Go to the kitchen. Show me your bedroom.) | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| 8-b | Selects the correct item from an array of 8 containing 2 similar stimuli (e.g., same color), for 20 items | CC.1.4.7.B |
| 8-c | Selects an item when given the sound that the item makes for 5 items (e.g., barking: dog, siren: fire truck) | Identify and introduce the topic clearly, including a preview of what is to follow. |
| 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?) | |
| | | |
| 9-M | Follows 25 two-component noun-verb and/or verb-noun instructions (e.g., Show me the baby sleeping. Push the | CC.1.3.7.F |
| | swing.) | Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative meanings. |
| 9-a | Acquires 2 new listener responses without formal training (e.g., someone asks another person to turn on a light, and the child | CC.1.4.7.A |
| | goes over to the light, and no one knew that she knew the word light) | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly. |
| 9-b | Appropriately responds to 5 different gestures (e.g., finger to the lips for quiet, palm out for stop) | |
| 9-c | Demonstrates 3 specified actions to 3 different people (e.g., Hug Grandma. Give Laura a high-five.) | |
| 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?) | |
| | | |
| 10-M | Selects the correct item in a book, picture scene, or natural environment when named for 250 items, tested or from an | CC.1.2.7.A Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective |
| | accumulated list of known words | summary of the text. |
| 10-a | Performs two consecutive actions for 10 different sets of actions (verb-verb) (e.g., Show me jumping and clapping. | CC.1.3.7.H |
| 10-b | Discriminates between 2 colors from an array of 4 different colored objects | Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as means of understanding how authors of fiction use or alter history. |
| 10-с | Discriminates between 2 shapes from an array of 4 different shapes | understanding now audiors of fiction use of after history. |
| 10-d | Generalizes in a noun-verb listener task with a new object for 5 different actions (e.g., after receiving training on spinning | |
| | and rolling a pencil, the child correctly spins and rolls a straw on the first trial) | |
| 10-е | Generalizes in a noun-verb listener task with a new action for 5 objects (e.g., can spin any item) | |

| | 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.1.3.7.B Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text. | |
| 11-a | Puts 5 specified items where they belong (e.g., Put the hairbrush away.) | and of generalizations drawn from the text. | |
| 11-b | Discriminates among 4 colors in an array of 4 different colored objects | | |
| 11-c | Discriminates among 4 shapes in an array of 4 different shapes | | |
| 11-d | Discriminates between 2 different prepositions (e.g., in, on, under) | | |
| 11-e | Discriminates between self and others given a pronoun (e.g., your, my) | | |
| 11-f | Selects two different colors or shapes from an array of 8 for 10 pairs (e.g., Give me red and blue.) | | |

| 12-M | Follows 2 instructions involving 6 different prepositions (e.g., Stand behind the chair.) and 4 different pronouns (e.g., | CC.1.3.7.A |
|------|---|--|
| | Touch my ear.) | Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. |
| 12-a | Follows instructions to take an item to 5 different locations (e.g., Take the tray to the sink.) | CC.1.4.7.T |
| 12-b | Goes to 5 different locations and retrieves specific objects (e.g., Go to the kitchen and get a cup.) | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, |
| 12-c | Selects items from an array of similar stimuli based on an adjective (e.g., Touch the little bird?) | editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |
| 12-d | Discriminates between the genders for girl and boy and man and woman (e.g., Where's the girl?) | |
| 12-е | Discriminates between males and females given a pronoun (e.g., he and she) | |
| 12-f | Demonstrates actions modified by 2 different adverbs (e.g., Walk slow. Walk fast.) | |
| 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.1.3.7.A Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective |
| | demonstrates actions based on 4 pairs of relative adverbs (e.g., quiet-loud, fast-slow) | summary of the text. |
| 13-a | Demonstrates 3 pretend emotions on command (e.g., Show me a sad face. Make a happy face.) | |
| 13-b | Identifies (LDs) 10 items based on a subject, adjective, and noun (e.g., Show me the girl's red hair.) | |
| 13-с | Performs 10 actions based on a subject, preposition, and noun (e.g., Put the horse in the barn.) | |
| 13-d | Identifies (LDs) 10 items based on a verb, pronoun, and noun (e.g., Brush his hair.) | |
| 13-е | Generalizes a pronoun and a preposition to a new situation (e.g., uses his correctly with a new friend) | |
| 14-M | Follows 3-step directions for 10 different directions (e.g., Get your coat, hang it up, and sit down.) | CC.1.2.7.A |
| 14-a | Performs 10 actions based on a subject, verb, and adverb (e.g., Show me the frog jumping high.) | Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. |
| 14-b | Performs 10 actions based on a subject, adjective, and verb (e.g., Show me the big bear dancing.) | |
| 14-c | Discriminates among 6 community helpers by category (e.g., nurse, doctor, mailman, bus driver) | |
| 14-d | Correctly responds to 10 tasks involving "one" vs. "two" vs. "all" of something | |
| 15-M | Has a total listener repertoire of 1200 words (nouns, verbs, adjectives, etc.), tested or from an accumulated list of known words | CC.1.2.7.A Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. |
| 15-a | Discriminates among items given negation words for 10 tasks (e.g., Which one is not a food?) | CC.1.3.7.D |
| 15-b | Discriminates 5 attributes of peers in a small group (e.g., Who is wearing blue shoes? Who has red hair? Who is wearing glasses?) | Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. CC.1.3.7.F |
| 15-c | Correctly responds to 10 singular vs. plural tasks (e.g., Touch the dog. vs. Touch the dogs.) | Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative meanings. |
| 15-d | Generalizes 5 adjectives to new nouns (e.g., says, Sticky fly stuff when first encounters a fly trap) | CC.1.3.7.K |
| 15-e | Generalizes 5 adjectives to new hours (e.g., says, streky hy start when first encountering lava) | Read and comprehend literary fiction on grade level, reading independently and proficiently. CC.1.4.7.S |
| | Generalizes 5 daveres to new veres (e.g., says, Zava moves slow when mist encountering lava) | Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary non-fiction. CC.1.4.7.V Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. CC.1.4.7.W |
| | | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |

VISUAL PERCEPTUAL SKILLS AND MATCHING-TO-SAMPLE LEVEL 1

| Skill | VB-MAPP Milestones & Supporting Skills | PA Core Standards |
|--|---|--|
| 1-M 1-a 1-b | 1-M Visually tracks moving stimuli for 2 seconds, 5 times Visually attends to faces and people 5 times Visually attends to reinforcing objects 5 times | CC.1.1 CC.2.1.7.D.1 Analyze proportional relationships and use them to model and solve real-world and mathematical problems. |
| 2-M 2-a 2-b 2-c | Grasps small objects with thumb and index finger (pincer grasp) 5 times Reaches for and successfully grabs objects 5 times Uses index finger to poke things or for other uses 5 times Manipulates toys and objects in a variety of ways for 10 seconds, 5 times | CC.2.2.7.B.1 Apply properties of operations to generate equivalent expressions. CC.2.2.7.B.3 Model and solve real-world and mathematical problems by using and connecting numerical, algebraic, and/or graphical representations. |
| 3-M 3-a 3-b | Visually attends to a toy or book for 30 seconds (not a self-stim item) Transfers objects from one hand to another 5 times Looks for an object that has fallen out of sight 5 times | CC.1.5.7.E Adapt speech to a variety of contexts and tasks. CC.1.5.7.G Demonstrate command of the conventions of standard English when speaking based on grade 7 level and content. CC.2.1.7.1 Analyze proportional relationships and use them to model and solve real-world and mathematical problems. |
| 4-M 4-a 4-b | Places 3 items in a container, stacks 3 blocks, or places 3 rings on a peg for 2 of these or similar activities Dumps things out of containers, or pulls items out of cupboards 5 times Pushes and/or pulls objects 5 times | CC.2.1.7.1 Analyze proportional relationships and use them to model and solve real-world and mathematical problems. |
| 5-M 5-a 5-b 5-c 5-d 5-e | Matches any 10 identical items (e.g., inset puzzles, toys, objects, or pictures) Visually attends to toys or books for 1 minute, 2 times Successfully uses a spoon 5 times during a meal Completes a 3-piece in-set puzzle without physical prompts Attempts to scribble with any writing instrument Puts two similar items together 2 times (e.g., picks up a matching toy) | CC.2.1.7.D.1 Analyze proportional relationships and use them to model and solve real-world and mathematical problems. CC.1.5.7.E Adapt speech to a variety of contexts and tasks. CC.1.5.7.G Demonstrate command of the conventions of standard English when speaking based on grade 7 level and content. |

| | VISUAL PERCEPTUAL SKILLS AND MATCHING-TO-SAMPLE LEVEL 2 | | |
|-------|---|--|--|
| Skill | VB-MAPP Milestones & Supporting Skills | PA Core Standards | |
| 6-M | Matches identical objects or pictures in a messy array of 6, for 25 items | CC.1.2.7.B | |
| 6-a | Connects 2 items or toys together (e.g. Duplos) | Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text. | |
| 6-b | Nests identical objects in a stack 2 times (e.g., bowls, cups, plates | | |
| 6-c | Turns 2 pages in a book | | |

| 6.4 | Completes 2 different inset puzzles containing 2 A pieces without prompts | |
|------|--|---|
| 6-d | Completes 3 different inset puzzles containing 3-4 pieces without prompts | |
| 6-e | Stacks 4 blocks without help | |
| 6-f | Matches identical objects or pictures in a neat array of 3, for 10 items (e.g., matches a hat to a hat) | |
| 6-g | Matches identical objects or pictures that are different sizes in a messy array of 6, for 10 items (e.g., matches a big red ball to a little red ball) | |
| 6-h | Places 5 items where they belong or in an appropriate context (e.g., puts a cup in the sink) | |
| | | |
| 7-M | Matches similar colors and shapes for 10 different colors or shapes given models (e.g., given red, blue, and green | CC.1.4.7.D Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and |
| 7.0 | bowls and a pile of red, blue, and green bears the child sorts the items by color Completes 5 different puzzles containing 6 or more pieces without prompts | cause/effect; use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts; provide a |
| 7-a | | concluding statement or section; include formatting when useful to aiding comprehension. CC.2.1.7.D.1 |
| 7-b | Matches identical objects or pictures in a messy array of 8, for 25 objects | Analyze proportional relationships and use them to model and solve real-world and mathematical problems. |
| 7-c | Matches identical pictures that have different backgrounds in a messy array of 8, for 25 pictures | CC.2.4.7.B.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 inferences about populations based on random sampling concepts. |
| _ | Thomas the Train to a toy Thomas the Train | |
| 7-e | Spontaneously matches 2 items together in play or other situations (e.g., picks up a Hulk figurine and selects a matching | |
| | Hulk from a bin of figurines) | |
| 7-f | Completes identical matches in an array of 8, for 10 matches in less than 20 seconds (fluency) | |
| 8-M | Matches identical objects or pictures in a messy array of 8 containing 3 similar stimuli, for 25 items (e.g., matches a dog to a dog in an array that also contains a cat, a pig, and a pony | CC.1.5.7.E Adapt speech to a variety of contexts and tasks. CC.1.5.7.G |
| 8-a | Generalizes to 5 new identical matching tasks without formal | Demonstrate command of the conventions of standard English when speaking based on grade 7 level and content. |
| 8-b | Matches identical objects or pictures to corresponding items in a book for 25 items | |
| 8-c | Matches identical objects or pictures to corresponding items in the natural environment for 25 | |
| 8-d | Selects 3 non-identical, but associated, objects from a bin for 3 play activities (e.g., grabs several farm animals from a bin | |
| | containing other toys) | |
| 8-e | Successfully assembles 5 parts of 5 connecting toys (e.g., Duplos, trains, Mr. Potato Head) | |
| | | |
| 9-M | Matches non-identical objects or non-identical pictures in a messy array of 10 containing 3 similar stimuli, for 25 items (e.g., matches a Ford truck to a Toyota truck) | CC.1.5.7.D Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. CC.1.5.7.E Adapt speech to a variety of contexts and tasks. |
| 9-a | Matches different colored, but otherwise exactly the same, objects or pictures in a messy array of 8 for 25 items (e.g., a red Ford Mustang to a blue Ford Mustang | CC.1.5.7.G Demonstrate command of the conventions of standard English when speaking based on grade 7 level and content. |
| 9-b | Matches non-identical objects or pictures in a messy array of 8 containing 2 similar stimuli, for 25 items | |
| 9-с | Matches non-identical objects or pictures to corresponding items in a book for 25 items | |
| 9-d | Matches non-identical objects or pictures to corresponding items in the natural environment for 25 items | |
| 9-е | Demonstrates spontaneous functional matching-to-sample in the natural environment 2 times (e.g., finds a matching shoe) | |
| | | |
| 10-M | 10-M Matches non-identical objects (3D) to pictures (2D) and/or vice versa, in a messy array of 10 containing 3 similar stimuli, for 25 items | CC.1.5.7.D Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. |
| 10-a | Assembles, collects, or groups 5 different toys, characters, or items that go together (e.g., a tea set) | CC.1.5.7.E |
| 10-b | Matches a picture of a body part to his own body part for 5 body parts | Adapt speech to a variety of contexts and tasks. CC.1.5.7.G |
| 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 | Demonstrate command of the conventions of standard English when speaking based on grade 7 level and content. |
| | swimming to a picture of a boy swimming in a different pool) | |
| 10-d | Colors pictures in a coloring book although doesn't always stay in the | |
| 10-e | Matches 10 different items that are associated with each other (e.g., a shoe to a sock) | |
| 100 | Therefore to mission them are appointed with each other (orgin a price to a poet) | |

| | 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.1.5.7.D Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. | |
| 11-a | Completes 5 different interlocking puzzles with 10 pieces | CC.1.5.7.E | |
| 11-b | Completes a 4-component block design with a 2D sample and 3D blocks for 4 designs | Adapt speech to a variety of contexts and tasks. CC.1.5.7.G | |
| 11-c | Uses glue to make things stick together without physical prompts 2 times | Demonstrate command of the conventions of standard English when speaking based on grade 7 level and content. | |
| 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) | | |
| 12-M | Demonstrates generalized non-identical matching in a messy array of 10 with 3 similar stimuli, for 25 items (i.e., matches new items on the first trial) | CC.1.2.7.I Analyze how two or more authors present and interpret facts on the same topic. CC.2.1.7.D.1 | |
| 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) | Analyze proportional relationships and use them to model and solve real-world and mathematical problems. | |
| 12-b | Matches non-identical items with a 5 second delay to the comparison in a messy array of 6 (e.g., show the child a tiger, then remove the tiger, wait 5 seconds, and present the array | CC.2.3.7.A.1 Solve real-world and mathematical problems involving angle measure, area, surface area, circumference, and volume. | |
| 12-c | Completes a 6-component block design with a 2D sample and 3D blocks for 8 designs | | |
| 12-d | Matches a 3D block design with 4 blocks (e.g., a house, tower) | | |
| 13-M | Completes 20 different block designs, parquetry, shape puzzles, or similar tasks with at least 8 different pieces | CC.2.3.7.A.1 | |
| 13-w | Uses scissors to cut out 5 different patterns or items without physical prompts | Solve real-world and mathematical problems involving angle measure, area, surface area, circumference, and volume. | |
| 13-b | Sets a table for two people with 6 dishes and utensils | | |
| 13-c | Place 3 sets of items in order by size (seriation) | | |
| 13-d | Imitates a model block structure or similar assembly of objects with at least 6 parts | | |
| | | | |
| 14-M | Sorts 5 items from 5 different categories without a model (e.g., animals, clothing, furniture) | CC.1.2.7.I Analyze how two or more authors present and interpret facts on the same topic. | |
| 14-a | Successfully completes a human figure puzzle with at least 6 parts | CC.2.1.7.D.1 | |
| 14-b | Matches 25 items that are associated with each other in a messy array of 6 with 3 similar stimuli | Analyze proportional relationships and use them to model and solve real-world and mathematical problems. CC.2.3.7.A.1 | |
| 14-c | Completes 10 different seriation tasks (i.e., part-to-whole, small-to-large, etc.) | Solve real-world and mathematical problems involving angle measure, area, surface area, circumference, and volume. | |
| 14-d | Plays a short "concentration" or memory game with identical pictures | | |
| 15_M | Continues 20 three-step patterns, sequences, or seriation tasks (e.g., star, triangle, heart, star, triangle) | C.C.1.2.7.A | |
| 15-w | Completes an A-B pattern for 5 different color or shape patterns | Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective | |
| 15-b | Completes an A-B pattern for 5 different picture patterns | summary of the text. CC.1.3.7.C | |
| 15-c | Places 3 pictures in the correct sequential order for 5 sets | Analyze how particular elements of a story or drama interact and how setting shapes the characters or plot. CC.1.4.7.P | |
| 15-d | Constructs 5 felt (or similar material) scenes with 5 parts (e.g., farm, party) | Organize an event sequence that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another; provide a conclusion that follows from and reflects on the narrated experiences and events. | |

| | 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.1.3.7.K | |
| 1-a | Has a favorite comfort item that he might sleep with or carry (e.g., a blanket, stuffed animal) | Read and comprehend literary fiction on grade level, reading independently and proficiently. CC.1.5.7.G | |
| 1-b | Reaches for objects of interest (e.g., keys, cup, ball) | Demonstrate command of the conventions of standard English when speaking based on grade 7 level and content. | |
| 1-c | Transfers items from one hand to another | | |
| 1-d | Looks at a toy when it is picked up by an adult | | |
| 2-M | Shows variation in play by independently interacting with 5 different items (e.g., plays with rings, then a ball, then a block) | CC.1.5.7.D Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. | |
| 2-a | Points to a toy or object of interest | CC.1.5.7.E | |
| 2-b | Drops items to watch them fall, or demonstrates other interests in cause-and-effect | Adapt speech to a variety of contexts and tasks. CC.1.5.7.G | |
| 2-c | Opens cupboard doors, toy boxes, or reaches in a toy container | Demonstrate command of the conventions of standard English when speaking based on grade 7 level and content. | |
| 2-d | Repeats a play behavior that produces an auditory sound (e.g., squeezes toys, bangs items) | | |
| 2-е | Makes eye contact with others 3 times during play | | |
| 3-M 3-a 3-b 3-c 3-d 3-e | Demonstrates generalization by engaging in exploratory movement and playing with the toys in a novel environment for 2 minutes (e.g., in a new playroom) Brings a toy or object of interest to an adult Dumps containers of items on floor Transfers items in or out of a container Generalizes known play behaviors to a novel environment Carries toys or objects from one place to another | CC.1.5.7.E Adapt speech to a variety of contexts and tasks. CC.1.5.7.G Demonstrate command of the conventions of standard English when speaking based on grade 7 level and content. | |
| 4-M | Independently engages in movement play for 2 minutes (e.g., swinging, dancing, rocking, jumping, climbing) | CC.1.5.7.E | |
| 4-a | Enters a playhouse or similar play structure without adult verbal prompting | Adapt speech to a variety of contexts and tasks. CC.1.5.7.G | |
| 4-b | Learns to work a toy correctly after an adult demonstrates its use (e.g., push buttons on a pop-up toy) | Demonstrate command of the conventions of standard English when speaking based on grade 7 level and content. | |
| 4-c | Mands to an adult for assistance with an item (e.g., child holds up something he can't open) | | |
| 4-d | Spontaneously dances when music is played | | |
| 4-e | Enjoys being pulled or pushed in a wagon, on a tricycle, or other toy vehicle | | |
| 5-M | Independently engages in cause-and-effect play for 2 minutes (e.g., dumping containers, playing with pop-up toys, pulling toys, etc.) | CC.1.5.7.D Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. | |
| 5-a | Takes pieces of a set apart (e.g., Duplos, Bristle blocks) | CC.1.5.7.E | |
| 5-b | Spontaneously pulls and pushes items around | Adapt speech to a variety of contexts and tasks. CC.1.5.7.G | |
| 5-c | Carries a large play object to a new location (e.g., a toy car garage) | Demonstrate command of the conventions of standard English when speaking based on grade 7 level and content. | |
| 5-d | Emits sounds or words associated with toys (e.g., says vroom vroom with a car) | | |
| 5-e | Connects things or puts them together (e.g., a car on a track, Duplos) | | |

| | INDEPENDENT PLAY | | |
|---------|---|---|--|
| LEVEL 2 | | | |
| Skill | VB-MAPP Milestones & Supporting Skills | PA Core Standards | |
| 6-M | Searches for a missing or corresponding toy or part of a set for 5 items or sets (e.g., a puzzle piece, a ball for a drop-in toy, a bottle for a baby doll) | CC.1.5.7.G Demonstrate command of the conventions of standard English when speaking based on grade 7 level and content. | |
| 6-a | Carries 2 or more toys while walking | | |
| 6-b | Independently plays with in-set puzzles for 1 minute | | |
| 6-c | Engages in sensory play for 2 minutes (e.g., scoops sand, or rice from a tray, plays in shaving cream) | | |
| 6-d | Splashes water and plays with objects in a swimming or wading pool | | |
| 6-e | Plays with sets of toys that have multiple parts for 2 minutes (e.g., farm animals, form ball) | | |
| 7-M | Independently demonstrates the use of toys or objects according to their function for 5 items (e.g., placing a train on a track, pulling a wagon, holding a telephone to the ear) | CC.1.4.7.U Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. | |
| 7-a | Scribbles on a Magna Doodle, white board, or paper | | |
| 7-b | Waits while an activity is being set up | | |
| 7-c | Independently plays for 2 minutes without adult interaction | | |
| 7-d | Sorts or separates preferred toy items from others in a bin (e.g., pulls out the Thomas trains) | | |
| 7-е | Spontaneously imitates an adult's use of objects (e.g., brushing hair) | | |
| 8-M | Plays with everyday items in creative ways 2 times (e.g., uses a bowl as a drum or a box as an imaginary car) | CC.1.5.7.D | |
| 8-a | Independently plays on a playground for 2 minutes without adult prompts | Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. | |
| 8-b | Observes, then imitates other children on play structures (e.g., going down a slide) | CC.1.5.7.E | |
| 8-c | Strings large beads, laces, or similar fine motor leisure activities for 1 minute | Adapt speech to a variety of contexts and tasks. | |
| 8-d | Plays with 2 toy sets as designed (e.g., hammer and tool bench set, kitchen set) | CC.1.5.7.G Demonstrate command of the conventions of standard English when speaking based on grade 7 level and content. | |
| | | Demonstrate command of the conventions of standard English when speaking based on grade 7 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.1.5.7.E Adapt speech to a variety of contexts and tasks. CC.1.5.7.G | |
| 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) | Demonstrate command of the conventions of standard English when speaking based on grade 7 level and content. | |
| 9-b | Completes 5 inset puzzles with 5 or more pieces | | |
| 9-c | Repeatedly plays with specific components of a play structure (e.g., goes down a slide several times, goes back and forth on a rope bridge) | | |
| 9-d | Spontaneously kicks a ball forward | | |
| | | | |
| 10-M | Assembles toys that have multiple parts for 5 different sets of materials | CC.1.4.7.U | |
| 10-a | Plays with toy sets as designed (e.g., birthday set, tea set) | Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. | |
| 10-b | Allows others to play in close proximity | | |
| 10-с | Demonstrates interest in a peer's completed project (e.g., a sand castle, Lego structure) | | |
| 10-d | Mands to peers to not disturb his structure or toy assembly | | |
| 10-е | Improvises when parts are missing (e.g., still plays with a car that is missing a wheel) | | |
| 10-f | Helps to pick up toys after an activity with adult prompts | | |

| | INDEPENDENT PLAY | | |
|--------------|--|--|--|
| | LEVEL 3 | | |
| Skill | VB-MAPP Milestones & Supporting Skills | PA Core Standards | |
| 11-M | Spontaneously engages in pretend or imaginary play on 5 occasions (e.g., dressing up, a pretend party with stuffed animals, pretends to cook) | CC.1.4.7.T With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. | |
| 11-a 11-b | Navigates a riding toy around obstructions (e.g., moving a tricycle or big wheel around a pole) 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.1.4.7.U Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. | |
| 11-c 11-d | bottle) Will get toys and play independently for 2 minutes Sings, hums, or recites a few words to familiar songs while engaged in an activity | CC.1.5.7.D Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. | |
| 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.1.5.7.E Adapt speech to a variety of contexts and tasks. CC.1.5.7.G Demonstrate command of the conventions of standard English when speaking based on grade 7 level and content. | |
| 12-a | Brings an assembly activity to completion (e.g., builds a structure out of blocks, strings beads to make a necklace and wears it) | | |
| 12-b | Colors in a picture in a coloring book or on paper | | |
| 12-c | Independently sits and looks at a book for 5 minutes | | |
| 12-d | Accepts direction from a peer when playing in the same area | | |
| 13-M | Independently engages in arts and crafts type activities for 5 minutes (e.g., drawing, coloring, painting, cutting, pasting) | | |
| 13-a | Uses arts and crafts materials as intended (e.g., cuts with scissors, uses glue) | | |
| 13-b | Waits for a turn at an activity (e.g., waits for another child to get off a swing, or a turn at an activity table) | | |
| 13-c | Independently draws recognizable items | | |
| 13-d | Shows a completed project to an adult or peer (e.g., an art project) | | |
| 13-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) | | |
| 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) | | |
| 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) | | |
| 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) | | |
| 15-b | Spontaneously assists in daily activities (e.g., setting the table, planting seeds in a garden, sorting socks) | | |
| 15-c | Will engage in a non-preferred activity to earn a preferred activity | | |

| 15-d | Plays computer or video games and properly operates the equipment | |
|------|--|--|
| 15-e | Will independently solve problems encountered in play (e.g., pulling on a toy that is stuck) | |

| | SOCIAL BEHAVIOR AND SO LEVEL 1 | CIAL PLAY |
|------------|---|--|
| Skill | VB-MAPP Milestones & Supporting Skills | PA Core Standards |
| 1-M | Makes eye contact as a type of mand 5 times | CC.1.5.7.D Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, |
| 1-a | Smiles when hearing familiar voices 3 times (e.g., his mom or dad's voice) | and examples; use appropriate eye contact, adequate volume, and clear pronunciation. |
| 1-b | Looks at the faces of familiar people at least 3 times | CC.1.5.7.E |
| 1-c | Orients towards or makes eye contact with familiar people 5 times | Adapt speech to a variety of contexts and tasks. CC.1.5.7.G |
| | | Demonstrate command of the conventions of standard English when speaking based on grade 7 level and content. |
| 2-M | Indicates that he wants to be held or physically played with 2 times (e.g., climbs up on his mom's lap) | |
| 2-a | Smiles or laughs during physical play 5 times | |
| 2-b | Participates and smiles in reciprocal social play 2 times (e.g., patty cake, peek-a-boo) | |
| 2-c | Seeks out adult attention using eye gaze, sounds, or gestures 3 times (e.g., pointing) | |
| 0.75 | | |
| 3-M | Spontaneously makes eye contact with other children 5 times | |
| 3-a | Takes a desired item from an adult 3 times (e.g., takes a toy when offered) | |
| 3-b | Reacts positively to being approached by other children 2 times (can be siblings) | |
| 3-с | Responds to greetings from others with 2 seconds of eye contact 2 times | |
| 4-M | Spontaneously engages in parallel play near other children for a total of 2 minutes (e.g., sits in the sandbox near other children) | |
| 4-a | Approaches other children 2 times with an adult prompt | |
| 4-b | Appropriately stands close by other children in group activities 2 times | |
| 4-c | Imitates a wave "bye-bye" to others when prompted 2 times | |
| 4-d | Sits next to other children in group activities 2 times when prompted by an adult | |
| | | |
| 5-M | Spontaneously follows peers or imitates their motor behavior 2 times (e.g., follows a peer into a playhouse) | |
| 5-a | Spontaneously follows another child 2 times | |
| 5-b | Spontaneously imitates the behavior of another child 2 times | |
| 5-c | Laughs or smiles when others engage in silly, fun, or entertaining behavior 2 times | |

| SOCIAL BEHAVIOR AND SOCIAL PLAY | | | |
|---------------------------------|--|-------------------|--|
| | LEVEL 2 | | |
| Skill | VB-MAPP Milestones & Supporting Skills | PA Core Standards | |
| 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.1.4.7.T | |

| To be a constant to the Alle Office. | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, |
|---|--|
| • | editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |
| | CC.1.5.7.D |
| | Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. |
| | CC.1.5.7.E |
| Spontaneously imitates 5 different behaviors of peers | Adapt speech to a variety of contexts and tasks. |
| | CC.1.5.7.G Demonstrate command of the conventions of standard English when speaking based on grade 7 level and content. |
| | Definitions due committante of the conventions of standard English when speaking based on grade 7 level and content. |
| | |
| | |
| | |
| Spontaneously offers a reinforcer to a peer 1 time | |
| Engages in sustained social play with peers for 3 minutes without adult prompts or reinforcement (e.g., | |
| | |
| | |
| | |
| Responds to the mands of peers with adult prompts 2 times (e.g., Give him the car.) | |
| Spontaneously echoes a peer's words 2 times | |
| Spontaneously responds to the mands from pears 5 times (e.g. Pull me in the wagon. I want the train.) | |
| | |
| | |
| | |
| | |
| | |
| | |
| Tacts items for the benefit of peers with adult prompts, 2 times (e.g., There's your ear.) | |
| Spontaneously mands to peers to participate in games, social play, etc., 2 times (e.g., Come on you guys, Let's dig a | |
| hole.) | |
| Spontaneously mands to peers to follow directions 2 times (e.g., Put the bike here.) | |
| Spontaneously mands for others to attend to what he is attending to (e.g., Look at this!) | |
| Spontaneously mands for others to attend to his behavior 2 times (e.g., Watch me.) | |
| Mands for attention from peers 2 times (e.g., Hey Johnny!) | |
| Spontaneously imitates a peer riding on a tricycle, toy car, or other riding toy 2 times | |
| | cooperatively setting up a play set, water play) Spontaneously greets others with a wave or vocal response 1 time Spontaneously imitates a peer's actions with objects 2 times (e.g., blowing a pinwheel) Responds to the mands of peers with adult prompts 2 times (e.g., Give him the car.) Spontaneously echoes a peer's words 2 times Spontaneously responds to the mands from peers 5 times (e.g., Pull me in the wagon. I want the train.) Spontaneously copies a peer's assembly of toys or other items 1 time (e.g., Duplo) Responds appropriately to mands from peers for an object 2 times (e.g., Give me the truck.) Responds appropriately to mands from peers for an action 2 times (e.g., Push me.) Responds to the mands of peers to stop a behavior 1 time (e.g., Stop pushing me.) Spontaneously mands for help from adults 1 time Tacts items for the benefit of peers with adult prompts, 2 times (e.g., There's your car.) Spontaneously mands to peers to participate in games, social play, etc., 2 times (e.g., Come on you guys. Let's dig a hole.) Spontaneously mands for others to attend to what he is attending to (e.g., Look at this!) Spontaneously mands for others to attend to his behavior 2 times (e.g., Watch me.) Mands for attention from peers 2 times (e.g., Hey Johnny!) |

| SOCIAL BEHAVIOR AND SOCIAL PLAY LEVEL 3 | | |
|---|---|--|
| Skill | VB-MAPP Milestones & Supporting Skills | PA Core Standards |
| 11-M | | CC.1.4.7.T With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |
| 11-a | Participates in cooperation activities with adult prompts 2 times (e.g., parachute holding) | CC.1.5.7.A |

| 11-b | Appropriately mands to peers to stop an undesirable behavior 2 times | Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and |
|--------------|--|---|
| 11-b | Waits for a turn with a reinforcer without negative behavior 2 times | expressing their own clearly. |
| 11-c 11-d | | CC.1.5.7.D |
| | Accepts an invitation to join a social play activity with a peer 2 times | Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. |
| 11-e | Mands to peers with a WH question 2 times (e.g., Where the shovel? What's you name?) | CC.1.5.7.E |
| 40.35 | | Adapt speech to a variety of contexts and tasks. |
| 12-M | Spontaneously mands to peers with a WH question 5 times (e.g., Where are you going? What's that? Who are you | CC.1.5.7.G Demonstrate command of the conventions of standard English when speaking based on grade 7 level and content. |
| 10 | being?) | |
| 12-a | Spontaneously imitates a peer's behavior in a pretend play activity 2 times | |
| 12-b | Spontaneously mands using where for the location of a missing peer 2 times | |
| 12-c | Spontaneously mands using what related to the behavior of a peer 2 times | |
| 12-d | Spontaneously mands using who evoked by an unknown person 2 times | |
| 12-e | Has a "best friend" (i.e., will repeatedly play with a specific child) | |
| 12-f | Engages in at least 3 verbal exchanges with a peer | |
| | | |
| 13-M | Intraverbally responds to 5 different questions or statements from peers (e.g., verbally responds to What do you | |
| | want to play?) | |
| 13-a | Spontaneously uses please and thank you with an adult or peer 2 times | |
| 13-b | Demonstrates any reciprocal verbal exchanges with a peer 2 times | |
| 13-с | Follows directions given by a peer in a social play activity 2 times | |
| 13-d | Gives directions to a peer in a social play activity 2 times | |
| 13-е | Spontaneously offers a reinforcer (sharing) to a peer 2 times | |
| | | |
| 14-M | Engages in pretend social play activities with peers for 5 minutes without adult prompts or reinforcement (e.g., dress | |
| | up play, acting out videos, playing house) | |
| 14-a | Participates in a social play game directed by a peer (e.g., red light/green light) 2 times | |
| 14-b | Spontaneously mands for a new or unfamiliar child's name 1 time | |
| 14-c | Takes turns and shares reinforcers with peers without prompts 2 times | |
| 14-d | Laughs or smiles at the jokes or humor of peers 2 times | |
| 14-e | Asks questions about the interests of peers 1 time | |
| | | |
| 15-M | Engages in 4 verbal exchanges on 1 topic with peers for 5 topics (e.g., the children go back and forth talking about | |
| | making a creek in a sandbox) | |
| 15-a | Engages in at least 3 verbal exchanges with a peer 2 times | |
| 15-b | Engages in a verbal exchange with two or more peers in one setting 2 times | |
| 15-с | Demonstrates coping behavior when a peer takes a reinforcer 2 times | |
| 15-d | Attends to a peer telling a story for 10 seconds, 2 times | |
| 15-е | Narrates the activity of a peer with at least 2 tacts, 2 times | |
| 15-f | Spontaneously provides sympathy to a peer when hurt 2 times | |
| 15-g | Negotiates time with a reinforcer with a peer 2 times | |
| | | |

MOTOR IMITATION LEVEL 1

| Skill | VB-MAPP Milestones & Supporting Skills | PA Core Standards |
|------------|--|---|
| 1-M | Imitates 2 gross motor movements when prompted with, Do this (e.g., clapping, raising arms) | CC.1.5.7.D |
| 1-a | Imitates mouthing movements 3 times (e.g., puckering lips, opening mouth) | Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. |
| 1-b | Imitates 1 motor movement of another person on demand (i.e., will imitate when asked) | CC.1.5.7.E |
| | | Adapt speech to a variety of contexts and tasks. CC.1.5.7.G |
| 2-M | Imitates 4 gross motor movements when prompted with, Do this | Demonstrate command of the conventions of standard English when speaking based on grade 7 level and content. |
| 2-a | Imitates 2 actions with an object (e.g., pounding with a toy hammer, rolling a ball) | |
| 2-b | Spontaneously imitates 2 different fun activities (e.g., peek-a boo, patty cake) | |
| 2-c | Makes eye contact while imitating 3 times | |
| | | |
| 3-M | Imitates 8 motor movements, 2 of which involve objects (e.g., shaking a maraca, tapping sticks together) | |
| 3-a | Imitates 2 fine motor movements (e.g., wiggles fingers, opens and closes fist) | |
| 3-b | Spontaneously imitates 2 gross motor movements of another person (e.g., arms up) | |
| 3-с | Imitates side-to-side body rocking | |
| 3-d | Generalizes known imitation responses to 2 additional people (e.g., claps for 2 new adults) | |
| | | |
| 4-M | Spontaneously imitates the motor behaviors of others on 5 occasions | |
| 4-a | Imitates pointing at people or objects | |
| 4-b | Imitates transferring an object from one hand to another | |
| 4-c | Imitates 5 actions that produce an outcome (e.g., pushing buttons on a pop-up toy) | |
| 4-d | Imitates 2 head movements (e.g., nods yes and no) | |
| | | |
| 5-M | Imitates 20 motor movements of any type (e.g., fine motor, gross motor, imitation with objects) | |
| 5-a | Imitates 5 different fine motor movements (e.g., pokes clay with index finger, a pincer grasp) | |
| 5-b | Imitates the gross motor behavior of other children 2 times when prompted (e.g., running) | |
| 5-c | Spontaneously imitates the behavior of others on 2 occasions (e.g., filling containers) | |
| 5-d | Demonstrates generalization of 10 imitative responses to 3 new people | |

| | MOTOR IMITATION | | |
|-------|--|---|--|
| | LEVEL 2 | | |
| Skill | VB-MAPP Milestones & Supporting Skills | PA Core Standards | |
| 6-M | Imitates 10 actions that require selecting a specific object from an array (e.g., selects a drumstick from an array also containing a horn and a bell, and imitates an adult's drumming) | CC.1.5.7.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly. | |
| 6-a | Imitates blowing 2 times (e.g., bubbles, candles, balloons) | CC.1.5.7.D | |
| 6-b | Imitates 5 common gestures (e.g., shrugging shoulders, thumbs up, finger to closed lips) | Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. | |
| 6-c | Imitates turning a page in a book | CC.1.5.7.E | |
| 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) | Adapt speech to a variety of contexts and tasks. | |
| 6-е | Imitates pulling 5 different items apart (e.g., Duplos, Kid K'Nex, lids on containers) | | |

| 7-M | Imitates 20 different fine motor actions when prompted, Do this (e.g., wiggling fingers, pinching, making a fist, | |
|------|---|--|
| | making a butterfly) | |
| 7-a | Imitates 3 play behaviors in the natural environment (e.g., pushing a car down a ramp) | |
| 7-b | Imitates 5 two-step behaviors (e.g., touch head and touch shoulders) | |
| 7-c | Spontaneously imitates a behavior observed on a TV or video (e.g., dancing, hopping) | |
| 7-d | Imitates 5 facial expressions (e.g., kissing, opening mouth, shutting eyes, scrunching nose) | |
| 7-е | Maintains a newly acquired imitative behavior after 24 hours without training | |
| 7-f | Imitates a new behavior correctly on the first trial | |
| 7-g | Imitates 5 examples of finger play (e.g., pretend walking on two fingers, finger dancing) | |
| 8-M | Imitates 10 different three-component sequences of actions when prompted, Do this (e.g., clapping, jumping, | |
| | touching toes; pick up a doll, place her in a crib and rock the crib) | |
| 8-a | Imitates 5 actions in a 10-second fluency test | |
| 8-b | Imitates drawing a circle on 2 occasions | |
| 8-c | Imitates 5 pretend play activities (e.g., a monster, pouring tea, shooting spider webs) | |
| 8-d | Spontaneously imitates 5 fine motor arts and crafts activities (e.g., cutting, pasting, drawing) | |
| 8-e | Acquires 5 new listener skills through transfer of control from imitation to listener (e.g., the child learns to cast a toy | |
| | fishing pole by first being shown how, then told how) | |
| 8-f | Imitates other children during daily activities on 2 occasions (e.g., lining up, pulling a wagon) | |
| 8-g | Repeats a fun behavior previously observed (delayed imitation) (e.g., squirting water) | |
| 9-M | M Spontaneously imitates 5 functional skills in the natural environment (e.g., eating with a spoon, putting on a coat, | |
| | removing shoes) | |
| 9-a | Imitates a socio-dramatic play activity modeled by peers on 2 occasions | |
| 9-b | Spontaneously imitates 5 behaviors in a group activity (e.g., sits when other children sit) | |
| 9-c | Imitates 10 two-component actions (e.g., pretend pouring and drinking) | |
| 9-d | Imitates the same behavior going fast and slow for 5 behaviors (e.g., arms up fast then slow) | |
| 10-M | Imitates (or attempts to with approximations) any novel motor action modeled by an adult with and without objects | |
| | (i.e., a "generalized imitative repertoire") | |
| 10-a | Imitates building items or the construction of a toy set (e.g., Legos, a train set, Lincoln Logs) | |
| 10-b | Imitates 5 sequences of multi-step functional self-care skills (e.g., brushing teeth, washing face, putting on shoes) | |
| 10-с | Imitates 5 functional activities of daily living skills (e.g., setting the table, sweeping the floor) | |
| 10-d | Demonstrates delayed imitation of adult behavior in pretend play (e.g., driving a car, typing) | |
| 10-е | Imitates 50 different motor behaviors on command | |

| | ECHOIC LEVEL 1 | |
|-------|--|--|
| Skill | VB-MAPP Milestones & Supporting Skills | PA Core Standards |
| | Intentionally left blank | CC.1.5.7.D Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, |

| | and examples; use appropriate eye contact, adequate volume, and clear pronunciation. CC.1.5.7.E Adapt speech to a variety of contexts and tasks. CC.1.5.7.G Demonstrate command of the conventions of standard English when speaking based on grade 7 level and content. |
|--|--|
|--|--|

| | ECHOIC | |
|-------|--|---|
| | LEVEL 2 | |
| Skill | VB-MAPP Milestones & Supporting Skills | PA Core Standards |
| | Intentionally left blank | Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. CC.1.5.7.E Adapt speech to a variety of contexts and tasks. CC.1.5.7.G Demonstrate command of the conventions of standard English when speaking based on grade 7 level and content. |

| | SPONTANEOUS VOCAL BEHAVIOR | |
|-------|--|---|
| | LEVEL 1 | |
| Skill | VB-MAPP Milestones & Supporting Skills | PA Core Standards |
| | Intentionally left blank | CC.1.5.7.D Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. CC.1.5.7.E Adapt speech to a variety of contexts and tasks. CC.1.5.7.G Demonstrate command of the conventions of standard English when speaking based on grade 7 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) | CC.1.2.7.F |

| | and asked the verbal fill-ins You eat and You drink | Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of |
|--------------|---|---|
| 6-a | Selects an animal from an array of 3 for 5 different sounds made by animals (e.g., Meow says a) | figurative, connotative, and technical meanings. |
| 6-b | Selects an object from an array of 3 for 5 different sounds made by objects (e.g., Toot, toot goes the) | |
| 6-c | Selects an ideal from an array of 3 for 5 different sounds made by objects (e.g., 100t, tool goes the) Selects an item from an array of 3 for 5 different song fill-ins corresponding with the items (e.g., The wheels on the) | |
| 0-0 | Selects an item from an array of 3 for 3 different soing fint-fins corresponding with the items (e.g., The wheels on the) | |
| 7-M | Selects the correct item from an array of 8 for 25 different LRFFC fill-in statements of any type (e.g., You sit on a) | CC.1.2.7.F Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of |
| 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) | figurative, connotative, and technical meanings. CC.1.2.7.J |
| 7-b | Selects an item from an array of 5 for 5 different spoken associated sets of words (e.g., Shoes and) | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary |
| 7-c | Reverses 5 previously acquired associations in an LRFFC format (e.g., Shoes and) | knowledge when considering a word or phrase important to comprehension or expression. |
| 7-d | Generalizes 10 known LRFFC responses to different tones of voice, volumes, prosody, etc. | |
| 7-e | Generalizes 10 known LRFFC responses to new carrier phrases without training (e.g., Let's sit on aTime to sit on a) | |
| 7-f | Generalizes 10 known LRFFC responses to 2 different pictures or objects (e.g., two different shoes) | |
| 7-1 | Generalizes to known ERTT e responses to 2 different pictures of objects (e.g., two different shoes) | |
| 8-M | Selects the correct item from an array of 10 (or from a book) for 25 different verb-noun what, which, or who | CC.1.2.7.B |
| | questions (e.g., What do you ride? Which one barks? Who can hop?) | Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text. |
| 8-a | Selects an item from an array of 8 for 10 fill-in function statements (e.g., You draw with a) | CC.1.2.7.F |
| 8-b | Selects an item from an array of 8 for 10 fill-in feature statements (e.g., You find wheels on a) | Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of |
| 8-c | Selects an item from an array of 8 for 10 fill-in class statements (e.g., A kind of animal is a) | figurative, connotative, and technical meanings. |
| 8-d | Selects an item from an array of 8 for 10 different what questions (e.g., What do you eat?) | |
| 8-e | Selects an item from an array of 8 for 10 different what questions (e.g., which one flies?) | |
| 8-f | Selects an item from an array of 8 for 10 different which questions (e.g., Who builds a nest?) | |
| | | |
| 9-M | Selects an item given 3 different verbal statements about each item when independently presented (e.g., Find an | CC.1.5.7.C |
| | animal. What barks? What has paws?) for 25 items | Analyze the main ideas and supporting details presented in diverse media formats (e.g. visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. |
| 9-a | Demonstrates LRFFC class generalization with 5 examples (e.g., 5 different animals) for 10 classes | |
| 9-b | Emits 10 known LRFFC responses in an array of 10 in less than 1 minute (fluency) | |
| 9-c | Selects an item given 2 different verbal statements about each item when independently presented (e.g., Find a food. | |
| | What do you eat?) for 10 different items | |
| 9-d | Selects an item from an array of 10 for 10 different LRFFC where questions (e.g., Where do you find the milk?) | |
| 9-е | Demonstrates 10 LRFFC responses in the natural environment | |
| 10.77 | | 001570 |
| 10-M | Spontaneously tacts the item on 50% of the LRFFC trials (e.g., says Dog given the verbal statement Find an | CC.1.5.7.G Demonstrate a command of the conventions of standard English when speaking based on grade 7 level and content. |
| 10 | animal and a visual array containing a picture of a dog) | |
| 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 | |
| 10.1 | 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.) | |
| 10-d 10-e | Generalizes to 25 novel 2-component LRFFC tasks without training (e.g., Do you see a red fruit.) Spontaneously emits 5 LRFFC responses (e.g., gets a broom after hearing, There's dirt on the floor.) | |

| | LISTENER RESPONDING BY FUNCTION LEVEL 3 | N, FEATURE, & CLASS |
|-------|---|--|
| Skill | VB-MAPP Milestones & Supporting Skills | PA Core Standards |
| 11-M | Selects the correct item from an array of 10 that contains 3 similar stimuli (e.g., similar color, shape, or class, but they are the wrong choices), for 25 different WH question LRFFC tasks | CC.1.2.7.A Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. |
| 11-a | Selects 2 members of a class (e.g., Find two body parts.) from an array of 10, for 25 classes | CC.1.4.7.D |
| 11-b | Selects 50 items from a book given any type of LRFFC task | Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and |
| 11-с | Selects 50 items from the natural environment or in a functional activity (e.g., setting the table) given any type of LRFFC task | cause/effect; use appropriate transitions to create cohesion and clarifying the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension. |
| 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), | CC.1.4.7.D Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and |
| 10 | or class (e.g., clothing) for 25 items (e.g., Do you see a brown animal? Can you find some clothing with buttons?) | cause/effect; use appropriate transitions to create cohesion and clarifying the relationships among ideas and concepts; provide a |
| 12-a | Selects an item from an array of 10 given a color and class (e.g., a yellow animal) for 25 items | concluding statement or section; include formatting when useful to aiding comprehension. |
| 12-b | Selects an item from an array of 10 given a shape and class (e.g., a round food) for 25 items | |
| 12-c | Selects an item from an array of 10 given a function (e.g., color on it) and a class (e.g., art supplies) for 25 LRFFC tasks | |
| 12-d | (e.g., Find something to color on from the art cabinet.) Selects an item from an array of 10 given a feature (e.g., wheels, wings) and a class (e.g., animals, vehicles) for 25 | |
| 12-u | LRFFC tasks (e.g., Where's a vehicle with wheels? Where's a vehicle with wings?) | |
| 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 | |
| 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.1.2.7.J |
| 13-11 | adjective, preposition, pronoun), for 25 WH-question LRFFC tasks (e.g. Which fruit grows on trees?) | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary |
| 13-a | Selects an item from a book after being read a short passage (10+ words) and given an LRFFC question (e.g., Who blew the house down?) | knowledge when considering a word or phrase important to comprehension or expression. CC.1.4.7.D Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and |
| 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 | cause/effect; use appropriate transitions to create cohesion and clarifying the relationships among ideas and concepts; 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 | concluding statement of section, include formatting when useful to along completionsion. |
| 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 | |
| 13-е | Selects 10 community helpers from a book when asked what they do (e.g., Who helps you when you are sick?) | |
| 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?) for 25 sets | |
| 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 locations | |
| 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.) | |
| 14-M | Selects the correct items from a book or the natural environment given 4 different rotating LRFFC questions | CC.1.2.7.J |

| 14-a 14-b 14-c | about a single topic (Where does the cow live? What does the cow eat? Who milks the cow?) for 25 different topics 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 Selects an item from a book given a when question (e.g., When do you need a towel?) for 10 items Selects an item from a book given a how question (e.g., How do you get to school?) for 10 items | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. CC.1.2.7.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. |
|----------------------|--|--|
| 14-d | Selects an item from an array of 10 given a preposition after a verb (e.g., eat with, eat at, write on, write with) for 25 verb-preposition combinations | CC.1.5.7.C Analyze the main ideas and supporting details presented in diverse media formats (e.g. visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. |
| 14-e | Selects an item when asked to find something that is different in an array of 5 (e.g., 4 spoons and 1 fork) for 25 items | |
| 14-f | Selects an item from an array of 10 when asked What is missing? from a picture (e.g., a car without wheels, an airplane without wings) for 25 items | |
| 15-M | Demonstrates 1000 different LRFFC responses, tested or obtained from an accumulated list of known responses | CC.1.3.7.F |
| 15-a | Selects an item from an array of 10 relating to past events (e.g., Where did you go yesterday?) for 5 events | Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of |
| 15-b | Selects an item relating to future events (e.g., What's happening tomorrow?) for 5 events | figurative, connotative meanings. CC.1.3.7.K |
| | | CCIIOIII |
| 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 | Read and comprehend literary fiction on grade level, reading independently and proficiently. CC.1.5.7.B |
| | Selects an item from an array of 10 when asked Which one can't? in an LRFFC format for 10 items (e.g., Which one can't fly?) | Read and comprehend literary fiction on grade level, reading independently and proficiently. CC.1.5.7.B Delineates a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency |
| 15-c 15-d | Selects an item from an array of 10 when asked Which one can't? in an LRFFC format for 10 items (e.g., Which one can't fly?) 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 | Read and comprehend literary fiction on grade level, reading independently and proficiently. CC.1.5.7.B |
| 15-d | Selects an item from an array of 10 when asked Which one can't? in an LRFFC format for 10 items (e.g., Which one can't fly?) 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 | Read and comprehend literary fiction on grade level, reading independently and proficiently. CC.1.5.7.B Delineates a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency |
| | Selects an item from an array of 10 when asked Which one can't? in an LRFFC format for 10 items (e.g., Which one can't fly?) 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 | Read and comprehend literary fiction on grade level, reading independently and proficiently. CC.1.5.7.B Delineates a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency |

| | 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.1.2.7.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. | |
| 6-a | Provides the sound made by 2 animals or objects (e.g., A dog says A horn goes) | knowledge when considering a word of pinase important to comprehension of expression. | |
| 6-b | Gives 2 animal names when given the sounds they make (e.g., Meow says a) | | |
| 6-c | Completes 5 different song fill-ins (e.g., The wheels on the Twinkle, twinkle little) | | |
| 6-d | Completes 2 different verbal fill-ins involving fun activities (e.g., Peek-a Ready, set) | | |
| | | | |
| 7-M | Provides first name when asked, What is your name? | | |
| 7-a | Completes 5 different in-context fill-ins (e.g., You sleep in your while at his bed) | | |
| 7-b | Correctly responds to 5 in-context fill-ins when they are reversed (e.g., In your bed you go to) | | |
| 7-c | Completes 5 different out of context fill-in-the-blank phrases (e.g., You wash your) | | |
| 7-d | Generalizes 10 known intraverbal responses to a different adult and setting | | |
| | | | |
| 8-M | Completes 25 different fill-in-the-blank phrases (not including songs) (e.g., You eat You sleep in a Shoes and) | CC.1.2.7.J | |
| 8-a | Completes 2 eat and 2 drink classification fill-ins (e.g., You eat You drink) | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. | |
| 8-b | Completes 5 different noun-noun association fill-in-the-blank phrases (e.g., mommy and) | and the general considering a word of pinase important to compression of expression. | |
| 8-c | Completes 5 song fill-ins with 2 or more words (e.g., Old McDonald had a farm) | | |
| 8-d | Generalizes 10 intraverbal responses to new carrier phrases (e.g., We bounce a Let's bounce a) | | |

| 9-M | Answers 25 different what questions (e.g., What do you brush?) | CC.1.4.7.A |
|------|--|--|
| 9-a | Completes 10 different verb-noun fill-in-the-blank phrases (e.g., You ride the You play in) | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly. CC.1.4.7.G |
| 9-b | Spontaneously emits (no additional verbal prompts) 2 intraverbal responses | Write arguments to support claims. |
| 9-c | Answers 10 different what questions with a verb as the primary SD (e.g., What do you brush?) | CC.1.4.7.I Acknowledge alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, |
| 9-d | Answers 10 different what questions with a noun as the primary SD (e.g., What's in the barn?) | credible sources and demonstrating an understanding of the topic. |
| 9-е | When asked What do you eat (or drink)? provides 2 or more members of each category | CC.1.5.7.F |
| 9-f | Provides 5 novel responses to previously acquired questions (response generalization) (e.g., when asked to name an | Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. |
| | animal the child answers bear for the first time without receiving training on bear) | |
| | | |
| 10-M | Answers 25 different who or where questions (e.g., Whose your friend? Where is your pillow?) | CC.1.4.7.G |
| 10-a | Answers 5 different where questions (e.g., Where are your videos?). | Write arguments to support claims. CC.1.4.7.I |
| 10-b | Answers 5 different who questions (e.g., Who is your teacher?) | Acknowledge alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, |
| 10-c | Demonstrates 2 untrained intraverbal responses (e.g., responds flower when someone says daisy) | credible sources and demonstrating an understanding of the topic. |
| 10-d | Answers 10 different class questions (e.g., What animals do you like? What toys do you like?) | |
| 10-е | Answers both color and name questions about 10 visible items (e.g., What is it? What color is it?) | |
| 10-f | Answers 10 different function questions (e.g., What do you do with a toothbrush?) | |
| 10-g | Spontaneously emits 5 intraverbal-mands (e.g., Dad says It's hot. and the child says Let's go swimming.) | |

| | 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.1.5.6.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly. | |
| 11-a | Completes 10 two-component (noun-verb) fill-ins (e.g., For breakfast you eat For lunch you eat) | expressing their own electry. | |
| 11-b | Answers 25 two-component where questions (e.g., Where do you find the milk? Where's your wagon?) | | |
| 11-c | Answers 25 two-component who questions (e.g., Who takes you to school? Who do you play with?) | | |
| 11-d | Answers 25 what questions involving function (e.g., What do you do with crayons?) | | |
| 11-е | Answers 25 what questions when given the function (e.g., What gets you clean?) | | |
| 11-f | Demonstrates 10 untrained intraverbals (e.g., retells what happened in a video without any specific training) | | |
| 11-g | Demonstrates 5 new intraverbals with just tact training (e.g., tact of computerDaddy has a computer.) | | |
| 11-h | Answers I don't know to questions that the child cannot answer | | |
| | | | |
| 12-M | Demonstrates 300 different intraverbal responses, tested or obtained from an accumulated list of known intraverbals | CC.1.4.7.W Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a | |
| 12-a | Provides at least 3 members of 10 classes (e.g., What do you see on a playground?) | standard format for citation. | |
| 12-b | Answers 25 multiple choice questions (e.g., Does a fish live in the water or in trees?) | CC.1.5.7.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and | |
| 12-c | Provides 10 categories when given several members (e.g., a horse, cow, and pig are all) | expressing their own clearly. | |
| 12-d | Provides the name of 25 items when given a specific feature (e.g., What has wheels?) | | |
| 12-е | Provides 2 features of 10 items when given their names (e.g., What's on a fire truck?) | | |
| 12-f | Provides an answer to 3 emotion questions (e.g., What makes you sad? What makes you happy?) | | |

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|--------------|--|---|
| 12-g | Provides at least 25 3+ word responses to questions (e.g., when asked What do you like to play? the child responds I like | |
| | to play with cars) | |
| 10.35 | | CC.1.2.7.C |
| 13-M | Answers 2 questions after being read short passages (15+ words) from books, for 25 passages (e.g., Who blew the | Analyze the interactions between individuals, events, and ideas in a text. |
| 12 - | house down?) | CC.1.4.7.V |
| 13-a | Answers 25 questions with yes or no (e.g., Is a shoe good to eat?) | Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. |
| 13-b | Describes 5 locations not in view (e.g., Tell me about your bedroom?) | questions for future research and investigation. |
| 13-c | Answers 25 intraverbal questions involving adjectives (e.g., Can you tell me a big animal?) | |
| 13-d | Answers a question about a single sentence just read, for 10 sentences Correctly answers the question How old are you? | |
| 13-e | | |
| 13-f | Answers 2 time questions with general responses (e.g., What time do you go to bed?at nighttime) | |
| 13-g | Completes a story sequence for 5 stories (e.g., Then what happened to the three little pigs?) | |
| 13-h | Engages in 5 different conversations that contain at least 3 intraverbal exchanges on a single topic | |
| 13-i | Describes 2 attributes about himself (e.g., I have brown hair. I have blue eyes.) | |
| 14-M | Describes 25 different events, videos, stories, etc. with 8+ words (e.g., Tell me what happened The big monster | CC.1.2.7.B |
| 14-1/1 | scared everybody and they all ran into the house.) | Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, |
| 14-a | Answers 25 different who, what, or where questions that contain 3 or more elements (e.g., What color is a fire truck?) | and/or generalizations drawn from the text. CC.1.3.7.C |
| 14-b | Provides at least 3 members of 25 categories (e.g., What do you find on a playground?) | Analyze how particular elements of a story or drama interact and how setting shapes the characters or plot. |
| 14-c | Answers 5 questions about daily or current events (e.g., Where are you going with dad?) | |
| 14-d | Intraverbally responds at least 25 times in a day to the verbal questions or statements from peers | |
| 14-e | Shows generalization by giving the same answer to 10 questions presented in 3 different ways (e.g., answers my house to | |
| | Where do you live? Where is your dog? and Where do play?) | |
| 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.) | |
| 14-g | Provides 3 pieces of personal information (e.g., Where do you live? What's your brother's name?) | |
| 14-h | Answers 25 intraverbal questions involving prepositions (e.g., What's under your bed?) | |
| 14-i | Answers 25 intraverbal questions involving pronouns (e.g., Who has a brown dog?) | |
| 14-j | Provides 25 answers to sequence questions (e.g., What do you do after you get to school?) | |
| 14-k | Answers 10 when questions (e.g., When do you take a bath?) | |
| | | |
| 15-M | Answers 4 different rotating WH questions about a single topic for 10 topics (e.g., Who takes you to school? Where | CC.1.2.7.A Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective |
| 15 6 | do you go to school? What do you take to school?) | summary of the text. |
| 15-a | Answers 10 questions about community helpers (e.g., What does a doctor do?) Answers 25 different questions that contain 4 or more parts of speech (e.g., What tool do you need to pound poils?) | CC.1.4.7.A Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly. |
| 15-b | Answers 25 different questions that contain 4 or more parts of speech (e.g., What tool do you need to pound nails?) | CC.1.4.7.S |
| 15-c | Takes turns adding to a story started by others (e.g., And then he saw a boat) | Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading |
| 15-d | Answers 5 different how questions (e.g., How do you fix the hole?) Provides last name when asked (e.g., Harrison) | standards for literature and literary non-fiction. |
| 15-e | (6 / / | |
| 15-f | Answers 25 intraverbal questions involving adverbs (e.g., What animal moves slow?) Shows response constalization by describing the same 10 objects, events, pets, people etc. in 3 different ways (e.g., in | |
| 15-g | Shows response generalization by describing the same 10 objects, events, pets, people, etc. in 3 different ways (e.g., in reference to a pet dog Toby, the child says at different times a dog, an animal, Toby) | |
| 15-h | Describes 5 events that happened in the past | |
| 15-ii | Describes 5 events that happened in the past Describes 5 events that will happen in the future | |
| 15-i 15-j | Summarizes 5 different stories with at least 10 words | |
| 15-J | Suggests a possible solution when presented with a problem | |
| 1.J-K | Suggests a possible solution when presented with a problem | |

| CLASSROM ROUTINES & GROUP SKILLS |
|----------------------------------|
| LEVEL 2 |

| | EE (EE = | |
|-------|--|---|
| Skill | VB-MAPP Milestones & Supporting Skills | |
| 6-M | Sits at a group snack or lunch table without negative behavior for 3 minutes | T |
| 6-a | Adjusts to separation from parents (e.g., does not cry when parents leave) | ٦ |
| 6-b | Sits at a snack or lunch table when physically prompted for 1 minute | ٦ |
| 6-c | Lines up with other children when physically prompted | ٦ |
| 6-d | Demonstrates general compliance for all classroom aides | ٦ |
| | | ٦ |
| 7-M | Puts away personal items, lines up, and comes to a table with only 1 verbal prompt | |
| 7-a | Does not attempt to move away from a peer when seated next to him | ٦ |
| 7-b | Puts away personal items (e.g., coat, backpack, lunch box) with gestural and verbal prompts | |
| 7-с | Goes to and sits at a table with other children with only verbal prompts | ٦ |
| 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 | ٦ |
| | | ٦ |
| 8-M | Transitions between classroom activities with no more than 1 gestural or verbal prompt | |
| 8-a | Goes to a circle group and sits with only verbal prompts | ٦ |
| 8-b | Goes to and sits at a table or work station with only verbal prompts | |
| 8-c | Waits while seated at a table, without touching materials, until allowed to do so | |
| 8-d | Sits in a circle group for 2 minutes without disruptive behavior or prompts to remain seated | |
| | | ╛ |
| 9-M | Sits in a small group for 5 minutes without disruptive behavior or attempting to leave the group | |
| 9-a | Comes inside after recess with only verbal prompts | 4 |
| 9-b | Participates in group movement and song activities with only verbal prompts (e.g., Ring Around the Rosy, Duck-Duck Goose, Hokey Pokey) | |
| 9-c | Imitates group activities with objects (e.g., tapping sticks together, shaking a maraca) | ٦ |
| 9-d | Sings songs with the group with only verbal prompts (e.g., Head, shoulders, knees and toes) | |
| 10-M | Sits in a small group for 10 minutes, attends to the teacher or material for 50% of the period, and responds to 5 of | |
| | a teacher's SDs | |
| 10-a | Gets lunch with only verbal prompts | |
| 10-b | Puts away backpack, lunch box, or coat upon entering the classroom with group prompts | |
| 10-с | Imitates group activities with objects (e.g., tapping sticks together, shaking a maraca) | |
| 10-d | Gets out and opens most snack/lunch items independently | |
| 10-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 | 1 |

PA Core Standards CC.1.5.7.A

Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly. **CC.1.5.7.D**

Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

CC.1.5.7.E

Adapt speech to a variety of contexts and tasks. CC.1.5.7.G

Demonstrate command of the conventions of standard English when speaking based on grade 7 level and content.

| CLASSROM ROUTINES & GROUP SKILLS LEVEL 3 | | |
|--|--|---|
| Skill | VB-MAPP Milestones & Supporting Skills | PA Core Standards |
| 11-M | Uses the toilet and washes hands with only verbal prompts | CC.1.5.7.A |
| 11-a | Sits or stands at an arts and crafts or activity table for 5 minutes without disruptive behavior | Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly. |
| 11-b | Responds to 1 group instruction without additional prompts (e.g., Everybody stand up | CC.1.5.7.D |
| 11-c | Works independently on a task or activity for 1 minute without prompts or reinforcement | Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. |
| 11-d | Comes to the front of the group with 1 verbal prompt | CC.1.5.7.E |
| | | Adapt speech to a variety of contexts and tasks. |
| 12-M | Responds to 5 different group instructions or questions without direct prompts in a group of 3 or more children | CC.1.5.7.G Demonstrate command of the conventions of standard English when speaking based on grade 7 level and content |
| | (e.g., Everybody stand up. Does anyone have a red shirt on?) | Definishand of the conventions of standard English when speaking based on grade 7 level and content |
| 12-a | Raises hand to take a turn in a group setting (e.g., Who wants to pick a song?) | |
| 12-b | Uses classroom materials as designed (e.g., glue, scissors, crayons, paper) | |
| 12-c | Puts away toys and material when prompted to do so | |
| 12-d | Stays on task for 1 minute during an arts and crafts activity when an adult leaves the table | |
| | | |
| 13-M | Works independently for 5 minutes in a group, and stays on task for 50% of the period | |
| 13-a | Gets necessary materials to complete an activity when verbally prompted (e.g., Get some glue.) | |
| 13-b | Independently transitions between classroom activities with only group verbal prompts | |
| 13-с | Responds to group questions without a direct prompt (e.g., What happened to Simba?) | |
| 13-d | Mands to use the toilet and has minimal accidents | |
| | | |
| 14-M | Acquires 2 new behaviors in a 15-minute group-teaching format involving 5 or more children | |
| 14-a | Takes turns and shares items with peers | |
| 14-b | Discriminates and follows two-component group instructions (e.g., All the boys line up) | |
| 14-c | Follows safety rules in a classroom (e.g., No running. No pushing.) | |
| 14-d | Leads 2 different group activities involving 3 other children (e.g., red-light, green-light game) | |
| 14-e | Mands for a specific activity in a group setting (e.g., Let's play tag!) | |
| 14-f | Assists in picking up after an activity with only 1 verbal prompt | |
| 15 34 | | |
| 15-M | Sits in a 20-minute group session involving 5 children without disruptive behaviors, and answers 5 intraverbal questions | |
| 15-a | Focuses on a task despite disruptions in the room | |
| 15-b | Meets some of his own self-care needs without prompts (e.g., wipes nose, puts on coat) | |
| 15-c | Verbally interacts with peers 3 times in a table-top group activity | |
| 15-d | Sits back down when his turn is over without prompts | |
| 15-е | 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 | |
| 1.5 11 | 516 III a sensor assembly for 20 initiates without distuplify beliavior | |

| | 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.1.2.7.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. | |
| 7-M | Has a total listener vocabulary of 100 words (e.g., Touch nose. Jump. Find keys.) | CC.1.5.7.G | |
| 7-a | Uses recognizable words more frequently than jargon | Demonstrate a command of the conventions of standard English when speaking based on grade 7 level and content. | |
| 7-b | Emits 2-3 word carrier phrases without "understanding" each word (e.g., It's a cat. Go for a ride?) | | |
| 7-c | Has a total speaker vocabulary size of 50 words (all verbal operants except echoic) | | |
| 8-M | Emits 10 different 2-word utterances per day of any type except echoic (e.g., mand, tact) | | |
| 8-a | Emits 2-word mands for recurrence (e.g., more tickle) | | |
| 8-b | Emits 2-word noun-verb or verb-noun mands or tacts (e.g., Pour juice. Baby crying.) | | |
| 8-c | Adjusts volume of voice on command (e.g., whispers and uses loud voice) | | |
| 8-d | Echoes 10 different rhythms, intonations, or pitches | | |
| 9-M | Emits functional prosody (i.e., rhythm, stress, intonation) on 5 occasions in one day (e.g., puts emphasis or stress on certain words at appropriate times such as, It's MINE!) | | |
| 9-a | Consistently emits the initial consonants of words | | |
| 9-b | Emits 2-word mands for possession (e.g., My cookie. That's mine.) | | |
| 9-c | Emits 2-word mands or tacts for location (e.g., Come here. There's Thomas.) | | |
| 9-d | Emits 2-word mands for negation or refusal (e.g., No Barney. No shoes. No more.) | | |
| 9-е | Combines 2 words to make a novel word or phrase (e.g., Miss Betty) | | |
| | | | |
| 10-M | Has a total speaker vocabulary of 300 words (all verbal operants except echoic) | | |
| 10-a | Echoes most words or approximations to words on command (generalized echoic repertoire) but still has articulation | | |
| | errors | | |
| 10-b | Strangers can understand at least 50% of the words emitted by the child | | |
| 10-c | Emits a total listener vocabulary size of 400 words | | |
| 10-d | Emits a mean length of utterance (MLU) of 2 1/2 morphemes (e.g., Push car. Where mommy go?) | | |
| | | | |

| LINGUISTIC STRUCTURE | | | |
|----------------------|--|------------|--|
| | LEVEL 3 | | |
| Skill | 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 | CC.1.5.7.D | |

| | with suffixes for possession (e.g., dog's collar vs. cat's collar) | Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. |
|---------------|--|---|
| 11-a | Emits auxiliary (helping) verbs in a tact or mand carrier phrase (e.g., do, have, will, can, was) | CC.1.5.7.E |
| 11-b | Phrases emitted by the child in one day contain several different "small" words that were not directly taught, but seem | Adapt speech to a variety of contexts and tasks. |
| | appropriate for the context (e.g., it, that, a, the, an, too, or, but) | CC.1.5.7.G Demonstrate command of the conventions of standard English when speaking based on grade 7 level and content. |
| 11-c | Uses "s" vs. "es" plural markers (e.g., books or glasses) | |
| 11-d | Uses irregular plurals correctly (e.g., foot-feet, mouse-mice, tooth-teeth) | |
| | READING | |
| | LEVEL 3 | |
| Skill | VB-MAPP Milestones & Supporting Skills | PA Core Standards |
| 11-M | Attends to a book when a story is being read to him for 75% of the time | CC.1.2.7.A; CC.1.3.7.A |
| 12-d | Finits Payer and no kerd or west for 90 mands or tacts (e.g., Pour juice. Baby crying.) | Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. |
| 12=B | Mimits present participles indirections with "verb-ing" (e.g., running, playing, swimming) | CC.1.2.7.B; CC.1.3.7.B |
| 11-c | Touches pictures in books that correspond to the story (e.g., Where's the big bad wolf?) | Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, |
| 13-M | Emits 10 different noun phrases containing at least 3 words, with 2 modifiers (e.g., adjectives, prepositions, | and/or generalizations drawn from the text. CC.1.2.7.C |
| 12-M | Selects (LDs) the correct uppercase letter from an array of 5 letters, for 10 different letters | Analyze the interactions between individuals, events, and ideas in a text. |
| 13-a | Spenkiele 3 an Word for the property without prompts | CC.1.2.7.D |
| 12=a 12=b | Revite properties and in three are the atable in the house of the properties of the | Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. |
| | Phys i the cover | CC.1.2.7.F; CC.1.3.7.F |
| 12-c 13-0 | Their principles to the their politicity of their politicity of their principles of their politicity of th | Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of |
| 13=e | Maisheontractions in a manage tentes the story | figurative, connotative, and technical meanings. CC.1.2.7.H |
| 13-e | Emits pronouns to modify nouns (e.g., My shoes. Your cup.) | Evaluate an author's argument, reasoning, and specific claims for the soundness of the argument and the relevance of the |
| 13-M | Tacts 10 uppercase letters on command | evidence. |
| 14-M | Renits 10 apperence reters on command | CC.1.2.7.I Examine how two or more authors present and interpret facts on the same topic. |
| 13-a- | pronouns) (f.g., Push me hard, Go. up the steps.) is that?) | CC.1.2.7.J; CC.1.3.7.J |
| 14-a | Adjectives usually precede nouns when appropriate (e.g., a big boat vs. a boat big) | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; father vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| 14-8 | Methanasasewith the enthiestand detection detection detection to the than language as the were language. | CC.1.2.7.L |
| 13-6 14-6 | VERES 32196 WHITHE SHERE IS INCHAINED THE TOTAL SHERE TO THE TOTAL STREET TO THE TOTAL | Read and comprehend literary fiction on grade level, reading independently and proficiently. |
| 14-d | Emits adjective inflections with the comparative suffixes "er" and "est" (e.g., good, better, best) | CC.1.3.7.D Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. |
| | | CC.1.3.7.E |
| 14-M | Reads his own name | Analyze how the structure or form of a text contributes to its meaning. |
| 14-a | Discriminates among most uppercase letters (but may confuse some; e.g., M and N; P and R) Combines worth phrases to produce to different syntactically correct clauses or sentences containing at | CC.1.3.7.G Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of |
| 15:M | Fastis words letter. The dog lie ted my face s sounds given a letter name | techniques unique to each medium (e.g. lighting, sound, color, or camera focus and angles in a film). |
| 14-c 15-a | Emits different name and yeth phrases equippeted by conjunctions (e.g., and, or, but, yet) | □ CC.1.3.7.H |
| 1 <u>4</u> -8 | | Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history. |
| 1 4 =b | Demonstrates a Mand race generalization for angles in one "sentence" that each have an individual meaning, e.g., She pushed him down — the "ed" ending is a morpheme) | CC.1.3.7.I |
| 15-c | Pronouns agree with gender (e.g., the boy splashed himself vs. the boy splashed herself) | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and |
| 15-d | Pronouns agree with number (e.g., the boy splashed himself vs. the boys splashed himself) | content, choosing flexibly from a range of strategies and tools. CC.1.3.7.K |
| | | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and |
| 15-e | Uses quantification in a sentence (e.g., always, never, sometimes) | content, choosing flexibly from a range of strategies and tools. |
| 15-f | Uses demonstratives in a sentence (e.g., this that, these, those) | CC.1.4.7.R Demonstrate a grade-appropriate command of the conventions of standard English grammar and spelling. |
| 15-g | Emits words that describe the certainty of other words (e.g., I think I'm sure maybe) | Demonstrate a grade-appropriate command of the conventions of standard English grammar and spening. |
| 15-M | Matches 5 words to the corresponding pictures or items in an array of 5, and vice versa (e.g., matches the written word bird to a picture of a bird) | CC.1.2.7.G Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the |

| 15-a | | subject (e.g. how the delivery of a speech affects the impact of the words). |
|------|--|---|
| 15-b | | CC.1.2.7.L; CC.1.3.7.K Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. |
| 15-c | Matches 10 lower case letters to uppercase letters | Total and comprehend nothing non-neutral and missing one of grade to ear, conding mapping and professionary |
| 15-d | Discriminates as a listener between numbers and letters (e.g., Which one is a letter?) | |
| 15-е | Spells his own name without prompts | |
| 15-f | Selects (LDs) the correct written word from an array of 3 words, for 5 different words | |

WRITING LEVEL 3 **VB MAPP Milestones & Task Analysis** Skill **PA Core Standards** CC.1.4.7.F; CC.1.4.7.L 11-M Imitates 5 different writing actions modeled by an adult using a writing instrument and writing surface Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, Uses a writing instrument to mark on paper, white board, or Magna Doodle when prompted 11-a punctuation, and spelling. Independently scribbles on paper, a white board, Magna Doodle, etc. 11-b CC.1.5.7.D Demonstrates right or left hand dominance Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, 11-c and examples; use appropriate eye contact, adequate volume, and clear pronunciation. 11-d Imitates back and forth horizontal movements with a crayon, marker, or pencil Imitates up and down vertical movements with a crayon, marker, or pencil 11-e Adapt speech to a variety of contexts and tasks. Imitates small and large circular movements with a crayon, marker, or pencil 11-f Demonstrate command of the conventions of standard English when speaking based on grade 7 level and content. Imitates diagonal and curved movements with a crayon, marker, or pencil 11-g 12-M Independently traces within ¼ inch of the lines of 5 different geometrical shapes (e.g. circle, square, triangle, rectangle, star) 12-a Demonstrates a proper grip on a writing instrument 12-b Imitates drawing a square and triangle Traces 3 different shapes and stays within 1 inch of the lines 12-c 12-d Copies 3 different shapes when given a sample 12-е Draws a line on paper from point A to point B within 1 inch of the center of a 6 inch curved path Copies 5 different lines and shapes together 12-f Copies 10 letters or numbers legibly 13-M 13-a Copies 4 numbers or letters Independently combines shapes to make a picture (adult verbal prompts are okay) 13-b 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 Legibly spells and writes his own name without copying Legibly copies his own name on lined paper 14-a 14-b Colors in pictures in coloring books and mostly stays within the lines Copies numbers 1-10 legibly on lined paper 14-c Copies 10 upper case and 10 lower case letters legibly on lined paper 14-d Copies all 26 upper and lower case letters legibly 15-M 15-a Draws recognizable pictures of 3 different items Legibly writes 10 letters or numbers when dictated 15-b

15-c

Copies 5 simple words legibly

| MATH |
|-------|
| LEVEL |
| |

| 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.1.5.7.D |
| 11-a | Rote counts to 5 with a verbal starter prompt (e.g., count 1, 2,) | Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent description and examples; use appropriate eye contact, adequate volume, and clear pronunciation. |
| 11-b | Arranges objects by size (e.g., small, medium, and large blocks) | CC.1.5.7.E |
| 11-c | Distinguishes between 1 and 2 items as a listener (e.g., Where are 2 boats?) | Adapt speech to a variety of contexts and tasks. |
| 11-d | Distinguishes between 1 and 2 items as a mand (e.g., I want 2 cookies.) | CC.1.5.7.G Demonstrate command of the conventions of standard English when speaking based on grade 7 level and conte |
| 11-e | Matches to sample the numbers 1-10 (e.g., puts the number 4 with the number 4) | CC.2.1.7.D.1 |
| | | Analyze proportional relationships and use them to model and solve real-world and mathematical problems. CC.2.1.7.E.1 |
| 12-M | Tacts the numbers 1-5 | Apply and extend previous understandings of operations with fractions to operations with rational numbers. |
| 12-a | Distinguishes between 1 and 2 items as a tact (e.g., How many shoes do you have?) | CC.2.3.7.A.1 |
| 12-b | Holds up corresponding fingers for numbers 1-5 (e.g., Show me 2 fingers.) | Solve real-world and mathematical problems involving angle measure, area, surface area, circumference, and ve |
| 12-c | Distinguishes between 1, 2, and 3 items as a listener (e.g., Can you find 3 flowers?) | |
| 12-d | Counts 2 items with 1:1 correspondence | |
| - | | |
| 13-M | Counts out 1-5 items from a larger set of items with 1 to 1 correspondence (e.g., Give me 4 cars. Now give me 2 | |
| | cars.) | |
| 13-a | Provides age when asked | |
| 13-b | Counts out up to 3 items given the verbal prompt How many? and the related set of items | |
| 13-с | Identifies as a listener (LDs) the number of items (e.g., Which picture has 2 cars?) | |
| 13-d | Demonstrates enumeration in counting (final emphasis on correct number) for numbers 1-3 | |
| 14-M | Identifies as a listener 8 different comparisons involving measurement (e.g., show me more or less, big or little, | |
| 14-1/1 | long or short, full or empty, loud or quiet) | |
| 14-a | Correctly tacts a collection of 1-3 items as "1," "2," and "3" (e.g., How many are here?) | |
| 14-b | Identifies (LDs) a collection of items as more or less/fewer than a comparison group | |
| 14-c | Identifies (LDs) a container as full or empty | |
| 14-d | Identifies (LDs) an item as bigger or smaller than a comparison item | |
| 14-e | Identifies (LDs) an item as longer or shorter than a comparison item | |
| 1.0 | (22 s) an item as renger of shorter than a comparison from | |
| 15-M | Correctly matches a written number to a quantity and a quantity to a written number for the numbers 1-5 (e.g., | |
| | matches the number 3 to a picture of 3 trucks) | |
| 15-a | Performs an action a specified number of times up to 5 (e.g., Clap 3 times) | |
| 15-b | Completes a sequence or pattern containing 2 elements (e.g., red-green; red-green) | |
| 15-с | Correctly Identifies (LDs) the ordinal terms "first" and "last" | |
| 15-d | Correctly Identifies (LDs) and tacts morning time and night time | |
| 15-е | Intraverbally responds to what number is next for numbers 1-9 | |
| 15-f | Correctly Identifies (LDs) 3 different coins, and intraverbally states what to do with money | |

dards

emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, ate eye contact, adequate volume, and clear pronunciation.

natical problems involving angle measure, area, surface area, circumference, and volume.

8th Grade

VB-MAPP Milestones Alignment to the PA Core Standards

MAND LEVEL 1

| | ${f L}{f L}$ | EVEL 1 |
|------------|---|--|
| Skill | VB-MAPP Milestones & Supporting Skills List | PA Core Standards |
| 1-M | Emits 2 words, sign, or icons but may require echoic, imitative, or other prompts, but no physical prompts (e.g. cracker, book) | CC.1.2.8.F Analyze the influence of the words and phrases in a text including figurative and connotative, and technical meanings; and how they shape meaning and tone. CC.1.3.8.F |
| 1-a | Makes eye contact (gaze shift) as a mand for attention or other reinforcers 2 times | Analyze the influence of the words and phrases in a text including figurative and connotative meanings; and how they shape meaning and tone. |
| 1-b | Moves close to a reinforcing item to indicate the presence of an MO 2 times | CC.1.4.8.L Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. |
| 1-c | Pulls an adult to get access to a reinforcing item 2 times | CC.1.4.8.Q |
| 1-d | Points or gestures towards a reinforce in order to obtain it 2 times | Write with an awareness of the stylistic aspects of writing: Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects, Use sentences of varying lengths and complexities, Create tone and voice through precise language. CC.1.4.8.R |
| 2-M | Emits 4 different mands without prompts (except What do you want?) – the desired item can be present (e.g. music, slinky, ball) | Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling. CC.1.4.8.X |
| 2-a | Points to 2 different reinforcers in order to obtain them 2 times | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences. |
| 2-b | Nods or says yes or no when offered a reinforce 2 times (not an early target) | CC.1.5.8.A |
| 2-c | Emits 2 different mands without echoic prompts- can be with verbal or object prompts | Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly. CC.1.5.8.E |
| 2-d | Spontaneously emits 1 mand without echoic or imitative prompts- can be with object prompts | Adapt speech to a variety of contexts and tasks. |
| 2-е | Generalizes 2 known mands across 2 different people and 2 settings | CC.1.5.8.G Demonstrate command of the conventions of standard English when speaking based on grade 8 level and content. |
| | | Demonstrate command of the conventions of standard English when speaking based on grade 8 level and content. |
| 3-M | Generalizes 6 mands across 2 people, 2 settings, and 2 different examples of a reinforcers (e.g., mands bubbles | |
| 3-a | Emits 2 spontaneous mands (no verbal prompt); — the object can be present | |
| 3-b | Emits 5 mands without echoic or imitative prompts — can be with verbal or object prompts | |
| 3-c | Generalizes 3 mands across 2 examples of a desired item (e.g., mands slide for 2 different slides) | |
| 3-d | Emits 6 different mands without echoic or imitative prompts — can be with verbal or object prompts | |
| 4-M | Spontaneously emits (no verbal prompts) 5 mands — the desired item can be present | |
| 4-a | Mands for attention 2 times with some identifiable type of response (e.g., a tap on the arm) | |
| 4-b | Emits 2 mands without an object present — can be with What do you want? | |
| 4-c | Emits 2 mands without verbal prompts — can be with object prompts | |
| 4-d | Mands for others to attend to the same stimulus that he is attending to 5 times per day | |
| 4-e | Emits 1 mand to remove an undesirable item or activity (e.g.no) | |
| 5-M | Emits 10 different mands without prompts (except, What do you want?) — the desired item can | |
| 5.0 | be present (e.g., apple, swing, car, juice) Emits 2 different mands without an object present and he with a workel grownt (e.g., manney) | |
| 5-a | Emits 3 different mands without an object present — can be with a verbal prompt (e.g., mommy) | |
| 5-b | Emits 3 different mands without verbal prompts — can be with an object prompt | |

| 5-c | Mands contain intonations that vary and are appropriate to the current MO 2 times |
|-----|---|
| 5-d | Acquires a new mand in less than 20 training trials |
| 5-e | Continues to emit a mand 2 times if the reinforcer is not delivered (persistence) |

| | N/LA NID | | |
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| | | MAND | |
| | LEVEL 2 | | |
| Skill | VB-MAPP Milestones & Supporting Skills List | PA Core Standards | |
| 6-M | Mands for 20 different missing items without prompts (except e.g., What do you need?) (e.g., mands for paper when given a crayon | CC.1.3.8.G Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by directors or actors. | |
| 6-a | Spontaneously emits 5 mands without an object present and without verbal prompts | CC.1.4.8.L | |
| 6-b | Emits 10 different mands without echoic or imitative prompts — object can be present | Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. CC.1.4.8.R | |
| 6-c | Mands for 5 different missing items without prompts (except a verbal prompt) | Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling. | |
| 6-d | Generalizes 4 mands to 4 different people | Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to | |
| 6-е | Maintains a newly acquired mand for a missing item after 24 hours of no contact with the item | interact and collaborate with others. CC.1.5.8.A | |
| | | Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly. CC.1.5.8.D | |
| | | Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation. CC.1.5.8.E | |
| | | Adapt speech to a variety of contexts and tasks. CC.1.5.8.G | |
| | | Demonstrate command of the conventions of standard English when speaking based on grade 8 level and content. | |
| 7-M | Mands for others to emit 5 different actions needed to enjoy a desired activity (e.g., open to get outside, push when on a swing) | CC.1.2.8.F Analyze the influence of the words and phrases in a text including figurative and connotative, and technical meanings; and how they shape meaning and tone. | |
| 7-a | Mands 2 times with 2 words in a phrase or sentence (e.g., Drink juice.) | CC.1.3.8.F Analyze the influence of the words and phrases in a text including figurative and connotative meanings; and how they shape meaning and tone. | |
| 7-b | Mands for other individuals to emit 2 different actions with verbal prompts (e.g., go, spin) | CC.1.4.8.L | |
| 7-с | Emits 2 mands to remove undesirable items or activities | Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. CC.1.4.8.0 | |
| 7-d | Demonstrates response generalization for two different mands (e.g., calls a filled cup both cup and drink; calls a dog both dog and Maggie) | Use narrative techniques such as dialogue, description, reflection, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. | |
| 7-е | Mands contain varied intonation appropriate to both positive and negative MOs 5 times | CC.1.4.8.Q Write with an awareness of the stylistic aspects of writing: Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve | |
| 7-f | Mands for help or assistance 2 times | particular effects, Use sentences of varying lengths and complexities, Create tone and voice through precise language. | |
| 7-g | Demonstrates a high frequency of manding (15 in a 5 minute period) | CC.1.4.8.R Demonstrate a grade engrapsiste command of the conventions of standard English grammer, usage, conitalization, punctuation and smalling | |
| | | Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling. CC.1.5.8.A | |
| | | Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly. CC.1.5.8.D | |
| | | Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation. | |
| | | CC.1.5.8.E Adapt speech to a variety of contexts and tasks. CC.1.5.8.G | |
| | | Demonstrate command of the conventions of standard English when speaking based on grade 8 level and content. | |
| 8-M | Emits 5 different mands that contain 2 or more words (not including I want) (e.g., Go fast. My | CC.1.2.8.F | |
| | turn. Pour juice.) (TO: 60 min.) | Analyze the influence of the words and phrases in a text including figurative and connotative, and technical meanings; and how they shape meaning and tone. CC.1.3.8.F | |
| 8-a | Mands 5 times with 2 words in a phrase or sentence | Analyze the influence of the words and phrases in a text including figurative and connotative meanings; and how they shape meaning and tone. | |
| 8-b | Mands for information 2 times using what questions (e.g., What's that?) | CC.1.3.8.B | |

| 8-c | Mands with a pronoun 2 times (e.g., My train. That's yours.) | Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn |
|------------|--|---|
| 8-d | Mands occur with 3 different carrier phrases (e.g., I want It's my Can I That's my) | from the text. CC.1.4.8.L |
| 8-e | Mands with yes and no 4 times (e.g., Do you want a ride? Yes.) | Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. |
| 8-f | Mands for information 2 times using where questions (e.g., Where's Elmo?) | CC.1.4.8.O Use narrative techniques such as dialogue, description, reflection, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. CC.1.4.8.Q Write with an awareness of the stylistic aspects of writing: Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve |
| | | particular effects, Use sentences of varying lengths and complexities, Create tone and voice through precise language. CC.1.4.8.R Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling. CC.1.5.8.A |
| | | Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly. CC.1.5.8.D Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation. |
| | | CC.1.5.8.G |
| 0.14 | | Demonstrate command of the conventions of standard English when speaking based on grade 8 level and content. CC.1.2.8.F |
| 9-M | Spontaneously emits 15 different mands (e.g., Let's play. Open. I want book.) Spontaneously emits 50 mands per day (can be with objects present, but without verbal prompts) | Analyze the influence of the words and phrases in a text including figurative and connotative, and technical meanings; and how they shape meaning and tone. |
| 9-a 9-b | Acquires 2 mands from tact or echoic only training (e.g., sees and tacts a live giraffe, and later mands | CC.1.3.8.F |
| 9-0 | to go back to see the giraffe) | Analyze the influence of the words and phrases in a text including figurative and connotative meanings; and how they shape meaning and tone. CC.1.4.8.L Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. |
| 9-c | Mands for information 25 times using any type of question word | CC.1.4.8.Q |
| 9-d | Mands with an adjective 5 times (e.g., big chip, red car) | Write with an awareness of the stylistic aspects of writing: Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve |
| 9-е | Emits 5 mands in 30 seconds (e.g., during a game or fun activity such as water play) | particular effects, Use sentences of varying lengths and complexities, Create tone and voice through precise language. CC.1.4.8.R |
| 9-f | Mands contain 3-word phrases 10 times (e.g., That's my horse.) | Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling. |
| | | CC.1.5.8.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly. |
| | | CC.1.5.8.D |
| | | Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound, valid reasoning, and well-chosen details; |
| | | use appropriate eye contact, adequate volume and clear pronunciation. CC.1.5.8.E |
| | | Adapt speech to a variety of contexts and tasks. |
| | | CC.1.5.8.G Demonstrate command of the conventions of standard English when speaking based on grade 8 level and content. |
| 10-M | Emits 10 new mands without specific mand training (e.g., spontaneously says Where kitty go? | CC.1.3.8.B |
| 10-111 | without formal mand training) | Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn |
| 10-a | Emits 2 new mands without training (e.g., says I want hot cocoa without training) | from the text. CC.1.4.8.L |
| 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, usage, capitalization, punctuation, and spelling. |
| 10-c | Mands with an adjective 5 times — can use verbal and nonverbal prompts | CC.1.4.8.0 |
| 10-d | Mands for information 3 times using who questions | Use narrative techniques such as dialogue, description, reflection, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. |
| 10-е | Spontaneously mands for others to emit 20 different actions (e.g., Run. Go. Push me.) | CC.1.4.8.P |
| 10-f | Spontaneously mands to novel and unfamiliar people 2 times | Organize an event sequence that unfolds naturally and logically using a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events. |
| | The state of the s | CC.1.4.8.Q |
| | | Write with an awareness of the stylistic aspects of writing: Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve |
| | | particular effects. Use sentences of varying lengths and complexities. Create tone and voice through precise language provide a conclusion that follows from and reflects on the narrated experiences or events. |
| | | CC.1.4.8.R |
| | | Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling. CC.1.4.8.X |
| | | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of |
| | | discipline-specific tasks, purposes and audiences. CC.1.5.8.A |
| | | Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly. CC.1.5.8.D |
| | | |

| Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation. CC.1.5.8.E Adapt speech to a variety of contexts and tasks. |
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| Adapt speech to a variety of contexts and tasks. CC.1.5.8.G Demonstrate command of the conventions of standard English when speaking based on grade 8 level and content. |

| | MAND | | |
|-------|---|--|--|
| | LEVEL 3 | | |
| Skill | VB-MAPP Milestones & Supporting Skills List | PA Core Standards | |
| 11-M | Spontaneously mands for different verbal information using a WH question or question word 5 | CC.1.2.8.B Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations | |
| | times (e.g., What's your name? Where do I go?) | drawn from the text. | |
| 11-a | Mands to peers 5 times | CC.1.2.8.F | |
| 11-b | Spontaneously mands for attention 5 times (e.g., Teacher! Hey! Excuse me.) | Analyze the influence of the words and phrases in a text including figurative and connotative, and technical meanings; and how they shape meaning and tone. CC.1.2.8.H | |
| 11-c | The child emits 100 or more different mands in a one week period | Evaluate authors' arguments, reasoning, and specific claims for the soundness of the arguments and the relevance of the evidence. | |
| 11-d | Mands contain 3-word phrases 10 times (e.g, Can I see?) | CC.1.3.8.B | |
| 11-e | Mands for a specific quantity of reinforcers 2 times (e.g., two gummy bears) | Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text. | |
| | | CC.1.3.8.D | |
| | 1 | Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects | |
| | | as suspense or humor. CC.1.3.8.F | |
| | 1 | Analyze the influence of the words and phrases in a text including figurative and connotative meanings; and how they shape meaning and tone. | |
| | 1 | CC.1.3.8.I | |
| | 1 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies and tools. | |
| | 1 | CC.1.4.8.C | |
| | 1 | Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; include graphics | |
| | 1 | CC.1.4.8.H Introduce and state an opinion on a topic. | |
| | | CC.1.4.8.I | |
| | 1 | Acknowledge and distinguish the claim(s) from alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, | |
| | 1 | credible sources and demonstrating an understanding of the topic. CC.1.4.8.J | |
| | 1 | Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s), counterclaims, reasons, and evidence by using words, | |
| | 1 | phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented. | |
| | 1 | CC.1.4.8.K Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic. | |
| | 1 | Use sentences of varying lengths and complexities. Create tone and voice through precise language. Establish and maintain a formal style. | |
| | 1 | CC.1.4.8.L | |
| | 1 | Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. CC.1.4.8.0 | |
| | 1 | Use narrative techniques such as dialogue, description, reflection, and pacing to develop experiences, events, and/or characters; use precise words and phrases, | |
| | | relevant descriptive details, and sensory language to capture the action and convey experiences and events. | |
| | | CC.1.4.8.Q Write with an awareness of the stylistic aspects of writing: Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve | |
| | 1 | particular effects, Use sentences of varying lengths and complexities, Create tone and voice through precise language. | |
| | | CC.1.4.8.R | |
| | 1 | Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling. CC.1.4.8.T | |
| | | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new | |
| | | approach, focusing on how well purpose and audience have been addressed. | |
| | 1 | CC.1.4.8.U Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to | |
| | <u> </u> | interact and collaborate with others. | |

| | | CC.1.4.8.V |
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| | | Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. |
| | | CC.1.4.8.W |
| | | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and |
| | | quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. CC.1.4.8.X |
| | | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of |
| | | discipline-specific tasks, purposes and audiences. CC.1.5.8.A |
| | | Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly. |
| | | CC.1.5.8.B |
| | | Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. |
| | | CC.1.5.8.C Analyze the purpose of information presented in diverse media formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, |
| | | commercial, political) behind its presentation. |
| | | CC.1.5.8.D |
| | | Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation. |
| | | CC.1.5.8.E |
| | | Adapt speech to a variety of contexts and tasks. |
| | | CC.1.5.8.G Demonstrate command of the conventions of standard English when speaking based on grade 8 level and content. |
| 12-M | Politely mands to stop an undesirable activity, or remove any aversive MO under 5 different | CC.1.4.8.L |
| | circumstances (e.g., Please stop pushing me. No thank you. Excuse me, can you move?) | Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. CC.1.4.8.0 |
| 12-a | Mands to remove an aversive item or activity 2 times (e.g., Let go. Give it back.) | Use narrative techniques such as dialogue, description, reflection, and pacing to develop experiences, events, and/or characters; use precise words and phrases, |
| 12-b | Mands for others to perform a two-step action 2 times (e.g., Come here and watch me.) | relevant descriptive details, and sensory language to capture the action and convey experiences and events. |
| 12-c | Says please and thank you with indirect adult verbal prompts (e.g., What do you say?) | CC.1.4.8.R Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling. |
| 12-d | Demonstrates MO generalization by asking for 2 different reinforcers with the same words (e.g., | CC.1.4.8.T |
| | when wanting attention saying let's draw, and when wanting to get out of work saying let's draw) | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |
| 12-е | Mands for others to participate in an activity 2 times (e.g., Come play. Help dig.) | CC.1.4.8.U |
| | | Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to |
| | | interact and collaborate with others. CC.1.5.8.A |
| | | Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly. |
| | | CC.1.5.8.D Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound, valid reasoning, and well-chosen details; |
| | | use appropriate eye contact, adequate volume and clear pronunciation. |
| | | CC.1.5.8.E |
| | | Adapt speech to a variety of contexts and tasks. CC.1.5.8.G |
| | | Demonstrate command of the conventions of standard English when speaking based on grade 8 level and content. |
| 13-M | Mands with 10 different adjectives, prepositions, or adverbs (e.g., My crayon is broken. Don't | CC.1.2.8.F |
| | take it out. Go fast.) | Analyze the influence of the words and phrases in a text including figurative and connotative, and technical meanings; and how they shape meaning and tone. CC.1.3.8.F |
| 13-a | Spontaneously mands to use the bathroom 2 times | Analyze the influence of the words and phrases in a text including figurative and connotative meanings; and how they shape meaning and tone. |
| 13-b | Mands for others to attend to his own nonverbal behavior 2 times (e.g., watch me) | CC.1.4.8.C Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; include graphics |
| 13-c | Mands for others to attend to some aspect of the environment 2 times (e.g., Look, it's a truck.) | and multimedia when useful to aiding comprehension. |
| 13-d | Mands with 2 different adjectives (e.g., I want the red gummy bear.) | CC.1.4.8.L |
| 13-е | Mands with 2 different prepositions (e.g., Put it in the house.) | Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. CC.1.4.8.0 |
| 13-f | Mands with 2 different adverbs (e.g., Slow down.) | Use narrative techniques such as dialogue, description, reflection, and pacing to develop experiences, events, and/or characters; use precise words and phrases, |
| | | relevant descriptive details, and sensory language to capture the action and convey experiences and events. CC.1.4.8.R |
| | | Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling. |
| | | CC.1.4.8.T |
| | | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |
| | • | |

| | | CC.1.4.8.X |
|------|--|---|
| | | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of |
| | | discipline-specific tasks, purposes and audiences. CC.1.5.8.A |
| | | Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly. |
| | | CC.1.5.8.D |
| | | Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound, valid reasoning, and well-chosen details; |
| | | use appropriate eye contact, adequate volume and clear pronunciation. |
| | | CC.1.5.8.E Adapt speech to a variety of contexts and tasks. |
| | | CC.1.5.8.G |
| | | Demonstrate command of the conventions of standard English when speaking based on grade 8 level and content. |
| 14-M | Gives directions, instructions, or explanations as to how to do something or how to participate | CC.1.2.8.C |
| | in an activity 5 times (e.g., You put the glue on first, then stick it. You sit here while I get a | Analyze how a text makes connections among and distinctions between individuals, ideas, or events. |
| | book.) | CC.1.2.8.F |
| 14 0 | , | Analyze the influence of the words and phrases in a text including figurative and connotative, and technical meanings; and how they shape meaning and tone. CC.1.3.8.B |
| 14-a | Mands for sympathy or other emotional support 2 times (e.g., He's mean.) | Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations |
| 14-b | Mands for others to deliver a specific object to another person 2 times (e.g., Give it to Sarah.) | drawn from the text. |
| 14-c | Mands for instructions for completing a task 2 times (e.g., Where does it go? How do I do it?) | CC.1.3.8.C |
| 14-d | Spontaneously mands with 3 different major parts of speech (e.g., noun-verb-adjective) in one | Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. |
| | sentence 2 times (e.g., Push the big bike fast.) | CC.1.3.8.D Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects |
| | | as suspense or humor. |
| | | CC.1.3.8.F |
| | | Analyze the influence of the words and phrases in a text including figurative and connotative meanings; and how they shape meaning and tone. |
| | | CC.1.3.8.I |
| | | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies and tools. |
| | | CC.1.4.8.A |
| | | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly. |
| | | CC.1.4.8.C |
| | | Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; include graphics |
| | | and multimedia when useful to aiding comprehension. CC.1.4.8.G |
| | | Write arguments to support claims. |
| | | CC.1.4.8.H |
| | | Introduce and state an opinion on a topic. |
| | | CC.1.4.8.I |
| | | Distinguish the claim(s) from alternate or opposing claims; develop claim(s) fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. |
| | | CC.1.4.8.J |
| | | Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s), counterclaims, reasons, and evidence by using words, |
| | | phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented. |
| | | CC.1.4.8.K |
| | | Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic. Use sentences of varying lengths and complexities. Create tone and voice through precise language. Establish and maintain a formal style. |
| | | CC.1.4.8.L |
| | | Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. |
| | | CC.1.4.8.M |
| | | Write narratives to develop real or imagined experiences or events. |
| | | CC.1.4.8.N Energy and grient the reader by establishing a context and point of view and introducing a parreter and/or characters |
| | | Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters. CC.1.4.8.0 |
| | | Use narrative techniques such as dialogue, description, reflection, and pacing to develop experiences, events, and/or characters; use precise words and phrases, |
| | | relevant descriptive details, and sensory language to capture the action and convey experiences and events. |
| | | CC.1.4.8.P |
| | | Organize an event sequence that unfolds naturally and logically using a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events; provide a conclusion that follows from and reflects on the |
| | | one time frame or setting to another and show the relationships among experiences and events; provide a conclusion that follows from and reflects on the narrated experiences or events. |
| | | CC.1.4.8.R |
| | | Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling. |
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| | | CC.1.4.8.T |
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| | | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |
| | | CC.1.4.8.V Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. |
| | | CC.1.4.8.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of |
| | | discipline-specific tasks, purposes and audiences. CC.1.5.8.A |
| | | Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly. CC.1.5.8.D |
| | | Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation. CC.1.5.8.E |
| | | Adapt speech to a variety of contexts and tasks. |
| 15-M | Mands for others to attend to his own intraverbal behavior 5 times (e.g., Listen to me I'll tell | CC.1.2.8.A |
| 15 - | you Here's what happened I'm telling the story) | Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. |
| 15-a | Mands contain 5 word phrases or sentences 10 times | CC.1.2.8.B Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations |
| 15-b 15-c | Mands for information about future events 2 times (e.g., When are we going to the party?) Mands for attention to a private event 2 times (e.g., My stomach hurts.) | drawn from the text. CC.1.2.8.C |
| 15-d | Mands for information 5 times using why questions | Analyze how a text makes connections among and distinctions between individuals, ideas, or events. |
| 15-е | Mands for information 5 times using how questions | CC.1.2.8.F Analyze the influence of the words and phrases in a text including figurative and connotative, and technical meanings; and how they shape meaning and tone. |
| | | CC.1.2.8.H Evaluate authors' arguments, reasoning, and specific claims for the soundness of the arguments and the relevance of the evidence. CC.1.3.8.A |
| | | Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. CC.1.3.8.B |
| | | Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text. CC.1.3.8.D |
| | | Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor. |
| | | CC.1.3.8.E Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. CC.1.3.8.F |
| | | Analyze the influence of the words and phrases in a text including figurative and connotative meanings; and how they shape meaning and tone. CC.1.3.8.G |
| | | Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by directors or actors. CC.1.3.8.I |
| | | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies and tools. |
| | | CC.1.4.8.C Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension. |
| | | CC.1.4.8.G Write arguments to support claims. CC.1.4.8.H |
| | | Introduce and state an opinion on a topic. CC.1.4.8.I |
| | | Acknowledge and distinguish the claim(s) from alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic. CC.1.4.8.J |
| | | Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s), counterclaims, reasons, and evidence by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented. |
| | | CC.1.4.8.K |
| | | Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic. |

| | Use sentences of varying lengths and complexities. Create tone and voice through precise language. Establish and maintain a formal style. CC.1.4.8.L |
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| | Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. |
| | CC.1.4.8.M |
| | Write narratives to develop real or imagined experiences or events. |
| | CC.1.4.8.N Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters. |
| | CC.1.4.8.0 |
| | Use narrative techniques such as dialogue, description, reflection, and pacing to develop experiences, events, and/or characters; use precise words and phrases, |
| | relevant descriptive details, and sensory language to capture the action and convey experiences and events |
| | CC.1.4.8.P |
| | Organize an event sequence that unfolds naturally and logically using a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events; provide a conclusion that follows from and reflects on the |
| | narrated experiences or events |
| | CC.1.4.8.Q |
| | Write with an awareness of the stylistic aspects of writing: Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve |
| | particular effects, Use sentences of varying lengths and complexities, Create tone and voice through precise language |
| | CC.1.4.8.R |
| | Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling. CC.1.4.8.T |
| | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new |
| | approach, focusing on how well purpose and audience have been addressed. |
| | CC.1.4.8.U |
| | Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. |
| | CC.1.4.8.V |
| | Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, |
| | focused questions that allow for multiple avenues of exploration. |
| | CC.1.4.8.X |
| | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of |
| | discipline-specific tasks, purposes and audiences. CC.1.5.8.A |
| | Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly. |
| | CC.1.5.8.C |
| | Analyze the purpose of information presented in diverse media formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, |
| | commercial, political) behind its presentation. |
| | CC.1.5.8.D Present claims and findings, amphasizing solient points in a featured, asharent manner with relevant avidence, sound, valid rescening, and well abosen details: |
| | Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation. |
| | CC.1.5.8.E |
| | Adapt speech to a variety of contexts and tasks. |
| | CC.1.5.8.G |
| | Demonstrate command of the conventions of standard English when speaking based on grade 8 level and content. |

| | TACT | |
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| | LEVEL 1 | |
| Skill | VB-MAPP Milestones & Supporting Skills List | PA Core Standards |
| 1-M | Tacts 2 items with echoic and imitative prompts (e.g., people, pets, characters, or favorite objects) | CC.1.2.8.F Analyze the influence of the words and phrases in a text including figurative and connotative, and technical meanings; and how they shape meaning and tone. CC.1.5.8.E |
| 1-a | Tacts 1 familiar person, pet, or object with verbal prompts and motivation present (e.g. mama) | Adapt speech to a variety of contexts and tasks. |
| 2-M | Tacts any 4 items without echoic or imitative prompts (e.g., people, pets, characters, or other objects) | CC.1.2.8.F Analyze the influence of the words and phrases in a text including figurative and connotative, and technical meanings; and how they shape meaning and tone. CC.1.5.8.E |
| | | Adapt speech to a variety of contexts and tasks. |

| 3-M | Tacts 6 non-reinforcing items (e.g., shoe, hat, spoon, car, cup, bed) | CC.1.2.8.F |
|-----|--|---|
| 3-a | Generalizes known responses across 2 different people and 2 settings (e.g., tacts kitty for both mom | Analyze the influence of the words and phrases in a text including figurative and connotative, and technical meanings; and how they shape meaning and tone. CC.1.5.8.E |
| | and dad: tacts dada while in bed and in the kitchen) | Adapt speech to a variety of contexts and tasks. |
| 3-b | Generalizes tacts across 2 examples of an item for 2 items (e.g., tacts 2 different phones) | |
| | | |
| 4-M | Spontaneously tacts (no verbal prompts) 2 different items | CC.1.2.8.F |
| 4-a | Looks at family photos and, with verbal prompts, tacts 2 family members | Analyze the influence of the words and phrases in a text including figurative and connotative, and technical meanings; and how they shape meaning and tone. CC.1.5.8.E |
| 4-b | Tacts 2 pictures from a book or picture card (2D) (e.g., duck, ball) | Adapt speech to a variety of contexts and tasks. |
| | | |
| 5-M | Tacts 10 items (e.g., common objects, people, body parts, or pictures) | CC.1.2.8.F |
| 5-a | Tacts 5 pictures (2D) | Analyze the influence of the words and phrases in a text including figurative and connotative, and technical meanings; and how they shape meaning and tone. CC.1.5.8.E |
| 5-b | Maintains a newly acquired tact after 24 hours without training | Adapt speech to a variety of contexts and tasks. |
| 5-c | Generalizes tacts across 3 examples of an item for 5 items (e.g., tacts 3 different spoons) | |
| | | |
| | | |

| | TACT | |
|-------|--|---|
| | I | LEVEL 2 |
| Skill | VB-MAPP Milestones & Supporting Skills List | PA Core Standards |
| 6-M | Tacts 25 items when asked, What's that? (e.g., book, shoe, car, dog, hat) | CC.1.2.8.A |
| 6-a | Tacts 4 different people, pets, or characters by their specific name (can include mama and dada) | Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. |
| 6-b | Tacts 2 actions when asked, for example, What am I doing? (e.g., jumping, clapping) | CC.1.2.8.B |
| 6-c | Acquires a new tact in less than 20 training trials | Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn |
| 6-d | Tacts 5 items in a 15 second period (fluency) | from the text. CC.1.2.8.C |
| | 1 7 | Analyze how a text makes connections among and distinctions between individuals, ideas, or events. |
| | | CC.1.2.8.F |
| | | Analyze the influence of the words and phrases in a text including figurative and connotative, and technical meanings; and how they shape meaning and tone. CC.1.2.8.G |
| | | Evaluate the advantages and disadvantages of using different mediums (e.g. print or digital text, video, multimedia) to present a particular topic or idea. |
| | | CC.1.2.8.H |
| | | Evaluate authors' arguments, reasoning, and specific claims for the soundness of the arguments and the relevance of the evidence. CC.1.2.8.I |
| | | Analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. CC.1.2.8.J |
| | | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a |
| | | word or phrase important to comprehension or expression. |
| | | CC.1.2.8.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a |
| | | range of strategies and tools. |
| | | CC.1.2.8.L |
| | | Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. CC.1.3.8.A |
| | | Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; |
| | | provide an objective summary of the text. |
| | | CC.1.3.8.B Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn |
| | | from the text. |
| | | CC.1.3.8.C |

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

CC.1.3.8.D

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

CC.1.3.8.F

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

CC.1.3.8.G

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

CC.1.3.8.H

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

CC.1.3.8.I

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

CC.1.3.8.J

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CC.1.3.8.K

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

CC.1.4.8.A

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

CC.1.4.8.B

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

CC.1.4.8.C

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

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

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

CC.1.4.8.H

Introduce and state an opinion on a topic.

CC.1.4.8.I

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

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

CC.1.4.8.K

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

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

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

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

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

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

CC.1.4.8.R

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

CC.1.4.8.S

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

CC.1.4.8.U

| | | Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to |
|-----|---|---|
| | | interact and collaborate with others. CC.1.4.8.V |
| | | Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, |
| | | focused questions that allow for multiple avenues of exploration. |
| | | CC.1.4.8.W |
| | | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
| | | CC.1.5.8.B |
| | | Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. CC.1.5.8.C |
| | | Analyze the purpose of information presented in diverse media formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, |
| | | political) behind its presentation. |
| | | CC.1.5.8.E |
| | | Adapt speech to a variety of contexts and tasks. CC.1.5.8.F |
| | | Integrate multimedia and visual displays into presentations to add interest, clarify information, and strengthen claims and evidence. |
| | | CC.1.5.8.G |
| | | Demonstrate command of the conventions of standard English when speaking based on grade 8 level and content. |
| 7-M | Generalizes tacts across 3 examples of 50 items, or from a list of known generalizations | CC.1.2.8.A Determine a control idea of a text and analyze its dayslopment ever the course of the text, including its relationship to supporting ideas; provide an objective |
| 7-a | Tacts 3 body parts (e.g., nose, eyes, mouth) | Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. |
| 7-b | Tacts 2 auditory stimuli (e.g., phone ringing, siren, dog barking) | CC.1.2.8.B |
| 7-c | Spontaneously emits a tact containing two words for 5 different tacts (e.g., baby's crying) | Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn |
| 7-d | Tacts 2 different actions when asked What he doing? (e.g., drinking, swimming) | from the text. CC.1.2.8.F |
| 7-е | Tacts 40 items when asked What's that? (e.g., tree, bowl, sock, crayon, apple) | Analyze the influence of the words and phrases in a text including figurative and connotative, and technical meanings; and how they shape meaning and tone. |
| | Table to treme when abled what a state (e.g., also, so m, sooth, stayon, appro) | CC.1.2.8.I |
| | | Analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. |
| | | CC.1.2.8.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a |
| | | word or phrase important to comprehension or expression. |
| | | CC.1.2.8.K |
| | | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a |
| | | range of strategies and tools. CC.1.3.8.B |
| | | Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn |
| | | from the text. |
| | | CC.1.3.8.C Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. |
| | | CC.1.3.8.D |
| | | Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects |
| | | as suspense or humor. |
| | | CC.1.3.8.F Analyze the influence of the words and phrases in a text including figurative and connotative meanings; and how they shape meaning and tone. |
| | | CC.1.3.8.G |
| | | Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by |
| | | directors or actors. |
| | | CC.1.3.8.H Analyze how a modern work of fiction draws on themes, patterns of events, or character types from traditional works, including describing how the material is |
| | | rendered new. |
| | | CC.1.3.8.I |
| | | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range |
| | | of strategies and tools. CC.1.3.8.J |
| | | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a |
| | | word or phrase important to comprehension or expression. |
| | | CC.1.3.8.K Read and comprehend literary fiction on grade level reading independently and proficiently |
| | | Read and comprehend literary fiction on grade level, reading independently and proficiently. CC.1.4.8.A |
| | | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly. |
| | | CC.1.4.8.B |
| | | |

Identify and introduce the topic clearly, including a preview of what is to follow. CC.1.4.8.C Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension. CC.1.4.8.D Organize ideas, concepts, and information into broader categories; use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension. Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. CC.1.4.8.H Introduce and state an opinion on a topic. CC.1.4.8.I Acknowledge and distinguish the claim(s) from alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic. Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s), counterclaims, reasons, and evidence by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented CC.1.4.8.K Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic. Use sentences of varying lengths and complexities. Create tone and voice through precise language. Establish and maintain a formal style. CC.1.4.8.L Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. CC.1.4.8.M Write narratives to develop real or imagined experiences or events. CC.1.4.8.N Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters. CC.1.4.8.O Use narrative techniques such as dialogue, description, reflection, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. Organize an event sequence that unfolds naturally and logically using a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events; provide a conclusion that follows from and reflects on the narrated experiences or events. CC.1.4.8.R Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling. Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary CC.1.4.8.U Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. CC.1.5.8.B Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. CC.1.5.8.C Analyze the purpose of information presented in diverse media formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. CC.1.5.8.D Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation. CC.1.5.8.E Adapt speech to a variety of contexts and tasks. CC.1.5.8.F Integrate multimedia and visual displays into presentations to add interest, clarify information, and strengthen claims and evidence. Demonstrate command of the conventions of standard English when speaking based on grade 8 level and content. CC.1.2.8.A Tacts 10 actions when asked, for example, What am I doing? (e.g., jumping, sleeping, eating)

| 9 0 | Tests 2 testile stimuli (e.g., sava bell when feeling a bell in a bea) | Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective |
|-----|---|---|
| 8-a | Tacts 2 tactile stimuli (e.g., says ball when feeling a ball in a bag) | summary of the text. |
| 8-b | Tacts 5 noun-verb or verb-noun combinations (e.g., dog eating, rolling ball) | CC.1.2.8.B |
| 8-c | Tacts two or more items from 10 different pages in a book when asked, What do you see here? | Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text. |
| 8-d | Glances at a listener while tacting on 5 occasions | CC.1.2.8.C |
| | | Analyze how a text makes connections among and distinctions between individuals, ideas, or events. |
| | | CC.1.2.8.D Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. |
| | | CC.1.2.8.E |
| | | Analyze the structure of the text through evaluation of the author's use of specific sentences and paragraphs to develop and refine a concept. CC.1.2.8.F |
| | | Analyze the influence of the words and phrases in a text including figurative and connotative, and technical meanings; and how they shape meaning and tone. CC.1.2.8.G |
| | | Evaluate the advantages and disadvantages of using different mediums (e.g. print or digital text, video, multimedia) to present a particular topic or idea. CC.1.2.8.H |
| | | Evaluate authors' arguments, reasoning, and specific claims for the soundness of the arguments and the relevance of the evidence. CC.1.2.8.I |
| I | | Analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. CC.1.2.8.J |
| | | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. CC.1.2.8.K |
| | | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools. CC.1.2.8.L |
| | | Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. CC.1.3.8.A |
| | | Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. |
| | | CC.1.3.8.B Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text. |
| | | CC.1.3.8.C Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. CC.1.3.8.D |
| | | Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor. |
| | | CC.1.3.8.F Analyze the influence of the words and phrases in a text including figurative and connotative meanings; and how they shape meaning and tone. CC.1.3.8.G |
| | | Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by directors or actors. |
| | | CC.1.3.8.H Analyze how a modern work of fiction draws on themes, patterns of events, or character types from traditional works, including describing how the material is rendered new. CC.1.3.8.I |
| | | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies and tools. |
| | | CC.1.3.8.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| | | CC.1.3.8.K Read and comprehend literary fiction on grade level, reading independently and proficiently. CC.1.4.8.A |
| | | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly. CC.1.4.8.B |
| | | Identify and introduce the topic clearly, including a preview of what is to follow. CC.1.4.8.C |
| l | | Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension. CC.1.4.8.D |
| | | COLUMN TO THE PROPERTY OF THE |

| | | Organize ideas, concepts, and information into broader categories; use appropriate and varied transitions to create cohesion and clarify the relationships among |
|-------|---|---|
| | | ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension. CC.1.4.8.F |
| | | Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. |
| | | CC.1.4.8.H |
| | | Introduce and state an opinion on a topic. |
| | | CC.1.4.8.I |
| | | Acknowledge and distinguish the claim(s) from alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, |
| | | credible sources and demonstrating an understanding of the topic. CC.1.4.8.J |
| | | Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s), counterclaims, reasons, and evidence by using words, |
| | | phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented |
| | | CC.1.4.8.K |
| | | Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic. Use |
| | | sentences of varying lengths and complexities. Create tone and voice through precise language. Establish and maintain a formal style. |
| | | CC.1.4.8.L |
| | | Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. |
| | | CC.1.4.8.M Write narratives to develop real or imagined experiences or events. |
| | | CC.1.4.8.N |
| | | Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters. |
| | | CC.I.4.8.O |
| | | Use narrative techniques such as dialogue, description, reflection, and pacing to develop experiences, events, and/or characters; use precise words and phrases, |
| | | relevant descriptive details, and sensory language to capture the action and convey experiences and events. |
| | | CC.1.4.8.P |
| | | Organize an event sequence that unfolds naturally and logically using a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events; provide a conclusion that follows from and reflects on the |
| | | narrated experiences or events |
| | | CC.1.4.8.R |
| | | Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling. |
| | | CC.1.4.8.X |
| | | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of |
| | | discipline-specific tasks, purposes and audiences. CC.1.5.8.A |
| | | Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly. |
| | | CC.1.5.8.D |
| | | Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound, valid reasoning, and well-chosen details; |
| | | use appropriate eye contact, adequate volume and clear pronunciation. |
| | | CC.1.5.8.E |
| | | Adapt speech to a variety of contexts and tasks. CC.1.5.8.G |
| | | Demonstrate command of the conventions of standard English when speaking based on grade 8 level and content. |
| 9-M | Tacts 50 two-component verb-noun, or noun-verb combinations, tested or from a list of known | CC.1.2.8.A |
| 9-1VI | | Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective |
| 0 | two-component tacts (e.g., washing face, Joe swinging, baby sleeping) | summary of the text. |
| 9-a | Tacts 25 two-component noun-noun relations (e.g., paper and pencil; car and truck) | CC.1.2.8.B |
| 9-b | Acquires a new tact in less than 15 training trials | Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn |
| 9-c | Spontaneously tacts items in a book, on TV, or in a video 5 times (e.g., Cinderella) | from the text. CC.1.2.8.F |
| 9-d | Learns 2 new tacts without direct training (e.g., untrained echoic to tact transfer) | Analyze the influence of the words and phrases in a text including figurative and connotative, and technical meanings; and how they shape meaning and tone. |
| 9-e | Shows response generalization for 5 items (i.e., tacts the same stimulus with two different words | CC.1.2.8.G |
|)-0 | teacher and Katie; cat and Garfield; dog and Maggie) | Evaluate the advantages and disadvantages of using different mediums (e.g. print or digital text, video, multimedia) to present a particular topic or idea. |
| | teacher and Natie, cat and Garneid, dog and Maggie) | CC.1.2.8.I |
| | | Analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. CC.1.2.8.J |
| | | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a |
| | | word or phrase important to comprehension or expression. |
| | | CC.1.2.8.K |
| | | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a |
| | | range of strategies and tools. |
| | | |
| | <u></u> | Read and comprehend merary non-riction and informational text on grade level, reading independently and proficiently. |
| | | CC.1.2.8.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. |

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

CC.1.3.8.C

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

CC.1.3.8.F

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

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

CC.1.3.8.I

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

CC.1.3.8.J

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CC.1.3.8.K

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

CC.1.4.8.A

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

CC.1.4.8.B

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

CC.1.4.8.C

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

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

CC.1.4.8.E

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

CC.1.4.8.F

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

CC.1.4.8.H

Introduce and state an opinion on a topic.

CC.1.4.8.I

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

CC.1.4.8.J

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

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

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

Write narratives to develop real or imagined experiences or events.

CC.1.4.8.O

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

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

CC.1.4.8.R

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

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

CC.1.4.8.U

Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to

| | | interact and collaborate with others. |
|------|--|---|
| | | CC.1.5.8.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly. |
| | | CC.1.5.8.C Analyze the purpose of information presented in diverse media formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, |
| | | political) behind its presentation. |
| | | CC.1.5.8.E |
| | | Adapt speech to a variety of contexts and tasks. CC.1.5.8.G |
| | | Demonstrate command of the conventions of standard English when speaking based on grade 8 level and content. |
| 10-M | Tacts 200 nouns and/or verbs (or other parts of speech), tested or from an accumulated list of known tacts | CC.1.2.8.A Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. |
| 10-a | Tacts 10 actions (e.g., climbing, playing, coloring, swimming, washing) | CC.1.2.8.B |
| 10-b | Tacts 2 gustatory stimuli (e.g., tacts orange by tasting it) | Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn |
| 10-c | Tacts 20 items in a 1 minute fluency test | from the text. |
| | · · · · · · · · · · · · · · · · · · · | CC.1.2.8.C |
| 10-d | Tacts 2 different colors (e.g., red, blue) | Analyze how a text makes connections among and distinctions between individuals, ideas, or events. CC.1.2.8.D |
| 10-е | Tacts 2 different shapes (e.g., circle, star) | Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. |
| | | CC.1.2.8.E |
| | | Analyze the structure of the text through evaluation of the author's use of specific sentences and paragraphs to develop and refine a concept. |
| | | CC.1.2.8.F Analyze the influence of the words and phrases in a text including figurative and connotative, and technical meanings; and how they shape meaning and tone. |
| | | CC.1.2.8.H |
| | | Evaluate authors' arguments, reasoning, and specific claims for the soundness of the arguments and the relevance of the evidence. |
| | | CC.1.2.8.I |
| | | Analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. CC.1.2.8.J |
| | | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a |
| | | word or phrase important to comprehension or expression. |
| | | CC.1.2.8.K |
| | | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a |
| | | range of strategies and tools. CC.1.2.8.L |
| | | Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. |
| | | CC.1.3.8.A |
| | | Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; |
| | | provide an objective summary of the text. CC.1.3.8.B |
| | | Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn |
| | | from the text. |
| | | CC.1.3.8.C Analyza how particular lines of dialogue or incidents in a story or drame regard the action, regard corrects of a character or provels a decision. |
| | | Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. CC.1.3.8.D |
| | | Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects |
| | | as suspense or humor. |
| | | CC.1.3.8.F |
| | | Analyze the influence of the words and phrases in a text including figurative and connotative meanings; and how they shape meaning and tone. CC.1.3.8.G |
| | | Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by |
| | | directors or actors. |
| | | CC.1.3.8.H Analyze how a modern work of fiction draws on themes, patterns of events, or character types from traditional works, including describing how the material is |
| | | Analyze now a modern work of fiction draws on themes, patterns of events, or character types from traditional works, including describing now the material is rendered new. |
| | | CC.1.3.8.I |
| | | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range |
| | | of strategies and tools. |
| | | CC.1.3.8.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a |
| | | word or phrase important to comprehension or expression. |
| | | CC.1.3.8.K |
| | | |

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

CC.1.4.8.A

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

CC.1.4.8.B

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

CC.1.4.8.C

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

CC.1.4.8.D

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

CC.1.4.8.F

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

CC.1.4.8.F

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

CC.1.4.8.H

Introduce and state an opinion on a topic.

CC.1.4.8.I

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

CC.1.4.8.J

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

CC.1.4.8.K

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

CC.1.4.8.L

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

CC.1.4.8.M

Write narratives to develop real or imagined experiences or events.

CC.1.4.8.O

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

CC.1.4.8.P

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

CC.1.4.8.R

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

CC.1.4.8.S

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

CC.1.4.8.I

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

CC.1.4.8.W

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

CC.1.5.8.A

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

CC.1.5.8.0

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

CC.1.5.8.D

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

CC.1.5.8.E

Adapt speech to a variety of contexts and tasks.

CC.1.5.8.F

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

CC.1.5.8.G

| | TACT LEVEL 2 | |
|--------------|---|--|
| Skill | VB-MAPP Milestones & Supporting Skills List | EVEL 3 PA Core Standards |
| 11-M | Tacts the color, shape, and function of 5 objects (15 trials) when each object and question is presented in a mixed order (e.g., What color is the refrigerator? What shape is the valentine? What do you do with the ball?) (This is part tact and part intraverbal) | CC.1.2.8.A Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. CC.1.2.8.B |
| 11-a 11-b | Tacts 2 olfactory stimuli (e.g., cookies, popcorn, flowers) Acquires 5 new tacts in a week without direct training | Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text. CC.1.2.8.C |
| 11-c 11-d | Tacts 2 people (not family members) by their first names Tacts 5 categories or classes (e.g., animals, drinks, toys) | Analyze how a text makes connections among and distinctions between individuals, ideas, or events. CC.1.2.8.G |
| 11-e 11-f | Tacts 5 locations (e.g., kitchen, bedroom, playground, grandma's house) Tacts 25 items and/or activities with yes and no (e.g., Are these your shoes? Is her name Becky?) | Evaluate the advantages and disadvantages of using different mediums (e.g. print or digital text, video, multimedia) to present a particular topic or idea. CC.1.2.8.H Evaluate authors' arguments, reasoning, and specific claims for the soundness of the arguments and the relevance of the evidence. |
| 11-g | (part intraverbal because of adding a verbal SD to the task) Tacts the function of 25 items (e.g., Show the child a crayon and ask What do you do with this?) (part | CC.1.2.8.I Analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. CC.1.2.8.J |
| 11-h | intraverbal) Tacts 2 specific features or parts of 25 items or people (e.g., wheels and doors on a car) | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| 11-i | Generalization occurs to new examples of an item or action on the first trial, for 5 items | CC.1.2.8.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools. CC.1.2.8.L |
| | | Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. CC.1.3.8.A Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; |
| | | provide an objective summary of the text. CC.1.3.8.B |
| | | Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text. CC.1.3.8.C |
| | | Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. CC.1.3.8.D |
| | | Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor. CC.1.3.8.E |
| | | Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. CC.1.3.8.G Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by |
| | | directors or actors. CC.1.3.8.H |
| | | Analyze how a modern work of fiction draws on themes, patterns of events, or character types from traditional works, including describing how the material is rendered new. CC.1.3.8.I |
| | | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies and tools. CC.1.3.8.J |
| | | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

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

CC.1.4.8.A

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

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

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

CC.1.4.8.D

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

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

CC.1.4.8.F

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

CC.1.4.8.G

Write arguments to support claims.

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

CC.1.4.8.I

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

CC.1.4.8.J

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

CC.1.4.8.K

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

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

CC.1.4.8.M

Write narratives to develop real or imagined experiences or events.

CC.1.4.8.N

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

CC.1.4.8.O

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

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

CC.1.4.8.R

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

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

CC.1.4.8.U

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

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

CC.1.4.8.W

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

CC.1.5.8.A

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

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

| | Analyze the purpose of information presented in diverse media formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. CC.1.5.8.D |
|---|--|
| | Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation. |
| | CC.1.5.8.E Adapt speech to a variety of contexts and tasks. |
| | CC.1.5.8.F Integrate multimedia and visual displays into presentations to add interest, clarify information, and strengthen claims and evidence. |
| | CC.1.5.8.G Demonstrate command of the conventions of standard English when speaking based on grade 8 level and content. |
| 12-M Tacts 4 different prepositions (e.g., in, out, on, under) and 4 pronouns (e.g., I, you, me, mine) | CC.1.2.8.A |
| 12-a Tacts the class of 25 items (e.g., an adult points to a dog and says A dog is an) (part intraverbal) | Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. |
| 12-b Tacts what's wrong or missing from 10 pictures or objects (e.g., a face without a nose) | CC.1.2.8.B |
| 12-c Tacts the class and function of 10 items (e.g., show the child a cookie and say, What do you do with | Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text. |
| this? And then say to him, A cookie is a type of) (part intraverbal) | CC.1.2.8.C |
| 12-d Tacts 2 prepositional relations (e.g., Where is Oscar?in the garbage can) (part intraverbal) | Analyze how a text makes connections among and distinctions between individuals, ideas, or events. CC.1.2.8.F |
| 12-e Tacts people with 2 different pronouns (e.g., Who has the hat on?you do) (part intraverbal) | Analyze the influence of the words and phrases in a text including figurative and connotative, and technical meanings; and how they shape meaning and tone. |
| 12-f Spontaneously tacts the function, feature, or class of an item for 5 items (e.g., That goes in the | CC.1.2.8.G Evaluate the advantages and disadvantages of using different mediums (a a mint on digital taxt video multimedia) to present a particular taxis on idea. |
| swimming pool.) | Evaluate the advantages and disadvantages of using different mediums (e.g. print or digital text, video, multimedia) to present a particular topic or idea. CC.1.2.8.H |
| 12-g Generalizes feature, function, and class tacting to 10 new members of each set (e.g., after training cow, bird, and monkey as animals, the child tacts a bear as an animal on the first trial) | Evaluate authors' arguments, reasoning, and specific claims for the soundness of the arguments and the relevance of the evidence. CC.1.2.8.I |
| | Analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. CC.1.2.8.J |
| | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| | CC.1.2.8.L |
| | Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. CC.1.3.8.A |
| | Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; |
| | provide an objective summary of the text. CC.1.3.8.B |
| | Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text. |
| | CC.1.3.8.C |
| | Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. CC.1.3.8.D |
| | Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor. |
| | CC.1.3.8.F Analyze the influence of the words and phrases in a text including figurative and connotative meanings; and how they shape meaning and tone. |
| | CC.1.3.8.G Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by |
| | directors or actors. CC.1.3.8.H |
| | Analyze how a modern work of fiction draws on themes, patterns of events, or character types from traditional works, including describing how the material is rendered new. |
| | CC.1.3.8.I |
| | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies and tools. |
| | CC.1.3.8.J |
| | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| | CC.1.3.8.K Read and comprehend literary fiction on grade level, reading independently and proficiently. |
| | CC.1.4.8.A |
| | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly. CC.1.4.8.B |
| | COLTABLE |

| | | Identify and introduce the topic clearly, including a preview of what is to follow. |
|-------|--|--|
| | | CC.1.4.8.C |
| | | Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension. |
| | | CC.1.4.8.D |
| | | Organize ideas, concepts, and information into broader categories; use appropriate and varied transitions to create cohesion and clarify the relationships among |
| | | ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension. |
| | | CC.1.4.8.F |
| | | Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. |
| | | CC.1.4.8.H |
| | | Introduce and state an opinion on a topic. |
| | | CC.1.4.8.G |
| | | Write arguments to support claims. |
| | | CC.1.4.8.I |
| | | Acknowledge and distinguish the claim(s) from alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, |
| | | credible sources and demonstrating an understanding of the topic. CC.1.4.8.J |
| | | Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s), counterclaims, reasons, and evidence by using words, |
| | | phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented. |
| | | CC.1.4.8.K |
| | | Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic. Use |
| | | sentences of varying lengths and complexities. Create tone and voice through precise language. Establish and maintain a formal style. |
| | | CC.1.4.8.L |
| | | Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. |
| | | CC.1.4.8.M |
| | | Write narratives to develop real or imagined experiences or events. |
| | | CC.1.4.8.N |
| | | Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters. |
| | | CC.1.4.8.0 |
| | | Use narrative techniques such as dialogue, description, reflection, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. |
| | | CC.1.4.8.P |
| | | Organize an event sequence that unfolds naturally and logically using a variety of transition words, phrases, and clauses to convey sequence, signal shifts from |
| | | one time frame or setting to another and show the relationships among experiences and events; provide a conclusion that follows from and reflects on the |
| | | narrated experiences or events. |
| | | CC.1.4.8.R |
| | | Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling. |
| | | CC.1.4.8.S |
| | | Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary |
| | | non-fiction. |
| | | CC.1.4.8.U |
| | | Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. |
| | | CC.1.5.8.A |
| | | Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly. |
| | | CC.1.5.8.C |
| | | Analyze the purpose of information presented in diverse media formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, |
| | | political) behind its presentation. |
| | | CC.1.5.8.E |
| | | Adapt speech to a variety of contexts and tasks. |
| | | CC.1.5.8.F |
| | | Integrate multimedia and visual displays into presentations to add interest, clarify information, and strengthen claims and evidence. |
| | | CC.1.5.8.G |
| 12.34 | | Demonstrate command of the conventions of standard English when speaking based on grade 8 level and content. |
| 13-M | Tacts 4 different adjectives, excluding colors and shapes (e.g., big, little, long, short) and 4 | CC.1.2.8.A Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective |
| | adverbs (e.g., fast, slow, quietly, gently) | Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. |
| 13-a | Tacts people by gender using 4 different terms (girl, boy, man, woman) | CC.1.2.8.B |
| " | r | Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn |
| | | from the text. |
| 13-b | Spontaneously tacts the behavior of others 2 times (e.g., He's crying.) | CC.1.2.8.C |
| | 1 1 2 | |

| 12 0 | Tacts 2 pairs of relative adjectives (e.g., big and little; long and short) (part intraverbal if questions | Analyze how a text makes connections among and distinctions between individuals, ideas, or events. |
|------|--|---|
| 13-c | such as What size is this? are used) | CC.1.2.8.D |
| 13-d | Spontaneously tacts with 2 different adjectives | Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. CC.1.2.8.E |
| 13-e | Spontaneously tacts with 2 different adverbs | Analyze the structure of the text through evaluation of the author's use of specific sentences and paragraphs to develop and refine a concept. |
| 13-f | Spontaneously tacts possession of items 2 times (e.g., mine, yours) | CC.1.2.8.F Analyze the influence of the words and phrases in a text including figurative and connotative, and technical meanings; and how they shape meaning and tone. |
| | | CC.1.2.8.G |
| | | Evaluate the advantages and disadvantages of using different mediums (e.g. print or digital text, video, multimedia) to present a particular topic or idea. CC.1.2.8.H |
| | | Evaluate authors' arguments, reasoning, and specific claims for the soundness of the arguments and the relevance of the evidence. CC.1.2.8.I |
| | | Analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. CC.1.2.8.J |
| | | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. CC.1.2.8.L |
| | | Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. CC.1.3.8.A |
| | | Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. |
| | | CC.1.3.8.B Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text. |
| | | CC.1.3.8.C Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. |
| | | CC.1.3.8.F Analyze the influence of the words and phrases in a text including figurative and connotative meanings; and how they shape meaning and tone. |
| | | CC.1.3.8.G Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by |
| | | directors or actors. CC.1.3.8.H |
| | | Analyze how a modern work of fiction draws on themes, patterns of events, or character types from traditional works, including describing how the material is rendered new. CC.1.3.8.J |
| | | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| | | CC.1.3.8.K Read and comprehend literary fiction on grade level, reading independently and proficiently. |
| | | CC.1.4.8.A Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly. |
| | | CC.1.4.8.B Identify and introduce the topic clearly, including a preview of what is to follow. CC.1.4.8.C |
| | | Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension. CC.1.4.8.D |
| | | Organize ideas, concepts, and information into broader categories; use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension. |
| | | CC.1.4.8.F Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. CC.1.4.8.H |
| | | Introduce and state an opinion on a topic. CC.1.4.8.I |
| | | Acknowledge and distinguish the claim(s) from alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic. |
| | | CC.1.4.8.J Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s), counterclaims, reasons, and evidence by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented CC.1.4.8.K |
| | | Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic. Use sentences of varying lengths and complexities. Create tone and voice through precise language. Establish and maintain a formal style. |

| | | CC.1.4.8.L |
|------|--|---|
| | | Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. CC.1.4.8.M |
| | | Write narratives to develop real or imagined experiences or events. |
| | | CC.1.4.8.N |
| | | Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters. CC.1.4.8.0 |
| | | Use narrative techniques such as dialogue, description, reflection, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. CC.1.4.8.P |
| | | Organize an event sequence that unfolds naturally and logically using a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events; provide a conclusion that follows from and reflects on the narrated experiences or events. CC.1.4.8.R |
| | | Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling. CC.1.4.8.S |
| | | Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction. |
| | | CC.1.4.8.U |
| | | Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to |
| | | interact and collaborate with others. CC.1.5.8.A |
| | | Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly. |
| | | CC.1.5.8.E |
| | | Adapt speech to a variety of contexts and tasks. CC.1.5.8.F |
| | | Integrate multimedia and visual displays into presentations to add interest, clarify information, and strengthen claims and evidence. |
| | | CC.1.5.8.G |
| 4435 | | Demonstrate command of the conventions of standard English when speaking based on grade 8 level and content. |
| 14-M | Tacts with complete sentences containing 4 or more words, 20 times | CC.1.2.8.A Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective |
| 14-a | Tacts people by relationship using 4 different terms (e.g., sister, brother, grandmother, uncle) (part | summary of the text. |
| | intraverbal if questions are used) | CC.1.2.8.D |
| 14-b | Tacts 5 adjective-noun combinations in a complete sentence (e.g., That is a big dog.) | Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. CC.1.2.8.E |
| | Tacts 5 verb-adverb combinations in a complete sentence (e.g., He is singing loud.) | Analyze the structure of the text through evaluation of the author's use of specific sentences and paragraphs to develop and refine a concept. |
| | Tacts 5 preposition-noun combinations in a complete sentence (The dog's in the house.) | CC.1.2.8.H |
| | Tacts 5 subject-verb-noun combinations in a complete sentence (e.g., The girl is pulling the wagon.) | Evaluate authors' arguments, reasoning, and specific claims for the soundness of the arguments and the relevance of the evidence. CC.1.2.8.I |
| | | Analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. CC.1.2.8.J |
| | | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| | | CC.1.2.8.L |
| | | Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. |
| | | Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. CC.1.3.8.B Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text. |
| | | CC.1.3.8.B Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text. CC.1.3.8.C Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. |
| | | CC.1.3.8.B Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text. CC.1.3.8.C Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. CC.1.3.8.D Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects |
| | | CC.1.3.8.B Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text. CC.1.3.8.C Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. CC.1.3.8.D Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor. CC.1.3.8.F |
| | | CC.1.3.8.B Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text. CC.1.3.8.C Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. CC.1.3.8.D Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor. CC.1.3.8.F Analyze the influence of the words and phrases in a text including figurative and connotative meanings; and how they shape meaning and tone. CC.1.3.8.H |
| | | CC.1.3.8.B Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text. CC.1.3.8.C Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. CC.1.3.8.D Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor. CC.1.3.8.F Analyze the influence of the words and phrases in a text including figurative and connotative meanings; and how they shape meaning and tone. CC.1.3.8.H Analyze how a modern work of fiction draws on themes, patterns of events, or character types from traditional works, including describing how the material is rendered new. |
| | | CC.1.3.8.B Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text. CC.1.3.8.C Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. CC.1.3.8.D Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor. CC.1.3.8.F Analyze the influence of the words and phrases in a text including figurative and connotative meanings; and how they shape meaning and tone. CC.1.3.8.H Analyze how a modern work of fiction draws on themes, patterns of events, or character types from traditional works, including describing how the material is |

| Identify and introduce the topic clearly, including a preview of what is to follow. CC.1.4.8.C Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; include and multimedia when useful to aiding comprehension. CC.1.4.8.D Organize ideas, concepts, and information into broader categories; use appropriate and varied transitions to create cohesion and clarify the relations ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension. CC.1.4.8.E Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the sentences of varying lengths and complexities. Create tone and voice through precise language. Establish and maintain a formal style. CC.1.4.8.F Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling | |
|--|------------|
| Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; include and multimedia when useful to aiding comprehension. CC.1.4.8.D Organize ideas, concepts, and information into broader categories; use appropriate and varied transitions to create cohesion and clarify the relations ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension. CC.1.4.8.E Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the sentences of varying lengths and complexities. Create tone and voice through precise language. Establish and maintain a formal style. CC.1.4.8.F Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling | |
| and multimedia when useful to aiding comprehension. CC.1.4.8.D Organize ideas, concepts, and information into broader categories; use appropriate and varied transitions to create cohesion and clarify the relations ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension. CC.1.4.8.E Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the sentences of varying lengths and complexities. Create tone and voice through precise language. Establish and maintain a formal style. CC.1.4.8.F Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling | |
| Organize ideas, concepts, and information into broader categories; use appropriate and varied transitions to create cohesion and clarify the relations ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension. CC.1.4.8.E Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the sentences of varying lengths and complexities. Create tone and voice through precise language. Establish and maintain a formal style. CC.1.4.8.F Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling | ps among |
| ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension. CC.1.4.8.E Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the sentences of varying lengths and complexities. Create tone and voice through precise language. Establish and maintain a formal style. CC.1.4.8.F Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling | ps among |
| CC.1.4.8.E Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the sentences of varying lengths and complexities. Create tone and voice through precise language. Establish and maintain a formal style. CC.1.4.8.F Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling | |
| Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the sentences of varying lengths and complexities. Create tone and voice through precise language. Establish and maintain a formal style. CC.1.4.8.F Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling | |
| sentences of varying lengths and complexities. Create tone and voice through precise language. Establish and maintain a formal style. CC.1.4.8.F Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling | topic. Use |
| Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling | |
| | |
| | |
| CC.1.4.8.H Introduce and state an opinion on a topic. | |
| CC.1.4.8.I | |
| Acknowledge and distinguish the claim(s) from alternate or opposing claims and support claim with logical reasoning and relevant evidence, using | curate, |
| credible sources and demonstrating an understanding of the topic. | |
| CC.1.4.8.J Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s), counterclaims, reasons, and evidence by using | orde |
| phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented | ius, |
| CC.1.4.8.K | |
| Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the | opic. Use |
| sentences of varying lengths and complexities. Create tone and voice through precise language. Establish and maintain a formal style. CC.1.4.8.M | |
| Write narratives to develop real or imagined experiences or events. | |
| CC.1.4.8.N | |
| Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters. | |
| CC.1.4.8.0 | |
| Use narrative techniques such as dialogue, description, reflection, and pacing to develop experiences, events, and/or characters; use precise words a relevant descriptive details, and sensory language to capture the action and convey experiences and events. | phrases, |
| CC.1.4.8.Q | |
| Write with an awareness of the stylistic aspects of writing: Use verbs in the active and passive voice and in the conditional and subjunctive mood to | chieve |
| particular effects, Use sentences of varying lengths and complexities, Create tone and voice through precise language. | |
| CC.1.4.8.R Demonstrate a grade engagaints command of the conventions of standard English grammar vacca conitalization grantuation and gralling | |
| Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling. CC.1.4.8.X | |
| Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for | ange of |
| discipline-specific tasks, purposes and audiences. | |
| CC.1.5.8.A | 1 1 |
| Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their ow CC.1.5.8.D | clearly. |
| Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound, valid reasoning, and well-cho | n details; |
| use appropriate eye contact, adequate volume and clear pronunciation. | |
| CC.1.5.8.G | |
| Demonstrate command of the conventions of standard English when speaking based on grade 8 level and content. 15-M Has a total tact vocabulary of 1000 words (nouns words adjectives atc.) tested or from an CC.1.28A | |
| Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an | jective |
| accumulated list of known tacts summary of the text. | |
| 15-a Tacts 3 emotional states of self or others (e.g., sad, happy, mad) (part intraverbal if questions such as CC.1.2.8.B | |
| How do you feel? are used) Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalize from the text. | ons drawn |
| 13-b Tacts 5 frequently used gestures that have a verbal function (e.g., pinching their nose for a bad smell, CC.1.2.8.C | |
| finger over the lips for quiet, thumbs up for a good job, a fake yawn for being tired) Analyze how a text makes connections among and distinctions between individuals, ideas, or events. | |
| Tacts 5 community helpers (e.g., policeman, fireman, nurse, doctor, garbage man) | |
| Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewport action words 5 times (e.g., That's not a cat.) | S. |
| 15-e Tacts 5 social, community, or group events (e.g., parade, party, emergency) Analyze the structure of the text through evaluation of the author's use of specific sentences and paragraphs to develop and refine a concept. | |
| 5. f. Spontangously toots 2 different social aircumstances (a.g., They are busy They are arguing) CC.1.2.8.F | |
| | nd tone. |
| Spontaneously emits untrained tacts in sentences containing at least 5 words, 5 times CC.1.2.8.G Evaluate the advantages and disadvantages of using different mediums (e.g. print or digital text, video, multimedia) to present a particular topic or in the control of the contr | 20 |
| CC.1.2.8.H | a. |
| Control | |
| | |

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

CC.1.2.8.J

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

CC.1.2.8.J

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CC.1.2.8.F

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

CC.1.2.8.L

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

CC.1.3.8.A

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

CC.1.3.8.B

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

CC.1.3.8.C

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

CC.1.3.8.D

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

CC.1.3.8.E

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

CC.1.3.8.F

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

CC.1.3.8.G

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

CC.1.3.8.H

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

CC.1.3.8.I

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

CC.1.3.8.J

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CC.1.3.8.K

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

CC.1.4.8.A

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

CC.1.4.8.B

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

CC.1.4.8.C

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

CC.1.4.8.D

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

CC.1.4.8.E

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

CC.1.4.8.F

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

CC.1.4.8.G

Write arguments to support claims.

CC.1.4.8.H

Introduce and state an opinion on a topic.

CC.1.4.8.I

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

CC.1.4.8.

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

CC.1.4.8.F

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

CC.1.4.8.I

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

CC.1.4.8.M

Write narratives to develop real or imagined experiences or events.

CC.1.4.8.N

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

CC.1.4.8.0

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

CC.1.4.8.1

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

CC.1.4.8.Q

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

CC.1.4.8.R

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

CC.1.4.8.S

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

CC.1.4.8.T

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

CC.1.4.0.

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

CC.1.4.8.V

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

CC.1.4.8.W

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

CC.1.4.8.X

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.

CC.1.5.8.A

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

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

CC.1.5.8.C

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

CC.1.5.8.D

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

CC.1.5.8.E

Adapt speech to a variety of contexts and tasks.

CC.1.5.8.F

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

CC.1.5.8.G

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

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

LISTENER RESPONDING

| LEVEL 2 | | |
|------------|--|---|
| Skill | VB-MAPP Milestones & Supporting Skills | PA Core Standards |
| 6-M | Selects the correct item from a messy array of 6, for 40 different objects or pictures (e.g., Find cat. Touch ball.) | CC.1.2.8.I Analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. CC.1.3.8.B |
| 6-a 6-b | Selects the correct item from a messy array of 5, for 25 different items (e.g., book, car, dog, shoe) Acquires a new listener skill in less than 25 training trials | Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text. |
| 6-c | Discriminates among 6 people, pets, or characters by name (e.g., Find Oscar.) | CC.1.3.8.C Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. |
| 6-d | Generalizes in a listener task across 3 examples of 25 different items | CC.1.3.8.H Analyze how a modern work of fiction draws on themes, patterns of events, or character types from traditional works, including describing how the material is |
| | | rendered new. CC.1.3.8.I |
| | | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies and tools. CC.1.4.8.D |
| | | Organize ideas, concepts, and information into broader categories; use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension. CC.1.4.8.I |
| | | Distinguish the claim(s) from alternate or opposing claims; develop claim(s) fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. CC.1.4.8.J |
| | | Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s), counterclaims, reasons, and evidence by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented. CC.1.4.8.R |
| | | Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling. CC.1.4.8.S |
| | | Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction. CC.1.5.8.E |
| | | Adapt speech to a variety of contexts and tasks. |
| 7-M | Generalizes listener discriminations (LDs) in a messy array of 8, for 3 different examples of 50 items (e.g., the child can find 3 examples of a train) | CC.1.2.8.A Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective |
| 7-a | Goes to 3 specified people on command (e.g., Go to Debbie) | summary of the text. CC.1.2.8.B |
| 7-b | Points to a named item in a book for 5 items (e.g., Where's the fire truck?) | Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text. |
| 7-c | Selects 5 items in the natural environment on command (e.g., get the spoon, while at the table) | CC.1.2.8.E |
| 7-d | Spontaneously demonstrates (no prompts to respond) 5 listener skills in the natural environment (e.g., | Analyze the structure of the text through evaluation of the author's use of specific sentences and paragraphs to develop and refine a concept. CC.1.2.8.F |
| | when someone in the room mentions the rocking horse, the child spontaneously goes to the horse) | Analyze the influence of the words and phrases in a text including figurative and connotative, and technical meanings; and how they shape meaning and tone. CC.1.2.8.G |
| | | Evaluate the advantages and disadvantages of using different mediums (e.g. print or digital text, video, multimedia) to present a particular topic or idea. CC.1.2.8.H |
| | | Evaluate authors' arguments, reasoning, and specific claims for the soundness of the arguments and the relevance of the evidence. CC.1.2.8.I |
| | | Analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. CC.1.2.8.K |
| | | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools. |
| | | CC.1.2.8.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. CC.1.3.8.A |
| | | Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. CC.1.3.8.B |
| | | Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text. CC.1.3.8.F |

| | | Analyze the influence of the words and phrases in a text including figurative and connotative meanings; and how they shape meaning and tone. |
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| | | CC.1.3.8.G Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by |
| | | directors or actors. CC.1.3.8.H |
| | | Analyze how a modern work of fiction draws on themes, patterns of events, or character types from traditional works, including describing how the material is rendered new. CC.1.3.8.I |
| | | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies and tools. |
| | | CC.1.4.8.D Organize ideas, concepts, and information into broader categories; use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension. |
| | | CC.1.4.8.J Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s), counterclaims, reasons, and evidence by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented |
| | | CC.1.4.8.R Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling. |
| | | CC.1.4.8.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction. |
| | | CC.1.4.8.U Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to |
| | | interact and collaborate with others. CC.1.5.8.E |
| 8-M | Performs 10 specific motor actions on command (e.g., Show me clapping. Can you hop?) | Adapt speech to a variety of contexts and tasks. CC.1.3.8.K |
| 8-a | Goes to 3 specified locations on command (e.g., Go to the kitchen. Show me your bedroom.) | Read and comprehend literary fiction on grade level, reading independently and proficiently. |
| 8-b | Selects the correct item from an array of 8 containing 2 similar stimuli (e.g., same color), for 20 | CC.1.4.8.L Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. |
| | items | CC.1.4.8.R |
| 8-c | Selects an item when given the sound that the item makes for 5 items (e.g., barking: dog, siren: fire truck) | Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling. CC.1.5.8.E Adapt speech to a variety of contexts and tasks. |
| 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?) | |
| 9-M | Follows 25 two-component noun-verb and/or verb-noun instructions (e.g., Show me the baby | CC.1.2.8.A |
| | sleeping. Push the swing.) | Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. |
| 9-a | Acquires 2 new listener responses without formal training (e.g., someone asks another person to turn | CC.1.2.8.B |
| 0.1 | on a light, and the child goes over to the light, and no one knew that she knew the word light) | Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text. |
| 9-b 9-c | Appropriately responds to 5 different gestures (e.g., finger to the lips for quiet, palm out for stop) Demonstrates 3 specified actions to 3 different people (e.g., Hug Grandma. Give Laura a high-five.) | CC.1.2.8.E Analyze the structure of the text through evaluation of the author's use of specific sentences and paragraphs to develop and refine a concept. |
| 9-d | Selects 2 targeted items from a scene, book, or natural environment for 20 sets of items (noun-noun) | CC.1.2.8.F |
| <i>,</i> a | (e.g., Where's the elephant and giraffe?) | Analyze the influence of the words and phrases in a text including figurative and connotative, and technical meanings; and how they shape meaning and tone. CC.1.2.8.G |
| | | Evaluate the advantages and disadvantages of using different mediums (e.g. print or digital text, video, multimedia) to present a particular topic or idea. CC.1.2.8.H |
| | | Evaluate authors' arguments, reasoning, and specific claims for the soundness of the arguments and the relevance of the evidence. CC.1.2.8.I |
| | | Analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. CC.1.2.8.L |
| | | Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. CC.1.3.8.A |
| | | Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. |
| | | CC.1.3.8.B Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text. |

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

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

| | 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.1.2.8.D Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. CC.1.3.8.B | |
| 11-a | Puts 5 specified items where they belong (e.g., Put the hairbrush away.) | Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn | |
| 11-b | Discriminates among 4 colors in an array of 4 different colored objects | from the text. CC.1.3.8.C | |
| 11-c | Discriminates among 4 shapes in an array of 4 different shapes | Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. | |
| 11-d | Discriminates between 2 different prepositions (e.g., in, on, under) | CC.1.3.8.H | |

| 11-e | Discriminates between self and others given a pronoun (e.g., your, my) | Analyze how a modern work of fiction draws on themes, patterns of events, or character types from traditional works, including describing how the material is |
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| 11-f | Selects two different colors or shapes from an array of 8 for 10 pairs (e.g., Give me red and blue.) | rendered new. CC.1.3.8.J |
| | Secretary two different colors of shapes from an array of o for 10 pairs (e.g., of we fine red and office) | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. CC.1.4.8.K Read and comprehend literary fiction on grade level, reading independently and proficiently. CC.1.4.8.F Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. CC.1.4.8.L Demonstrate a grade appropriate command of the topic. CC.1.4.8.P Organize an event sequence that unfolds naturally and logically using a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events; provide a conclusion that follows from and reflects on the narrated experiences or events CC.1.4.8.Q Write with an awareness of the stylistic aspects of writing: Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects, Use sentences of varying lengths and complexities, Create tone and voice through precise language. CC.1.4.8.R Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling. CC.1.4.8.B Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling. CC.1.4.8.B Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling. CC.1.4.8.B Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling. CC.1.4.8.B Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling. CC.1.4.8.B Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling. CC.1. |
| | | CC.1.5.8.E Adapt speech to a variety of contexts and tasks. |
| 12-M | Follows 2 instructions involving 6 different prepositions (e.g., Stand behind the chair.) and 4 different pronouns (e.g., Touch my ear.) | CC.1.2.8.D Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. CC.1.3.8.B |
| 12-a | Follows instructions to take an item to 5 different locations (e.g., Take the tray to the sink.) | Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn |
| 12-b | Goes to 5 different locations and retrieves specific objects (e.g., Go to the kitchen and get a cup.) | from the text. CC.1.3.8.C |
| 12-c | Selects items from an array of similar stimuli based on an adjective (e.g., Touch the little bird?) | Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. |
| 12-d | Discriminates between the genders for girl and boy and man and woman (e.g., Where's the girl?) | CC.1.3.8.K Read and comprehend literary fiction on grade level, reading independently and proficiently. |
| 12-e | Discriminates between males and females given a pronoun (e.g., he and she) | — CC.1.4.8.F |
| 12-f | Demonstrates actions modified by 2 different adverbs (e.g., Walk slow. Walk fast.) | Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. CC.1.4.8.I |
| | | Acknowledge and distinguish the claim(s) from alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic. CC.1.4.8.L |
| | | Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. CC.1.4.8.J |
| | | Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s), counterclaims, reasons, and evidence by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented. CC.1.4.8.Q |
| | | Write with an awareness of the stylistic aspects of writing: Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects, Use sentences of varying lengths and complexities, Create tone and voice through precise language. CC.1.4.8.R |
| | | Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling. CC.1.4.8. U |
| | | Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. CC.1.5.8.E |
| | | Adapt speech to a variety of contexts and tasks. |
| | | |

| 13-M | Selects items from an array of similar stimuli based on 4 pairs of relative adjectives (e.g., big- | CC.1.2.8.D |
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| 13-141 | little, long-short) and demonstrates actions based on 4 pairs of relative adverbs (e.g., quiet- | Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. |
| | loud, fast-slow) | CC.1.2.8.E Analyze the structure of the text through evaluation of the author's use of specific sentences and paragraphs to develop and refine a concept. |
| 13-a | Demonstrates 3 pretend emotions on command (e.g., Show me a sad face. Make a happy face.) | CC.1.2.8.F |
| 13-b | Identifies (LDs) 10 items based on a subject, adjective, and noun (e.g., Show me the girl's red hair.) | Analyze the influence of the words and phrases in a text including figurative and connotative, and technical meanings; and how they shape meaning and tone. CC.1.2.8.I |
| 13-c | Performs 10 actions based on a subject, preposition, and noun (e.g., Put the horse in the barn.) | Analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. |
| 13-d | Identifies (LDs) 10 items based on a verb, pronoun, and noun (e.g., Brush his hair.) | CC.1.3.8.D |
| 13-е | Generalizes a pronoun and a preposition to a new situation (e.g., uses his correctly with a new | Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor. |
| | friend) | CC.1.3.8.F |
| | | Analyze the influence of the words and phrases in a text including figurative and connotative meanings; and how they shape meaning and tone. CC.1.3.8.H |
| | | Analyze how a modern work of fiction draws on themes, patterns of events, or character types from traditional works, including describing how the material is rendered new. CC.1.3.8.I |
| | | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies and tools. |
| | | CC.1.3.8.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. CC.1.3.8.K |
| | | Read and comprehend literary fiction on grade level, reading independently and proficiently. |
| | | CC.1.4.8.D Organize ideas, concepts, and information into broader categories; use appropriate and varied transitions to create cohesion and clarify the relationships among |
| | | ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension. |
| | | CC.1.4.8.E Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic Use |
| | | sentences of varying lengths and complexities. Create tone and voice through precise language. Establish and maintain a formal style. CC.1.4.8.F |
| | | Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. |
| | | CC.1.4.8.J Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s), counterclaims, reasons, and evidence by using words, |
| | | phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented. CC.1.4.8.L |
| | | Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. CC.1.4.8.M |
| | | Write narratives to develop real or imagined experiences or events. CC.1.4.8.Q |
| | | Write with an awareness of the stylistic aspects of writing: Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects, Use sentences of varying lengths and complexities, Create tone and voice through precise language. |
| | | CC.1.4.8.R |
| | | Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling. CC.1.4.8.S |
| | | Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction. |
| | | CC.1.4.8.U |
| | | Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. |
| | | CC.1.4.8.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of |
| | | discipline-specific tasks, purposes and audiences. |
| | | CC.1.5.8.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly. CC.1.5.8.E |
| | | Adapt speech to a variety of contexts and tasks. |
| | | CC.1.5.8.F Integrate multimedia and visual displays into presentations to add interest, clarify information, and strengthen claims and evidence. |
| 14-M | Follows 3-step directions for 10 different directions (e.g., Get your coat, hang it up, and sit | CC.1.4.8.F |
| 1111 | down.) | Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. |
| | wo min) | |

| 14-a | Performs 10 actions based on a subject, verb, and adverb (e.g., Show me the frog jumping high.) | CC.1.4.8.M |
|------|---|--|
| 14-a | Performs 10 actions based on a subject, verb, and adverb (e.g., Show me the big bear dancing.) | Write narratives to develop real or imagined experiences or events. |
| 14-c | Discriminates among 6 community helpers by category (e.g., nurse, doctor, mailman, bus driver) | CC.1.4.8.Q Write with an awareness of the stylistic aspects of writing: Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve |
| 14-d | Correctly responds to 10 tasks involving "one" vs. "two" vs. "all" of something | particular effects, Use sentences of varying lengths and complexities, Create tone and voice through precise language. |
| 17 0 | Correctly responds to 10 tasks involving one vs. two vs. an or something | - CC.1.4.8.U |
| | | Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. |
| | | CC.1.5.8.E |
| | | Adapt speech to a variety of contexts and tasks. |
| 15-M | Has a total listener repertoire of 1200 words (nouns, verbs, adjectives, etc.), tested or from an | CC.1.2.8.A Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective |
| | accumulated list of known words | summary of the text. |
| 15-a | Discriminates among items given negation words for 10 tasks (e.g., Which one is not a food?) | CC.1.2.8.B |
| 15-b | Discriminates 5 attributes of peers in a small group (e.g., Who is wearing blue shoes? Who has red | Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text. |
| | hair? Who is wearing glasses?) | CC.1.2.8.C |
| 15-c | Correctly responds to 10 singular vs. plural tasks (e.g., Touch the dog. vs. Touch the dogs.) | Analyze how a text makes connections among and distinctions between individuals, ideas, or events. |
| 15-d | Generalizes 5 adjectives to new nouns (e.g., says, Sticky fly stuff when first encounters a fly trap) | CC.1.2.8.D Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. |
| 15-е | Generalizes 5 adverbs to new verbs (e.g., says, Lava moves slow when first encountering lava) | CC.1.2.8.E |
| | | Analyze the structure of the text through evaluation of the author's use of specific sentences and paragraphs to develop and refine a concept. |
| | | CC.1.2.8.F Analyze the influence of the words and phrases in a text including figurative and connotative, and technical meanings; and how they shape meaning and tone. |
| | | CC.1.2.8.G |
| | | Evaluate the advantages and disadvantages of using different mediums (e.g. print or digital text, video, multimedia) to present a particular topic or idea. |
| | | CC.1.2.8.H Evaluate authors' arguments, reasoning, and specific claims for the soundness of the arguments and the relevance of the evidence. |
| | | CC.1.2.8.I |
| | | Analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. |
| | | CC.1.2.8.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a |
| | | word or phrase important to comprehension or expression. |
| | | CC.1.2.8.K |
| | | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools. |
| | | CC.1.2.8.L |
| | | Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. |
| | | CC.1.3.8.A Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; |
| | | provide an objective summary of the text. |
| | | CC.1.3.8.B |
| | | Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text. |
| | | CC.1.3.8.C |
| | | Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. CC.1.3.8.D |
| | | Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects |
| | | as suspense or humor. |
| | | CC.1.3.8.E Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. |
| | | CC.1.3.8.F |
| | | Analyze the influence of the words and phrases in a text including figurative and connotative meanings; and how they shape meaning and tone. |
| | | CC.1.3.8.G Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by |
| | | directors or actors. |
| 1 | | CC.1.3.8.H |
| 1 | | Analyze how a modern work of fiction draws on themes, patterns of events, or character types from traditional works, including describing how the material is rendered new. |
| 1 | | CC.1.3.8.I |
| | | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range |
| | | of strategies and tools. |

CC.1.3.8.

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CC.1.3.8.K

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

CC.1.4.8.A

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

CC.1.4.8.B

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

CC.1.4.8.C

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

CC.1.4.8.D

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

CC.1.4.8.

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

CC 1 4 8 1

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

CC.1.4.8.G

Write arguments to support claims.

CC.1.4.8.H

Introduce and state an opinion on a topic.

CC.1.4.8.I

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

CC.1.4.8..

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

CC.1.4.8.K

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

CC.1.4.8.L

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

CC.1.4.8.M

Write narratives to develop real or imagined experiences or events.

CC.1.4.8.N

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

CC.1.4.8.

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

CC.1.4.8.P

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

CC.1.4.8.Q

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

CC.1.4.8.R

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

CC.1.4.8.S

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

CC.1.4.8.T

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

CC.1.4.8.1

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

CC.1.4.8.V

Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related,

| | focused questions that allow for multiple avenues of exploration |
|---------------------------------------|--|
| | CC.1.4.8.W |
| | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and |
| | quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
| | CC.1.4.8.X |
| | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of |
| | discipline-specific tasks, purposes and audiences. |
| | CC.1.5.8.A |
| | Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly. |
| | CC.1.5.8.B |
| | Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. |
| | CC.1.5.8.C |
| | Analyze the purpose of information presented in diverse media formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, |
| | political) behind its presentation. |
| | CC.1.5.8.D |
| | Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound, valid reasoning, and well-chosen details; |
| | use appropriate eye contact, adequate volume and clear pronunciation. |
| | CC.1.5.8.E |
| | Adapt speech to a variety of contexts and tasks. |
| | CC.1.5.8.F |
| | Integrate multimedia and visual displays into presentations to add interest, clarify information, and strengthen claims and evidence. |
| · · · · · · · · · · · · · · · · · · · | , |

| | VISUAL PERCEPTUAL SKILLS AND MATCHING-TO-SAMPLE LEVEL 1 | | |
|--------------------------|--|--|--|
| Skill | VB-MAPP Milestones & Supporting Skills | PA Core Standards | |
| 1-M | 1-M Visually tracks moving stimuli for 2 seconds, 5 times | CC.1.5.8.B | |
| 1-a | Visually attends to faces and people 5 times | Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. | |
| 1-b | Visually attends to reinforcing objects 5 times | | |
| 2-M 2-a 2-b 2-c | Grasps small objects with thumb and index finger (pincer grasp) 5 times Reaches for and successfully grabs objects 5 times Uses index finger to poke things or for other uses 5 times Manipulates toys and objects in a variety of ways for 10 seconds, 5 times | CC.1.4.8.V Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. CC.1.4.8.W Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. CC.1.5.8.C Analyze the purpose of information presented in diverse media formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. | |
| 3-M | 3-M Visually attends to a toy or book for 30 seconds (not a self-stim item) | CC.1.4.8.X | |
| 3-a | Transfers objects from one hand to another 5 times | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences. | |
| 3-b | Looks for an object that has fallen out of sight 5 times | | |
| | | | |
| 4-M | Places 3 items in a container, stacks 3 blocks, or places 3 rings on a peg for 2 of these or similar activities | | |
| 4-a | Dumps things out of containers, or pulls items out of cupboards 5 times | | |
| 4-b | Pushes and/or pulls objects 5 times | | |
| | | | |
| 5-M | Matches any 10 identical items (e.g., inset puzzles, toys, objects, or pictures) | CC.1.2.8.A | |

| 5-a | Visually attends to toys or books for 1 minute, 2 times | Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective |
|-----|---|---|
| 5-b | Successfully uses a spoon 5 times during a meal | summary of the text. CC.1.2.8.B |
| 5-c | Completes a 3-piece in-set puzzle without physical prompts | Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn |
| 5-d | Attempts to scribble with any writing instrument | from the text. CC.1.2.8.C |
| 5-e | Puts two similar items together 2 times (e.g., picks up a matching toy) | Analyze how a text makes connections among and distinctions between individuals, ideas, or events |
| | T was two similar rooms together 2 times (e.g., proms up a materials tog) | CC.1.2.8.D |
| | | Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. CC.1.2.8.E |
| | | Analyze the structure of the text through evaluation of the author's use of specific sentences and paragraphs to develop and refine a concept. CC.1.2.8.F |
| | | Analyze the influence of the words and phrases in a text including figurative and connotative, and technical meanings; and how they shape meaning and tone. CC.1.2.8.G |
| | | Evaluate the advantages and disadvantages of using different mediums (e.g. print or digital text, video, multimedia) to present a particular topic or idea. CC.1.2.8.H |
| | | Evaluate authors' arguments, reasoning, and specific claims for the soundness of the arguments and the relevance of the evidence. CC.1.2.8.I |
| | | Analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. CC.1.2.8.L |
| | | Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. CC.1.3.8.A |
| | | Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. |
| | | CC.1.3.8.B Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn |
| | | from the text. CC.1.3.8.C |
| | | Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. CC.1.3.8.D |
| | | Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor. |
| | | CC.1.3.8.E |
| | | Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. CC.1.3.8.F |
| | | Analyze the influence of the words and phrases in a text including figurative and connotative meanings; and how they shape meaning and tone. CC.1.3.8.G |
| | | Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by directors or actors. |
| | | СС.1.3.8.Н |
| | | Analyze how a modern work of fiction draws on themes, patterns of events, or character types from traditional works, including describing how the material is rendered new. |
| | | CC.1.3.8.I |
| | | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range |
| | | of strategies and tools. CC.1.3.8.K |
| | | Read and comprehend literary fiction on grade level, reading independently and proficiently. |
| | | CC.1.4.8.P |
| | | Organize an event sequence that unfolds naturally and logically using a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events; provide a conclusion that follows from and reflects on the |
| | | narrated experiences or events. |

VISUAL PERCEPTUAL SKILLS AND MATCHING-TO-SAMPLE LEVEL 2

| Skill | VB-MAPP Milestones & Supporting Skills | PA Core Standards |
|-------|--|---|
| 6-M | Matches identical objects or pictures in a messy array of 6, for 25 items | CC.1.4.8.P |
| 6-a | Connects 2 items or toys together (e.g. Duplos) | Organize an event sequence that unfolds naturally and logically using a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events; provide a conclusion that follows from and reflects on the |
| 6-b | Nests identical objects in a stack 2 times (e.g., bowls, cups, plates | narrated experiences or events. |
| 6-c | Turns 2 pages in a book | CC.1.4.8.W Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and |
| 6-d | Completes 3 different inset puzzles containing 3-4 pieces without prompts | quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
| 6-e | Stacks 4 blocks without help | |
| 6-f | Matches identical objects or pictures in a neat array of 3, for 10 items (e.g., matches a hat to a hat) | |
| 6-g | Matches identical objects or pictures that are different sizes in a messy array of 6, for 10 items (e.g., matches a big red ball to a little red ball) | |
| 6-h | Places 5 items where they belong or in an appropriate context (e.g., puts a cup in the sink) | |
| 7-M | Matches similar colors and shapes for 10 different colors or shapes given models (e.g., given red, blue, and green bowls and a pile of red, blue, and green bears the child sorts the items by color | CC.1.4.8.P Organize an event sequence that unfolds naturally and logically using a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events; provide a conclusion that follows from and reflects on the narrated experiences or events. |
| 7-a | Completes 5 different puzzles containing 6 or more pieces without prompts | CC.1.4.8.W Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and |
| 7-b | Matches identical objects or pictures in a messy array of 8, for 25 objects | quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
| 7-c | Matches identical pictures that have different backgrounds in a messy array of 8, for 25 pictures | |
| 7-d | Matches identical pictures (2D) to objects (3D) and vice versa, in a messy array of 8, for 10 pairs (e.g., matches a picture of Thomas the Train to a toy Thomas the Train | |
| 7-е | Spontaneously matches 2 items together in play or other situations (e.g., picks up a Hulk figurine and selects a matching Hulk from a bin of figurines) | |
| 7-f | Completes identical matches in an array of 8, for 10 matches in less than 20 seconds (fluency) | |
| 8-M | Matches identical objects or pictures in a messy array of 8 containing 3 similar stimuli, for 25 items (e.g., matches a dog to a dog in an array that also contains a cat, a pig, and a pony | CC.1.3.8.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range |
| 8-a | Generalizes to 5 new identical matching tasks without formal | of strategies and tools. CC.1.2.8.K |
| 8-b | Matches identical objects or pictures to corresponding items in a book for 25 items | 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. |
| 8-c | Matches identical objects or pictures to corresponding items in the natural environment for 25 | CC.1.4.8.C |
| 8-d | Selects 3 non-identical, but associated, objects from a bin for 3 play activities (e.g., grabs several | Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension. |
| | farm animals from a bin containing other toys) | CC.1.4.8.P |
| 8-e | Successfully assembles 5 parts of 5 connecting toys (e.g., Duplos, trains, Mr. Potato Head) | Organize an event sequence that unfolds naturally and logically using a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events; provide a conclusion that follows from and reflects on the |
| | | narrated experiences or events. CC.1.4.8.W |
| | | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
| 9-M | Matches non-identical objects or non-identical pictures in a messy array of 10 containing 3 similar stimuli, for 25 items (e.g., matches a Ford truck to a Toyota truck) | CC.1.2.8.G Evaluate the advantages and disadvantages of using different mediums (e.g. print or digital text, video, multimedia) to present a particular topic or idea. |
| 9-a | Matches different colored, but otherwise exactly the same, objects or pictures in a messy array of 8 for 25 items (e.g., a red Ford Mustang to a blue Ford Mustang | CC.1.2.8.I Analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. CC.1.2.8.K |
| 9-b | Matches non-identical objects or pictures in a messy array of 8 containing 2 similar stimuli, for 25 | 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. |
| 0 | items Mathematical phicate anniatoric to a managed in a items in a heal-few 25 items | CC.1.3.8.G Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by |
| 9-c | Matches non-identical objects or pictures to corresponding items in a book for 25 items | directors or actors. |
| 9-d | Matches non-identical objects or pictures to corresponding items in the natural environment for 25 | |

| | items | CC.1.3.8.H |
|------|---|---|
| 9-е | Demonstrates spontaneous functional matching-to-sample in the natural environment 2 times (e.g., finds a matching shoe) | Analyze how a modern work of fiction draws on themes, patterns of events, or character types from traditional works, including describing how the material is rendered new. CC.1.3.8.I |
| | | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies and tools. CC.1.4.8.C |
| | | Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension. CC.1.4.8.W |
| | | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
| | | CC.1.5.8.C Analyze the purpose of information presented in diverse media formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. CC.1.5.8.F |
| | | Integrate multimedia and visual displays into presentations to add interest, clarify information, and strengthen claims and evidence. |
| 10-M | 10-M Matches non-identical objects (3D) to pictures (2D) and/or vice versa, in a messy array of 10 containing 3 similar stimuli, for 25 items | CC.1.2.8.G Evaluate the advantages and disadvantages of using different mediums (e.g. print or digital text, video, multimedia) to present a particular topic or idea. CC.1.2.8.I |
| 10-a | Assembles, collects, or groups 5 different toys, characters, or items that go together (e.g., a tea set) | Analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. |
| 10-b | Matches a picture of a body part to his own body part for 5 body parts | CC.1.2.8.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a |
| 10-с | Matches a picture of an action to a non-identical picture of the same action for 10 actions (e.g., | range of strategies and tools. CC.1.3.8.G |
| 10.1 | matches a picture of a girl swimming to a picture of a boy swimming in a different pool) | Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by |
| 10-d | Colors pictures in a coloring book although doesn't always stay in the | directors or actors. |
| 10-е | Matches 10 different items that are associated with each other (e.g., a shoe to a sock) | CC.1.3.8.H Analyze how a modern work of fiction draws on themes, patterns of events, or character types from traditional works, including describing how the material is |
| | | rendered new. CC.1.3.8.I |
| | | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies and tools. |
| | | CC.1.4.8.I Acknowledge and distinguish the claim(s) from alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic. |
| | | CC.1.4.8.J Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s), counterclaims, reasons, and evidence by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented. |
| | | CC.1.4.8.P Organize an event sequence that unfolds naturally and logically using a variety of transition words, phrases, and clauses to convey sequence, signal shifts from |
| | | one time frame or setting to another and show the relationships among experiences and events; provide a conclusion that follows from and reflects on the narrated experiences or events. CC.1.4.8.W |
| | | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. CC.1.5.8.C |
| | | Analyze the purpose of information presented in diverse media formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. |

| | VISUAL PERCEPTUAL SKILLS AND MATCHING-TO-SAMPLE | |
|-------|--|-------------------|
| | LEVEL 3 | |
| Skill | VB-MAPP Milestones & Supporting Skills | PA Core Standards |
| 11-M | Spontaneously matches any part of an arts and crafts activity to another person's sample 2 | CC.1.2.8.G |

| | times (e.g., a peer colors a balloon red and the child copies the peer's red color for his balloon) | Evaluate the advantages and disadvantages of using different mediums (e.g. print or digital text, video, multimedia) to present a particular topic or idea. |
|--------|--|---|
| 11-a | Completes 5 different interlocking puzzles with 10 pieces | CC.1.3.8.G Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by |
| 11-b | Completes a 4-component block design with a 2D sample and 3D blocks for 4 designs | directors or actors. |
| 11-c | Uses glue to make things stick together without physical prompts 2 times | CC.1.4.8.Q Write with an awareness of the stylistic aspects of writing: Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve |
| 11-d | Matches a picture of a location to a non-identical picture of the same location for 10 locations (e.g., | particular effects, Use sentences of varying lengths and complexities, Create tone and voice through precise language. |
| | matches one playground to another non-identical playground) | CC.1.4.8.U Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to |
| | | interact and collaborate with others. |
| | | CC.1.5.8.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly. |
| 12-M | Demonstrates generalized non-identical matching in a messy array of 10 with 3 similar stimuli, | Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others ideas and expressing their own clearly. CC.1.2.8.G |
| 12-111 | for 25 items (i.e., matches new items on the first trial) | Evaluate the advantages and disadvantages of using different mediums (e.g. print or digital text, video, multimedia) to present a particular topic or idea. |
| 12-a | Sorts 5 related items from 3 different categories with a sample (e.g., pulls all the vehicles out of a bin | CC.1.2.8.I Analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. |
| 12 " | of toys) | CC.1.2.8.K |
| 12-b | Matches non-identical items with a 5 second delay to the comparison in a messy array of 6 (e.g., show | 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. |
| | the child a tiger, then remove the tiger, wait 5 seconds, and present the array | CC.1.3.8.C |
| 12-c | Completes a 6-component block design with a 2D sample and 3D blocks for 8 designs | Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. CC.1.3.8.G |
| 12-d | Matches a 3D block design with 4 blocks (e.g., a house, tower) | Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by |
| | | directors or actors. |
| | | CC.1.3.8.H Analyze how a modern work of fiction draws on themes, patterns of events, or character types from traditional works, including describing how the material is |
| | | rendered new. |
| | | CC.1.3.8.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range |
| | | of strategies and tools. |
| | | CC.1.4.8.C Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; include graphics |
| | | and multimedia when useful to aiding comprehension. |
| | | CC.1.4.8.D |
| | | Organize ideas, concepts, and information into broader categories; use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension. |
| | | CC.1.4.8.G |
| | | Write arguments to support claims. CC.1.4.8.I |
| | | Acknowledge and distinguish the claim(s) from alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, |
| | | credible sources and demonstrating an understanding of the topic. CC.1.4.8.J |
| | | Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s), counterclaims, reasons, and evidence by using words, |
| | | phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented. CC.1.4.8.O |
| | | Use narrative techniques such as dialogue, description, reflection, and pacing to develop experiences, events, and/or characters; use precise words and phrases, |
| | | relevant descriptive details, and sensory language to capture the action and convey experiences and events. CC.1.4.8.P |
| | | Organize an event sequence that unfolds naturally and logically using a variety of transition words, phrases, and clauses to convey sequence, signal shifts from |
| | | one time frame or setting to another and show the relationships among experiences and events; provide a conclusion that follows from and reflects on the |
| | | narrated experiences or events. CC.1.4.8.Q |
| | | Write with an awareness of the stylistic aspects of writing: Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve |
| | | particular effects, Use sentences of varying lengths and complexities, Create tone and voice through precise language. CC.1.4.8.S |
| | | Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and |
| | | literary non-fiction. CC.1.4.8.T |
| | | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new |
| | | approach, focusing on how well purpose and audience have been addressed. CC.1.4.8.U |
| | | Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to |
| | | |

| | | interact and collaborate with others. CC.1.4.8.V |
|--------|---|---|
| | | Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, |
| | | focused questions that allow for multiple avenues of exploration. CC.1.4.8.W |
| | | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and |
| | | quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. CC.1.5.8.C |
| | | Analyze the purpose of information presented in diverse media formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. |
| | | CC.1.5.8.D |
| | | Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation. |
| | | CC.1.5.8.F Integrate multimedia and visual displays into presentations to add interest, clarify information, and strengthen claims and evidence. |
| 13-M | Completes 20 different block designs, parquetry, shape puzzles, or similar tasks with at least 8 | CC.1.2.8.C |
| 13-101 | different pieces | Analyze how a text makes connections among and distinctions between individuals, ideas, or events. CC.1.4.8.P |
| 13-a | Uses scissors to cut out 5 different patterns or items without physical prompts | Organize an event sequence that unfolds naturally and logically using a variety of transition words, phrases, and clauses to convey sequence, signal shifts from |
| 13-b | Sets a table for two people with 6 dishes and utensils | one time frame or setting to another and show the relationships among experiences and events; provide a conclusion that follows from and reflects on the narrated experiences or events. |
| 13-с | Place 3 sets of items in order by size (seriation) | CC.1.5.8.D Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound, valid reasoning, and well-chosen details; |
| 13-d | Imitates a model block structure or similar assembly of objects with at least 6 parts | use appropriate eye contact, adequate volume and clear pronunciation. |
| | | |
| 14-M | Sorts 5 items from 5 different categories without a model (e.g., animals, clothing, furniture) | CC.1.2.8.C |
| 14-a | Successfully completes a human figure puzzle with at least 6 parts | Analyze how a text makes connections among and distinctions between individuals, ideas, or events. CC.1.2.8.I |
| 14-b | Matches 25 items that are associated with each other in a messy array of 6 with 3 similar stimuli | Analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. CC.1.2.8.K |
| 14-c | Completes 10 different seriation tasks (i.e., part-to-whole, small-to-large, etc.) | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a |
| 14-d | Plays a short "concentration" or memory game with identical pictures | range of strategies and tools. CC.1.3.8.A |
| | | Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and |
| | | plot; provide an objective summary of the text. CC.1.3.8.C |
| | | Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. CC.1.3.8.D |
| | | Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor. CC.1.3.8.E |
| | | Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. CC.1.3.8.H |
| | | Analyze how a modern work of fiction draws on themes, patterns of events, or character types from traditional works, including describing how the material is rendered new. |
| | | CC.1.3.8.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range |
| | | of strategies and tools. CC.1.4.8.D |
| | | Organize ideas, concepts, and information into broader categories; use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension. |
| | | CC.1.4.8.F |
| | | Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. |
| | | CC.1.4.8.G Write arguments to support claims. |
| | | CC.1.4.8.H |
| | | Introduce and state an opinion on a topic. |
| | | CC.1.4.8.I Acknowledge and distinguish the claim(s) from alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, |
| | | credible sources and demonstrating an understanding of the topic. |
| | | CC.1.4.8.J Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s), counterclaims, reasons, and evidence by using words, |
| | <u>I</u> | organize the claim(s) with clear reasons and evidence clearly, claimy relationships among claim(s), counterclaims, reasons, and evidence by using words, |

| | | phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented. CC.1.4.8.O |
|-------|---|---|
| | | Use narrative techniques such as dialogue, description, reflection, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. |
| | | CC.1.4.8.P |
| | | Organize an event sequence that unfolds naturally and logically using a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events; provide a conclusion that follows from and reflects on the |
| | | narrated experiences or events. |
| | | CC.1.4.8.Q Write with an awareness of the stylistic aspects of writing: Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve |
| | | particular effects, Use sentences of varying lengths and complexities, Create tone and voice through precise language. |
| | | CC.1.4.8.S |
| | | Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction. |
| | | CC.1.4.8.T |
| | | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |
| | | CC.1.4.8.U |
| | | Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to |
| | | interact and collaborate with others. CC.1.4.8.V |
| | | Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, |
| | | focused questions that allow for multiple avenues of exploration. CC.1.4.8.W |
| | | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and |
| | | quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
| | | CC.1.5.8.C Analyze the purpose of information presented in diverse media formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, |
| | | commercial, political) behind its presentation. |
| | | CC.1.5.8.D |
| | | Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation. |
| | | CC.1.5.8.F |
| 15 N/ | Continues 20 three star matterns accurate an enriction today (a content atom today) | Integrate multimedia and visual displays into presentations to add interest, clarify information, and strengthen claims and evidence. CC.1.2.8.C |
| 15-M | Continues 20 three-step patterns, sequences, or seriation tasks (e.g., star, triangle, heart, star, triangle) | Analyze how a text makes connections among and distinctions between individuals, ideas, or events. CC.1.2.8.L |
| 15-a | Completes an A-B pattern for 5 different color or shape patterns | Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. CC.1.3.8.A |
| 15-b | Completes an A-B pattern for 5 different picture patterns | Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and |
| 15-c | Places 3 pictures in the correct sequential order for 5 sets | plot; provide an objective summary of the text. CC.1.3.8.E |
| 15-d | Constructs 5 felt (or similar material) scenes with 5 parts (e.g., farm, party) | Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. |
| | | CC.1.3.8.G |
| | | Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by directors or actors. |
| | | CC.1.4.8.M |
| | | Write narratives to develop real or imagined experiences or events. CC.1.4.8.N |
| | | Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters. |
| | | CC.1.4.8.0 Use narrative techniques such as dialogue, description, reflection, and pacing to develop experiences, events, and/or characters; use precise words and phrases, |
| | | relevant descriptive details, and sensory language to capture the action and convey experiences and events. |
| | | CC.1.4.8.P |
| | | Organize an event sequence that unfolds naturally and logically using a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events; provide a conclusion that follows from and reflects on the |
| | | narrated experiences or events. |
| | | CC.1.4.8.S Draw avidence from literary or informational tayts to support analysis reflection, and research, applying grade level reading standards for literature and |
| | | Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction. |
| | | CC.1.4.8.U |
| | | Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to |
| | | |

| interact and collaborate with others. |
|---|
| |
| CC.1.4.8.V |
| Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, |
| focused questions that allow for multiple avenues of exploration. |
| CC.1.4.8.W |
| Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and |
| quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
| CC.1.4.8.X |
| Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of |
| discipline-specific tasks, purposes and audiences. |
| CC.1.5.8.C |
| Analyze the purpose of information presented in diverse media formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, |
| commercial, political) behind its presentation. |
| CC.1.5.8.D |
| Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound, valid reasoning, and well-chosen details; |
| use appropriate eye contact, adequate volume and clear pronunciation. |

| | INDEPENDENT PLAY | | |
|--------|--|---|--|
| CI AII | | EVEL 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.1.4.8.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences. | |
| 1-a | Has a favorite comfort item that he might sleep with or carry (e.g., a blanket, stuffed animal) | a discipline-specific tasks, purposes and addiences. | |
| 1-b | Reaches for objects of interest (e.g., keys, cup, ball) | | |
| 1-c | Transfers items from one hand to another | | |
| 1-d | Looks at a toy when it is picked up by an adult | | |
| 2-M | Shows variation in play by independently interacting with 5 different items (e.g., plays with rings, then a ball, then a block) | CC.1.4.8.V Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. | |
| 2-a | Points to a toy or object of interest | CC.1.4.8.W | |
| 2-b | Drops items to watch them fall, or demonstrates other interests in cause-and-effect | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and | |
| 2-c | Opens cupboard doors, toy boxes, or reaches in a toy container | quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. CC.1.5.8.C | |
| 2-d | Repeats a play behavior that produces an auditory sound (e.g., squeezes toys, bangs items) | Analyze the purpose of information presented in diverse media formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, | |
| 2-е | Makes eye contact with others 3 times during play | commercial, political) behind its presentation. | |
| 3-M | Demonstrates generalization by engaging in exploratory movement and playing with the toys in a novel environment for 2 minutes (e.g., in a new playroom) | CC.1.5.8.D Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation. | |
| 3-a | Brings a toy or object of interest to an adult | CC.1.5.8.E | |
| 3-b | Dumps containers of items on floor | Adapt speech to a variety of contexts and tasks. CC.1.5.8.G | |
| 3-с | Transfers items in or out of a container | Demonstrate command of the conventions of standard English when speaking based on grade 8 level and content. | |
| 3-d | Generalizes known play behaviors to a novel environment | | |
| 3-е | Carries toys or objects from one place to another | | |
| 4-M | Independently engages in movement play for 2 minutes (e.g., swinging, dancing, rocking, jumping, climbing) | CC.1.4.8.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of | |

| 4-a | Enters a playhouse or similar play structure without adult verbal prompting | discipline-specific tasks, purposes and audiences. |
|-----|---|--|
| 4-b | Learns to work a toy correctly after an adult demonstrates its use (e.g., push buttons on a pop-up toy) | |
| 4-c | Mands to an adult for assistance with an item (e.g., child holds up something he can't open) | |
| 4-d | Spontaneously dances when music is played | |
| 4-e | Enjoys being pulled or pushed in a wagon, on a tricycle, or other toy vehicle | |
| | | |
| 5-M | Independently engages in cause-and-effect play for 2 minutes (e.g., dumping containers, | CC.1.4.8.X |
| | playing with pop-up toys, pulling toys, etc.) | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences. |
| 5-a | Takes pieces of a set apart (e.g., Duplos, Bristle blocks) | |
| 5-b | Spontaneously pulls and pushes items around | |
| 5-c | Carries a large play object to a new location (e.g., a toy car garage) | |
| 5-d | Emits sounds or words associated with toys (e.g., says vroom vroom with a car) | |
| 5-e | Connects things or puts them together (e.g., a car on a track, Duplos) | |

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

| 9-M | Independently engages in play on structures and playground equipment for a total of 5 minutes (e.g., going down a slide, swinging) | CC.1.5.8.E Adapt speech to a variety of contexts and tasks. CC.1.5.8.G |
|--------------|--|---|
| 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) | Demonstrate command of the conventions of standard English when speaking based on grade 8 level and content. |
| 9-b | Completes 5 inset puzzles with 5 or more pieces | |
| 9-с | Repeatedly plays with specific components of a play structure (e.g., goes down a slide several times, goes back and forth on a rope bridge) | |
| 9-d | Spontaneously kicks a ball forward | |
| | | |
| 10-M | Assembles toys that have multiple parts for 5 different sets of materials | CC.1.4.8.U |
| 10-a | Disconsisting the section of the sec | Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to |
| 10 u | Plays with toy sets as designed (e.g., birthday set, tea set) | interact and collaborate with others |
| 10-a | Allows others to play in close proximity | interact and collaborate with others. CC.1.4.8.W |
| - | | CC.1.4.8.W Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and |
| 10-b | Allows others to play in close proximity | CC.1.4.8.W |
| 10-b 10-c | Allows others to play in close proximity Demonstrates interest in a peer's completed project (e.g., a sand castle, Lego structure) | CC.1.4.8.W Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |

| | INDEPENDENT PLAY | | |
|-------|--|--|--|
| | LEVEL 3 | | |
| Skill | VB-MAPP Milestones & Supporting Skills | PA Core Standards | |
| 11-M | Spontaneously engages in pretend or imaginary play on 5 occasions (e.g., dressing up, a pretend party with stuffed animals, pretends to cook) | CC.1.4.8.M Write narratives to develop real or imagined experiences or events. CC.1.4.8.X | |
| 11-a | Navigates a riding toy around obstructions (e.g., moving a tricycle or big wheel around a pole) | 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 | |
| 11-b | Demonstrates 1 to 1 correspondence in play activities (e.g., places plastic eggs in an egg carton, a doll in a bed with a bottle) | discipline-specific tasks, purposes and audiences. | |
| 11-c | Will get toys and play independently for 2 minutes | | |
| 11-d | Sings, hums, or recites a few words to familiar songs while engaged in an activity | | |
| | | | |
| 12-M | Repeats a gross motor behavior to obtain a better effect for 2 activities (e.g., throwing a ball in a basket, swinging a bat at a T-ball, foot stomping to launch a rocket, pumping a swing) | CC.1.2.8.A Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. | |
| 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) | CC.1.2.8.B Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations | |
| 12-b | Colors in a picture in a coloring book or on paper | drawn from the text. | |
| 12-c | Independently sits and looks at a book for 5 minutes | Analyze how a text makes connections among and distinctions between individuals, ideas, or events. | |
| 12-d | Accepts direction from a peer when playing in the same area | CC.1.2.8.D Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. CC.1.2.8.E Analyze the structure of the text through evaluation of the author's use of specific sentences and paragraphs to develop and refine a concept. | |
| | | CC.1.2.8.F | |

| | | Analyze the influence of the words and phrases in a text including figurative and connotative, and technical meanings; and how they shape meaning and tone. CC.1.2.8.G |
|-------|--|---|
| | | Evaluate the advantages and disadvantages of using different mediums (e.g. print or digital text, video, multimedia) to present a particular topic or idea. CC.1.2.8.H |
| İ | | Evaluate authors' arguments, reasoning, and specific claims for the soundness of the arguments and the relevance of the evidence. CC.1.2.8.I |
| | | Analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. CC.1.2.8.L |
| | | Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. CC.1.3.8.A |
| | | Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. |
| | | CC.1.3.8.B Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text. |
| | | CC.1.3.8.C Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. CC.1.3.8.D |
| ı | | Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor. |
| 1 | | CC.1.3.8.E Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. CC.1.3.8.F |
| I | | Analyze the influence of the words and phrases in a text including figurative and connotative meanings; and how they shape meaning and tone. CC.1.3.8.G |
| | | Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by directors or actors. |
| | | CC.1.3.8.H Analyze how a modern work of fiction draws on themes, patterns of events, or character types from traditional works, including describing how the material is rendered new. |
| I | | CC.1.3.8.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range |
| | | of strategies and tools. |
| | | CC.1.3.8.K Read and comprehend literary fiction on grade level, reading independently and proficiently. |
| | | CC.1.4.8.G Write arguments to support claims. |
| | | CC.1.4.8.J Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s), counterclaims, reasons, and evidence by using words, |
| | | phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented. CC.1.4.8.T |
| | | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |
| | | CC.1.4.8.W |
| | | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
| | | CC.1.4.8.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of |
| 1 | | discipline-specific tasks, purposes and audiences. CC.1.5.8.A |
| 12.35 | | Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly. |
| 13-M | Independently engages in arts and crafts type activities for 5 minutes (e.g., drawing, coloring, painting, cutting, pasting) | CC.1.4.8.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences. |
| 13-a | Uses arts and crafts materials as intended (e.g., cuts with scissors, uses glue) | discipline specific tasks, purposes and addictices. |
| 13-b | Waits for a turn at an activity (e.g., waits for another child to get off a swing, or a turn at an activity | |
| | table) | |
| 13-с | Independently draws recognizable items | |
| 13-d | Shows a completed project to an adult or peer (e.g., an art project) | |
| 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.1.3.8.K Read and comprehend literary fiction on grade level, reading independently and proficiently. CC.1.4.8.M |
|------|---|--|
| 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) | Write narratives to develop real or imagined experiences or events. CC.1.4.8.U |
| 14-b | Follows safety rules (e.g., does not throw objects at other children or climb too high on play structures) | Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. CC.1.4.8.X |
| 14-c | Will pretend to write a note | 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 |
| 14-d | Independently gets, sets-up, completes, and (with prompts) puts away a play activity | discipline-specific tasks, purposes and audiences. |
| 15-M | Independently draws or writes in pre-academic activity books for 5 minutes (e.g., dot-to-dot, matching games, mazes, tracing letters and numbers) | CC.1.3.8.K Read and comprehend literary fiction on grade level, reading independently and proficiently. CC.1.4.8.N |
| 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) | Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters. CC.1.4.8.O |
| 15-b | Spontaneously assists in daily activities (e.g., setting the table, planting seeds in a garden, sorting socks) | Use narrative techniques such as dialogue, description, reflection, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. CC.1.4.8.P |
| 15-с | Will engage in a non-preferred activity to earn a preferred activity | Organize an event sequence that unfolds naturally and logically using a variety of transition words, phrases, and clauses to convey sequence, signal shifts from |
| 15-d | Plays computer or video games and properly operates the equipment | one time frame or setting to another and show the relationships among experiences and events; provide a conclusion that follows from and reflects on the narrated experiences or events. |
| 15-e | Will independently solve problems encountered in play (e.g., pulling on a toy that is stuck) | CC.1.4.8.T With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. CC.1.4.8.U Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. CC.1.4.8.V Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. CC.1.4.8.W Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. CC.1.4.8.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences. CC.1.5.8.C Analyze the purpose of information presented in diverse media formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. |
| | | CC.1.5.8.D Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation. CC.1.5.8.F Integrate multimedia and visual displays into presentations to add interest, clarify information, and strengthen claims and evidence. |

| SOCIAL BEHAVIOR AND SOCIAL PLAY | | | |
|---------------------------------|--|--|--|
| | LEVEL 1 | | |
| Skill | VB-MAPP Milestones & Supporting Skills | PA Core Standards | |
| 1-M | Makes eye contact as a type of mand 5 times | CC.1.4.8.I | |
| 1-a | Smiles when hearing familiar voices 3 times (e.g., his mom or dad's voice) | Acknowledge and distinguish the claim(s) from alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, | |

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

| | SOCIAL BEHAVIOR AND SOCIAL PLAY LEVEL 2 | | |
|-------|--|--|--|
| Skill | VB-MAPP Milestones & Supporting Skills | PA Core Standards | |
| 6-M | Initiates a physical interaction with a peer 2 times (e.g., a push in a wagon, hand holding, Ring Around the Rosy) | CC.1.4.8.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences. | |
| 6-a | Looks at a peer when he talks 2 times | CC.1.5.8.A | |

| 6-b | Chases peers in play with adult prompts 2 times | Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly. |
|--------|--|--|
| 6-c | Sits with peers in a group activity (e.g., music) without disruptive behavior for 2 minutes | CC.1.5.8.B Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. |
| 6-d | Engages in physical play with peers (e.g., rolling down a hill) with adult prompts 2 times | CC.1.5.8.D |
| 6-е | Spontaneously imitates 5 different behaviors of peers | Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound, valid reasoning, and well-chosen details; |
| | | use appropriate eye contact, adequate volume and clear pronunciation. CC.1.5.8.G |
| | | Demonstrate command of the conventions of standard English when speaking based on grade 8 level and content. |
| 7-M | Spontaneously mands to peers 5 times (e.g., My turn. Push me. Look! Come on.) | CC.1.4.8.T With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new |
| 7-a | Mands to peers with adult prompts 5 times (e.g., Ask Katie for a cookie.) | approach, focusing on how well purpose and audience have been addressed. |
| 7-b | Echoes a peer's sounds or words with adult prompts 2 times (e.g., What did he say?) | CC.1.4.8.X |
| 7-c | Spontaneously joins other children in a play activity 2 times (e.g., a playhouse) | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences. |
| 7-d | Spontaneously offers a reinforcer to a peer 1 time | _ CC.1.5.8.A |
| | | Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly. CC.1.5.8.B |
| | | Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. CC.1.5.8.E |
| | | Adapt speech to a variety of contexts and tasks. |
| | | CC.1.5.8.G |
| 8-M | Engages in systemed social play with pages for 2 minutes without adult prompts or | Demonstrate command of the conventions of standard English when speaking based on grade 8 level and content. CC.1.4.8.T |
| 0-1/1 | Engages in sustained social play with peers for 3 minutes without adult prompts or reinforcement (e.g., cooperatively setting up a play set, water play) | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new |
| 8-a | Spontaneously greets others with a wave or vocal response 1 time | approach, focusing on how well purpose and audience have been addressed. CC.1.4.8.X |
| 8-b | Spontaneously imitates a peer's actions with objects 2 times (e.g., blowing a pinwheel) | 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 |
| 8-c | Responds to the mands of peers with adult prompts 2 times (e.g., Give him the car.) | discipline- specific tasks, purposes and audiences. |
| 8-d | Spontaneously echoes a peer's words 2 times Spontaneously echoes a peer's words 2 times | CC.1.5.8.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly. |
| | specialization of the same same same same same same same sam | CC.1.5.8.B |
| | | Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. CC.1.5.8.E |
| | | Adapt speech to a variety of contexts and tasks. |
| 9-M | Spontaneously responds to the mands from peers 5 times (e.g., Pull me in the wagon. I want the train.) | CC.1.4.8.C Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; include graphics |
| 9-a | Spontaneously copies a peer's assembly of toys or other items 1 time (e.g., Duplo) | and multimedia when useful to aiding comprehension. CC.1.4.8.T |
| 9-b | Responds appropriately to mands from peers for an object 2 times (e.g., Give me the truck.) | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new |
| 9-c | Responds appropriately to mands from peers for an action 2 times (e.g., Push me.) | approach, focusing on how well purpose and audience have been addressed. |
| 9-d | Responds to the mands of peers to stop a behavior 1 time (e.g., Stop pushing me.) | CC.1.4.8.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of |
| 9-е | Spontaneously mands for help from adults 1 time | discipline-specific tasks, purposes and audiences. |
| 9-f | Tacts items for the benefit of peers with adult prompts, 2 times (e.g., There's your car.) | - CC.1.5.8.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly. |
| | | CC.1.5.8.B |
| | | Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. CC.1.5.8.E |
| | | Adapt speech to a variety of contexts and tasks. |
| | | CC.1.5.8.G Demonstrate command of the conventions of standard English when speaking based on grade 8 level and content |
| 10-M | Spontaneously mands to peers to participate in games, social play, etc., 2 times (e.g., Come on | Demonstrate command of the conventions of standard English when speaking based on grade 8 level and content. CC.1.4.8.X |
| IO IVI | you guys. Let's dig a hole.) | 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 |
| 10-a | Spontaneously mands to peers to follow directions 2 times (e.g., Put the bike here.) | discipline-specific tasks, purposes and audiences. CC.1.5.8.A |
| 10-b | Spontaneously mands for others to attend to what he is attending to (e.g., Look at this!) | Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly. |
| 10-c | Spontaneously mands for others to attend to his behavior 2 times (e.g., Watch me.) | CC.1.5.8.D Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound, valid reasoning, and well-chosen details; |
| 10-d | Mands for attention from peers 2 times (e.g., Hey Johnny!) | use appropriate eye contact, adequate volume and clear pronunciation. |
| 10-е | Spontaneously imitates a peer riding on a tricycle, toy car, or other riding toy 2 times | CC.1.5.8.E Adapt speech to a variety of contexts and tasks. |
| | | Adapt speech to a variety of contexts and tasks |

| | SOCIAL BEHAVIOR AND SOCIAL PLAY | | |
|--------|---|--|--|
| | LEVEL 3 | | |
| Skill | VB-MAPP Milestones & Supporting Skills | PA Core Standards | |
| 11-M | Spontaneously cooperates with a peer to accomplish a specific outcome 5 times (e.g., one child holds a bucket while the other pours in water) | CC.1.4.8.T With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. | |
| 11-a | Participates in cooperation activities with adult prompts 2 times (e.g., parachute holding) | CC.1.4.8.X | |
| 11-b | Appropriately mands to peers to stop an undesirable behavior 2 times | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences. | |
| 11-c | Waits for a turn with a reinforcer without negative behavior 2 times | CC.1.5.8.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, texts, and issues, building on others' ideas and expressing their own clearly. | |
| 11-e | Mands to peers with a WH question 2 times (e.g., Where the shovel? What's you name?) | CC.1.5.8.C Analyze the purpose of information presented in diverse media formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. CC.1.5.8.D | |
| | | Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation. CC.1.5.8.E Adapt speech to a variety of contexts and tasks. | |
| | | CC.1.5.8.G | |
| | | Demonstrate command of the conventions of standard English when speaking based on grade 8 level and content. | |
| 12-M | Spontaneously mands to peers with a WH question 5 times (e.g., Where are you going? | CC.1.4.8.C Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; include graphics | |
| | What's that? Who are you being?) | and multimedia when useful to aiding comprehension. | |
| 12-a | Spontaneously imitates a peer's behavior in a pretend play activity 2 times | CC.1.4.8.I | |
| 12-b | Spontaneously mands using where for the location of a missing peer 2 times | Acknowledge and distinguish the claim(s) from alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic. | |
| 12-c | Spontaneously mands using what related to the behavior of a peer 2 times | CC.1.4.8.0 | |
| 12-d | Spontaneously mands using who evoked by an unknown person 2 times | Use narrative techniques such as dialogue, description, reflection, and pacing to develop experiences, events, and/or characters; use precise words and phrases, | |
| 12-e | Has a "best friend" (i.e., will repeatedly play with a specific child) | relevant descriptive details, and sensory language to capture the action and convey experiences and events. CC.1.4.8.X | |
| 12-f | Engages in at least 3 verbal exchanges with a peer | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences. | |
| | | CC.1.5.8.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly. CC.1.5.8.B | |
| | | Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. CC.1.5.8.C | |
| | | Analyze the purpose of information presented in diverse media formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. CC.1.5.8.D | |
| | | Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation. | |
| | | CC.1.5.8.E Adapt speech to a variety of contexts and tasks. | |
| | | CC.1.5.8.G | |
| 40.7.7 | | Demonstrate command of the conventions of standard English when speaking based on grade 8 level and content. | |
| 13-M | Intraverbally responds to 5 different questions or statements from peers (e.g., verbally | CC.1.4.8.C Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; include graphics | |
| 10 | responds to What do you want to play?) | and multimedia when useful to aiding comprehension. | |
| 13-a | Spontaneously uses please and thank you with an adult or peer 2 times | CC.1.4.8.I | |
| 13-b | Demonstrates any reciprocal verbal exchanges with a peer 2 times | Acknowledge and distinguish the claim(s) from alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, | |

| 13-c | Follows directions given by a peer in a social play activity 2 times | credible sources and demonstrating an understanding of the topic. |
|------|--|---|
| 13-d | Gives directions to a peer in a social play activity 2 times | CC.1.4.8.T |
| 13-e | Spontaneously offers a reinforcer (sharing) to a peer 2 times | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |
| | The state of the s | CC.1.5.8.A |
| | | Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly. CC.1.5.8.C |
| | | Analyze the purpose of information presented in diverse media formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. |
| | | CC.1.5.8.D Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound, valid reasoning, and well-chosen details; |
| | | use appropriate eye contact, adequate volume and clear pronunciation. |
| | | CC.1.5.8.E |
| | | Adapt speech to a variety of contexts and tasks. CC.1.5.8.G |
| | | Demonstrate command of the conventions of standard English when speaking based on grade 8 level and content. |
| 14-M | Engages in pretend social play activities with peers for 5 minutes without adult prompts or | CC.1.4.8.0 |
| | reinforcement (e.g., dress up play, acting out videos, playing house) | Use narrative techniques such as dialogue, description, reflection, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. |
| 14-a | Participates in a social play game directed by a peer (e.g., red light/green light) 2 times | CC.1.4.8.P |
| 14-b | Spontaneously mands for a new or unfamiliar child's name 1 time | Organize an event sequence that unfolds naturally and logically using a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events; provide a conclusion that follows from and reflects on the |
| 14-c | Takes turns and shares reinforcers with peers without prompts 2 times | narrated experiences or events. |
| 14-d | Laughs or smiles at the jokes or humor of peers 2 times | CC.1.5.8.A |
| 14-e | Asks questions about the interests of peers 1 time | Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly. CC.1.5.8.E |
| | | Adapt speech to a variety of contexts and tasks. |
| 15-M | Engages in 4 verbal exchanges on 1 topic with peers for 5 topics (e.g., the children go back and | CC.1.4.8.C |
| | forth talking about making a creek in a sandbox) | Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension. |
| 15-a | Engages in at least 3 verbal exchanges with a peer 2 times | CC.1.4.8.I |
| 15-b | Engages in a verbal exchange with two or more peers in one setting 2 times | Acknowledge and distinguish the claim(s) from alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, |
| 15-c | Demonstrates coping behavior when a peer takes a reinforcer 2 times | credible sources and demonstrating an understanding of the topic. CC.1.4.8.0 |
| 15-d | Attends to a peer telling a story for 10 seconds, 2 times | Use narrative techniques such as dialogue, description, reflection, and pacing to develop experiences, events, and/or characters; use precise words and phrases, |
| 15-е | Narrates the activity of a peer with at least 2 tacts, 2 times | relevant descriptive details, and sensory language to capture the action and convey experiences and events. CC.1.4.8.P |
| 15-f | Spontaneously provides sympathy to a peer when hurt 2 times | Organize an event sequence that unfolds naturally and logically using a variety of transition words, phrases, and clauses to convey sequence, signal shifts from |
| 15-g | Negotiates time with a reinforcer with a peer 2 times | one time frame or setting to another and show the relationships among experiences and events; provide a conclusion that follows from and reflects on the narrated experiences or events. |
| | | CC.1.4.8.T With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new |
| | | approach, focusing on how well purpose and audience have been addressed. CC.1.4.8.X |
| | | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of |
| | | discipline-specific tasks, purposes and audiences. |
| | | CC.1.5.8.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly. |
| | | CC.1.5.8.B |
| | | Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. |
| | | CC.1.5.8.C Analyze the purpose of information presented in diverse media formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, |
| | | political) behind its presentation. |
| | | CC.1.5.8.D Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound, valid reasoning, and well-chosen details; |
| | | use appropriate eye contact, adequate volume and clear pronunciation. |
| | | CC.1.5.8.E |
| | | Adapt speech to a variety of contexts and tasks. CC.1.5.8.G |
| | | Demonstrate command of the conventions of standard English when speaking based on grade 8 level and content. |
| | | |

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

| | MOTOR IMITATION LEVEL 2 | | |
|-------|--|--|--|
| Skill | VB-MAPP Milestones & Supporting Skills | PA Core Standards | |
| 6-M | drumstick from an array also containing a norn and a bell, and imitates an adult's | CC.1.5.8.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly. CC.1.5.8.D Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; | |

| 6-a | Imitates blowing 2 times (e.g., bubbles, candles, balloons) | |
|------------|--|--|
| 6-b | Imitates 5 common gestures (e.g., shrugging shoulders, thumbs up, finger to closed lips) | |
| 6-c | Imitates turning a page in a book | |
| 6-d | Imitates 5 actions with a specific object selected from an array of 2 (e.g., imitates hugging puppy from an array of a doll and a puppy) | |
| 6-e | Imitates pulling 5 different items apart (e.g., Duplos, Kid K'Nex, lids on containers) | |
| | | |
| 7-M | Imitates 20 different fine motor actions when prompted, Do this (e.g., wiggling fingers, | |
| 7-a | pinching, making a fist, making a butterfly) Imitates 3 play behaviors in the natural environment (e.g., pushing a car down a ramp) | |
| 7-a 7-b | Imitates 5 two-step behaviors (e.g., touch head and touch shoulders) | |
| 7-c | Spontaneously imitates a behavior observed on a TV or video (e.g., dancing, hopping) | |
| 7-d | Imitates 5 facial expressions (e.g., kissing, opening mouth, shutting eyes, scrunching nose) | |
| 7-u 7-e | Maintains a newly acquired imitative behavior after 24 hours without training | |
| 7-e 7-f | Imitates a new behavior correctly on the first trial | |
| | • | |
| 7-g | Imitates 5 examples of finger play (e.g., pretend walking on two fingers, finger dancing) | |
| 8-M | Imitates 10 different three-component sequences of actions when prompted, Do this (e.g., | |
| 0-1/1 | clapping, jumping, touching toes; pick up a doll, place her in a crib and rock the crib) | |
| 8-a | Imitates 5 actions in a 10-second fluency test | |
| 8-b | Imitates drawing a circle on 2 occasions | |
| 8-c | Imitates 5 pretend play activities (e.g., a monster, pouring tea, shooting spider webs) | |
| 8-d | Spontaneously imitates 5 fine motor arts and crafts activities (e.g., cutting, pasting, drawing) | |
| 8-e | Acquires 5 new listener skills through transfer of control from imitation to listener (e.g., the child | |
| 0 | learns to cast a toy fishing pole by first being shown how, then told how) | |
| 8-f | Imitates other children during daily activities on 2 occasions (e.g., lining up, pulling a wagon) | |
| 8-g | Repeats a fun behavior previously observed (delayed imitation) (e.g., squirting water) | |
| - 8 | repeate a ran container providesty contained (destyled influence) (e.g., squirting water) | |
| 9-M | Spontaneously imitates 5 functional skills in the natural environment (e.g., eating with a | |
| | spoon, putting on a coat, removing shoes) | |
| 9-a | Imitates a socio-dramatic play activity modeled by peers on 2 occasions | |
| 9-b | Spontaneously imitates 5 behaviors in a group activity (e.g., sits when other children sit) | |
| 9-с | Imitates 10 two-component actions (e.g., pretend pouring and drinking) | |
| 9-d | Imitates the same behavior going fast and slow for 5 behaviors (e.g., arms up fast then slow) | |
| | | |
| 10-M | Imitates (or attempts to with approximations) any novel motor action modeled by an adult | |
| 1.0 | with and without objects (i.e., a "generalized imitative repertoire") | |
| 10-a | Imitates building items or the construction of a toy set (e.g., Legos, a train set, Lincoln Logs) | |
| 10-b | Imitates 5 sequences of multi-step functional self-care skills (e.g., brushing teeth, washing face, | |
| 10.0 | putting on shoes) Imitates 5 functional activities of daily living skills (a.g. sotting the table sweeping the floor) | |
| 10-c | Imitates 5 functional activities of daily living skills (e.g., setting the table, sweeping the floor) | |
| 10-d | Demonstrates delayed imitation of adult behavior in pretend play (e.g., driving a car, typing) | |
| 10-е | Imitates 50 different motor behaviors on command | |

use appropriate eye contact, adequate volume and clear pronunciation. CC.1.5.8.E

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

Demonstrate command of the conventions of standard English when speaking based on grade 8 level and content. CC.1.4.8.M

Write narratives to develop real or imagined experiences or events.

CC.1.4.8.Q

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

| | ECHOIC | | |
|-------|--|---|--|
| | LEVEL 1 | | |
| Skill | VB-MAPP Milestones & Supporting Skills | PA Core Standards | |
| | Intentionally left blank | CC.1.5.8.D Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation. CC.1.5.8.E Adapt speech to a variety of contexts and tasks. CC.1.5.8.G Demonstrate command of the conventions of standard English when speaking based on grade 8 level and content. | |

| | ECHOIC LEVEL 2 | |
|-------|--|---|
| Skill | VB-MAPP Milestones & Supporting Skills | PA Core Standards |
| | Intentionally left blank | CC.1.5.8.D Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation. CC.1.5.8.E Adapt speech to a variety of contexts and tasks. CC.1.5.8.G Demonstrate command of the conventions of standard English when speaking based on grade 8 level and content. |

| SPONTANEOUS VOCAL BEHAVIOR LEVEL 1 | | |
|------------------------------------|---|--|
| Skill | VB-MAPP Milestones & Supporting Skills Intentionally left blank | PA Core Standards CC.1.5.8.D Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation. CC.1.5.8.E Adapt speech to a variety of contexts and tasks. CC.1.5.8.G Demonstrate command of the conventions of standard English when speaking based on grade 8 level and content. |

LISTENER RESPONDING BY FUNCTION, FEATURE, & CLASS LEVEL 2

| Skill | VB-MAPP Milestones & Supporting Skills | PA Core Standards |
|-------|--|---|
| 6-M | Selects 5 different foods or drinks when each are presented in an array of 5 (with 4 non-food or non-drink items) and asked the verbal fill-ins You eat and You drink | CC.1.3.8.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies and tools. |
| 6-a | Selects an animal from an array of 3 for 5 different sounds made by animals (e.g., Meow says a) | CC.1.4.8.E |
| 6-b | Selects an object from an array of 3 for 5 different sounds made by objects (e.g., Toot, toot goes the) | Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic. Use sentences of varying lengths and complexities. Create tone and voice through precise language. Establish and maintain a formal style. CC.1.4.8.J |
| 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) | Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s), counterclaims, reasons, and evidence by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented. CC.1.4.8.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary |
| 7-M | Selects the correct item from an array of 8 for 25 different LRFFC fill-in statements of any | non-fiction CC.1.5.8.E Adapt speech to a variety of contexts and tasks. CC.1.3.8.I |
| /-141 | type (e.g., You sit on a) | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range |
| 7-a | Selects an item from an array of 5 for 5 different fill-in statements containing a verb (e.g., You | of strategies and tools. CC.1.4.8.E |
| , " | sleep in a) | Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic. Use |
| 7-b | Selects an item from an array of 5 for 5 different spoken associated sets of words (e.g., Shoes and) | sentences of varying lengths and complexities. Create tone and voice through precise language. Establish and maintain a formal style. CC.1.4.8.J Organiza the claim(a) with class recesses and evidence clearly clarify relationships among claim(b) countered sizes. |
| 7-c | Reverses 5 previously acquired associations in an LRFFC format (e.g., Shoes and, Socks and) | Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s), counterclaims, reasons, and evidence by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented. |
| 7-d | Generalizes 10 known LRFFC responses to different tones of voice, volumes, prosody, etc. | CC.1.4.8.S |
| 7-e | Generalizes 10 known LRFFC responses to new carrier phrases without training (e.g., Let's sit on | Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction. |
| , , | aTime to sit on a) | CC.1.5.8.E |
| 7-f | Generalizes 10 known LRFFC responses to 2 different pictures or objects (e.g., two different shoes) | Adapt speech to a variety of contexts and tasks. |
| | Shoes) | |
| 8-M | Selects the correct item from an array of 10 (or from a book) for 25 different verb-noun what, which, or who questions (e.g., What do you ride? Which one barks? Who can hop?) | CC.1.2.8.B Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn |
| 8-a | Selects an item from an array of 8 for 10 fill-in function statements (e.g., You draw with a) | from the text. CC.1.2.8.C |
| 8-b | Selects an item from an array of 8 for 10 fill-in feature statements (e.g., You find wheels on a) | Analyze how a text makes connections among and distinctions between individuals, ideas, or events. |
| 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.1.2.8.E Analyze the structure of the text through evaluation of the author's use of specific sentences and paragraphs to develop and refine a concept. |
| 8-d | Selects an item from an array of 8 for 10 different what questions (e.g., What do you eat?) | CC.1.2.8.F |
| 8-e | Selects an item from an array of 8 for 10 different which questions (e.g., which one flies?) | Analyze the influence of the words and phrases in a text including figurative and connotative, and technical meanings; and how they shape meaning and tone. CC.1.2.8.G Evaluate the advantages and disadvantages of using different mediums (e.g. print or digital text, video, multimedia) to present a particular topic or idea. |
| 8-f | Selects an item from an array of 8 for 10 different who questions (e.g., Who builds a nest?) | CC.1.2.8.H Evaluate authors' arguments, reasoning, and specific claims for the soundness of the arguments and the relevance of the evidence. |
| | | CC.1.2.8.I Analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. |
| | | CC.1.2.8.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| | | CC.1.2.8.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools. |
| | | CC.1.2.8.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. CC.1.3.8.A |
| | | Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. |
| | | CC.1.3.8.B Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn |

| | | from the text. CC.1.3.8.C |
|------|--|---|
| 1 | | Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. |
| | | CC.1.3.8.D |
| | | Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects |
| | | as suspense or humor. CC.1.3.8.E |
| | | Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. CC.1.3.8.F |
| | | Analyze the influence of the words and phrases in a text including figurative and connotative meanings; and how they shape meaning and tone. CC.1.3.8.G |
| | | Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by |
| | | directors or actors. CC.1.3.8.H |
| | | Analyze how a modern work of fiction draws on themes, patterns of events, or character types from traditional works, including describing how the material is |
| | | rendered new. |
| | | CC.1.3.8.I |
| | | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies and tools. |
| | | CC.1.4.8.B |
| | | Identify and introduce the topic clearly, including a preview of what is to follow. |
| | | CC.1.4.8.C Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; include graphics |
| | | and multimedia when useful to aiding comprehension. |
| | | CC.1.4.8.D |
| | | Organize ideas, concepts, and information into broader categories; use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension. |
| | | CC.1.4.8.E |
| | | Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic. Use |
| | | sentences of varying lengths and complexities. Create tone and voice through precise language. Establish and maintain a formal style. CC.1.4.8.F |
| | | Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. |
| | | CC.1.4.8.H |
| | | Introduce and state an opinion on a topic. CC.1.4.8.J |
| | | Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s), counterclaims, reasons, and evidence by using words, |
| | | phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented. CC.1.4.8.R |
| | | Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling. CC.1.4.8.S |
| | | Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary |
| | | non-fiction. CC.1.5.8.E |
| | | Adapt speech to a variety of contexts and tasks. |
| | | CC.1.5.8.F |
| 0.7/ | | Integrate multimedia and visual displays into presentations to add interest, clarify information, and strengthen claims and evidence. |
| 9-M | Selects an item given 3 different verbal statements about each item when independently | CC.1.2.8.G Evaluate the advantages and disadvantages of using different mediums (e.g. print or digital text, video, multimedia) to present a particular topic or idea. |
| 0 | presented (e.g., Find an animal. What barks? What has paws?) for 25 items | CC.1.2.8.I |
| 9-a | Demonstrates LRFFC class generalization with 5 examples (e.g., 5 different animals) for 10 | Analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. |
| 0.1 | classes | CC.1.2.8.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a |
| 9-b | Emits 10 known LRFFC responses in an array of 10 in less than 1 minute (fluency) | range of strategies and tools. |
| 9-c | Selects an item given 2 different verbal statements about each item when independently presented | CC.1.3.8.B Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn |
| | (e.g., Find a food. What do you eat?) for 10 different items | from the text. |
| 9-d | Selects an item from an array of 10 for 10 different LRFFC where questions (e.g., Where do you | CC.1.3.8.C |
| | find the milk?) | Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. |
| 9-e | Demonstrates 10 LRFFC responses in the natural environment | CC.1.3.8.H Analyze how a modern work of fiction draws on themes, patterns of events, or character types from traditional works, including describing how the material is |
| | | rendered new. |
| | | CC.1.4.8.H |
| | | |

| | _ | |
|-------|--|--|
| | | Introduce and state an opinion on a topic. |
| | | CC.1.4.8.J Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s), counterclaims, reasons, and evidence by using words, |
| | | phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented. |
| | | CC.1.4.8.R |
| | | Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling. CC.1.4.8.S |
| | | Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary |
| | | non-fiction. CC.1.5.8.E |
| | | Adapt speech to a variety of contexts and tasks. |
| | | CC.1.5.8.F |
| 40.75 | | Integrate multimedia and visual displays into presentations to add interest, clarify information, and strengthen claims and evidence. |
| 10-M | Spontaneously tacts the item on 50% of the LRFFC trials (e.g., says Dog given the verbal | CC.1.2.8.A Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective |
| | statement Find an animal and a visual array containing a picture of a dog) | summary of the text. |
| 10-a | Selects an item from an array of 10 given the class and a function (e.g., Find something you wear | CC.1.2.8.B |
| | on your feet.) for 25 items | Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text. |
| 10-b | Selects an item from an array of 10 given the class and a feature (e.g., Find an animal with wings.) | CC.1.2.8.C |
| | for 25 items | Analyze how a text makes connections among and distinctions between individuals, ideas, or events. |
| 10-с | Demonstrates 5 untrained LRFFC responses in the natural environment | CC.1.2.8.E |
| 10-d | Generalizes to 25 novel 2-component LRFFC tasks without training (e.g., Do you see a red fruit.) | Analyze the structure of the text through evaluation of the author's use of specific sentences and paragraphs to develop and refine a concept. CC.1.2.8.F |
| 10-е | Spontaneously emits 5 LRFFC responses (e.g., gets a broom after hearing, There's dirt on the | Analyze the influence of the words and phrases in a text including figurative and connotative, and technical meanings; and how they shape meaning and tone. CC.1.2.8.G |
| | floor.) | Evaluate the advantages and disadvantages of using different mediums (e.g. print or digital text, video, multimedia) to present a particular topic or idea. |
| | | CC.1.2.8.H Evaluate authors' arguments, reasoning, and specific claims for the soundness of the arguments and the relevance of the evidence. |
| | | CC.1.2.8.I Analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. CC.1.2.8.K |
| | | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools. |
| | | CC.1.2.8.L |
| | | Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. CC.1.3.8.A |
| | | Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; |
| | | provide an objective summary of the text. |
| | | CC.1.3.8.B |
| | | Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text. |
| | | CC.1.3.8.C Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. |
| | | CC.1.3.8.F |
| | | Analyze the influence of the words and phrases in a text including figurative and connotative meanings; and how they shape meaning and tone. CC.1.3.8.G |
| | | Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by |
| | | directors or actors. |
| | | CC.1.3.8.H |
| | | Analyze how a modern work of fiction draws on themes, patterns of events, or character types from traditional works, including describing how the material is rendered new. |
| | | CC.1.3.8.I |
| | | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range |
| | | of strategies and tools. CC.1.4.8.A |
| | | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly. |
| | | CC.1.4.8.B |
| | | Identify and introduce the topic clearly, including a preview of what is to follow. |
| | | CC.1.4.8.D Organize ideas, concepts, and information into broader categories; use appropriate and varied transitions to create cohesion and clarify the relationships among |
| | | ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension. |
| | | |

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

| | LISTENER RESPONDING BY FUNCTION, FEATURE, & CLASS | | |
|-------|---|--|--|
| | LEVEL 3 | | |
| Skill | VB-MAPP Milestones & Supporting Skills | PA Core Standards | |
| 11-M | Selects the correct item from an array of 10 that contains 3 similar stimuli (e.g., similar color, shape, or class, but they are the wrong choices), for 25 different WH question LRFFC tasks | CC.1.2.8.B Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text. | |
| 11-a | Selects 2 members of a class (e.g., Find two body parts.) from an array of 10, for 25 classes | CC.1.2.8.C | |
| 11-b | Selects 50 items from a book given any type of LRFFC task | Analyze how a text makes connections among and distinctions between individuals, ideas, or events. | |
| 11-c | Selects 50 items from the natural environment or in a functional activity (e.g., setting the table) given any type of LRFFC task | CC.1.2.8.E Analyze the structure of the text through evaluation of the author's use of specific sentences and paragraphs to develop and refine a concept. CC.1.2.8.F | |
| 11-d | Demonstrates 200 different LRFFC response, tested or obtained from an accumulated list of known responses | Analyze the influence of the words and phrases in a text including figurative and connotative, and technical meanings; and how they shape meaning and tone. CC.1.2.8.G Explore the advertee and disclarate as a first and discla | |
| 11-e | Selects a picture for the next step in a sequence (e.g., First you turn on the water in the tub, then you) for 10 sequences | Evaluate the advantages and disadvantages of using different mediums (e.g. print or digital text, video, multimedia) to present a particular topic or idea. CC.1.2.8.H Evaluate authors' arguments, reasoning, and specific claims for the soundness of the arguments and the relevance of the evidence. CC.1.2.8.I | |
| 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 | Analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. CC.1.2.8.K | |
| | | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools. CC.1.2.8.L | |

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

CC.1.3.8.A

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

CC 138B

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

CC.1.3.8.C

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

CC.1.3.8.D

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

CC.1.3.8.E

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

СС.1.3.6.Г

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

CC.1.3.8.G

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

CC.1.3.8.H

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

CC.1.3.8.I

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

CC.1.4.8.D

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

CC.1.4.8.F

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

CC.1.4.8.G

Write arguments to support claims.

CC.1.4.8.H

Introduce and state an opinion on a topic.

CC.1.4.8.I

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

CC.1.4.8.J

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

CC.1.4.8.1

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

CC.1.4.8.Q

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

CC.1.4.8.R

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

CC.1.4.8.S

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

CC.1.4.8.V

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

CC.1.4.8.W

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

CC.1.5.8.C

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

CC.1.5.8.E

| Adapt speech to a variety of contexts and tasks. CC.1.58.F Integrate multimedia and visual displays into presentations to add interest, clarify information, and strengthen claims CC.1.2.8.B. Integrate multimedia and visual displays into presentations to add interest, clarify information, and strengthen claims CC.1.2.8.B. CC.1.2.8.B. CC.1.2.8.B. CE.1.2.8.B. CE.1.2.8.B. Cit the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences from the text. CC.1.2.8.B. CC.1.2.8.B. Cit the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences from the text. CC.1.2.8.B. CC.1.2.8.B. Cit the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences from the text. CC.1.2.8.B. CC.1.2.8.B. Cit the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences from the text. CC.1.2.8.C. Analyze how a text makes connections among and distinctions between individuals, ideas, or events. CC.1.2.8.F. Analyze the influence of the words and phrases in a text including figurative and connotative, and technical meaning conditions and technical meaning conditions. CC.1.2.8.B. CC.1.2.8.B. Analyze the influence of the words and phrases in a text including figurative and connotative, and technical meaning conditions. CC.1.2.8.B. CC.1.2.8.B. Analyze the influence of the words and phrases in a text including figurative and connotative, and technical meaning conditions. CC.1.2.8.B. CC.1.2.8.B. CC.1.2.8.B. Analyze the influence of the words and phrases in a text including figurative and connotative, and technical meaning conditions. CC.1.2.8.B. CC.1.2.8.B. Analyze the influence of the words and phrases in a text including figurative and connotative, and technical meaning conditions. CC.1.2.8.B. CC.1.2.8.B. Analyze the influence of the words and phrases in a text including figurative and connotative | o supporting ideas; provide an objective , conclusions, and/or generalizations drawn op and refine a concept. s; and how they shape meaning and tone. to present a particular topic or idea. |
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| 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?) 12-a Selects an item from an array of 10 given a color and class (e.g., a yellow animal) for 25 items 12-b Selects an item from an array of 10 given a shape and class (e.g., a round food) for 25 items 12-c Selects an item from an array of 10 given a function (e.g., color on it) and a class (e.g., art supplies) for 25 LRFFC tasks (e.g., Find something to color on from the art cabinet.) 12-d Selects an item from an array of 10 given a feature (e.g., wheels, wings) and a class (e.g., animals, vehicles) for 25 LRFFC tasks (e.g., Where's a vehicle with wings?) 12-e Selects an item from an array of 10 given any adjective (but not color or shape) and a function (e.g., It's hot and you eat it spaghetti) for 25 LRFFC tasks 12-f Selects an item from an array of 10 given any adjective (but not color or shape) and a feature (e.g., It's soft and has ears rabbit) for 25 LRFFC tasks 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 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 | o supporting ideas; provide an objective , conclusions, and/or generalizations drawn op and refine a concept. s; and how they shape meaning and tone. to present a particular topic or idea. |
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| Selects an item from an array of 10 given a feature (e.g., wheels, wings) and a class (e.g., animals, vehicles) for 25 LRFFC tasks (e.g., Where's a vehicle with wheels? Where's a vehicle with wings?) 12-e Selects an item from an array of 10 given any adjective (but not color or shape) and a function (e.g., It's hot and you eat it spaghetti) for 25 LRFFC tasks 12-f Selects an item from an array of 10 given any adjective (but not color or shape) and a feature (e.g., It's soft and has ears rabbit) for 25 LRFFC tasks 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 Analyze the structure of the text through evaluation of the author's use of specific sentences and paragraphs to develop the vehicles) for 25 LRFFC tasks (e.g., animals, vehicles) for 25 LRFFC tasks (e.g., animals, vehicles) for 25 LRFFC tasks (e.g., animals, vehicles) for 25 LRFFC tasks (e.g., animals, vehicles) for 25 LRFFC tasks (e.g., animals, vehicles) for 25 LRFFC tasks (e.g., animals, vehicles) for 25 LRFFC tasks (e.g., animals, vehicles) for 25 LRFFC tasks (e.g., animals, vehicles) for 25 LRFFC tasks (e.g., animals, vehicles) for 25 LRFFC tasks (e.g., animals, vehicles) for 25 LRFFC tasks (e.g., animals, vehicles in the first through evaluation of the extra through eva | es; and how they shape meaning and tone. |
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| wings?) 12-e Selects an item from an array of 10 given any adjective (but not color or shape) and a function (e.g., It's hot and you eat it spaghetti) for 25 LRFFC tasks 12-f Selects an item from an array of 10 given any adjective (but not color or shape) and a feature (e.g., It's soft and has ears rabbit) for 25 LRFFC tasks CC.1.2.8.I Analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagreed to CC.1.2.8.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocal | |
| 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 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 CC.1.2.8.H Evaluate authors' arguments, reasoning, and specific claims for the soundness of the arguments and the relevance of CC.1.2.8.I Analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagre CC.1.2.8.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocal | |
| (e.g., It's hot and you eat it spaghetti) for 25 LRFFC tasks Evaluate authors' arguments, reasoning, and specific claims for the soundness of the arguments and the relevance of CC.1.2.8.I 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 CC.1.2.8.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocal | the evidence. |
| 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 CC.1.2.8.I Analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagree CC.1.2.8.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocal | |
| It's soft and has ears rabbit) for 25 LRFFC tasks CC.1.2.8.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocal | |
| Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocal | se on matters of fact or interpretation. |
| | bulary knowledge when considering a |
| word or phrase important to comprehension or expression. CC.1.2.8.K | |
| Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading | and content, choosing flexibly from a |
| range of strategies and tools. | , |
| CC.1.2.8.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficien | 41 |
| CC.1.3.8.A | uy. |
| Determine a theme or central idea of a text and analyze its development over the course of the text, including its relative | ionship to the characters, setting, and plot; |
| provide an objective summary of the text. CC.1.3.8.B | |
| Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences. | , conclusions, and/or generalizations drawn |
| from the text. | |
| CC.1.3.8.C Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a charac | ter, or provoke a decision |
| CC.1.3.8.D | er, or provoke a decision. |
| Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the | ase of dramatic irony) create such effects |
| as suspense or humor. CC.1.3.8.F | |
| Analyze the influence of the words and phrases in a text including figurative and connotative meanings; and how the | y shape meaning and tone. |
| CC.1.3.8.H | |
| Analyze how a modern work of fiction draws on themes, patterns of events, or character types from traditional works rendered new. | , including describing how the material is |
| CC.1.3.8.I | |
| Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and | I content, choosing flexibly from a range |
| of strategies and tools. CC.1.4.8.B | |
| Identify and introduce the topic clearly, including a preview of what is to follow. | |
| CC.1.4.8.C Develop and analyze the tonic with relevant, well chosen facts, definitions, concrete details, quotations, or other info | emotion and avarrales, include acception |
| Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other info and multimedia when useful to aiding comprehension. | mation and examples, include graphics |
| CC.1.4.8.D | |
| Organize ideas, concepts, and information into broader categories; use appropriate and varied transitions to create colliders and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehensi | |
| ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehensing CC.1.4.8.E | on. |
| Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabular | |
| sentences of varying lengths and complexities. Create tone and voice through precise language. Establish and mainta CC.1.4.8.F | in a formal style. |
| Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. | |
| CC.1.4.8.G | |

| | | Write arguments to support claims. CC.1.4.8.H Introduce and state an opinion on a topic. CC.1.4.8.1 Acknowledge and distinguish the claim(s) from alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic. CC.1.4.8.J Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s), counterclaims, reasons, and evidence by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented. CC.1.4.8.Q Write with an awareness of the stylistic aspects of writing: Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects, Use sentences of varying lengths and complexities, Create tone and voice through precise language. CC.1.4.8.R Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling. CC.1.4.8.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction. CC.1.4.8.V Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. CC.1.4.8.W Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. CC.1.5.8.C Analyze the purpose of information presented in diverse media formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. CC.1.5.8.E Adapt speech to a variety of c |
|------|---|--|
| 13-M | Selects items from a page in a book or in the natural environment based on 3 verbal | CC.1.2.8.A |
| | components (e.g. verb, adjective, preposition, pronoun), for 25 WH-question LRFFC tasks | Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. |
| | (e.g. Which fruit grows on trees?) | CC.1.2.8.B |
| 13-a | Selects an item from a book after being read a short passage (10+ words) and given an LRFFC | Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text. |
| 12.1 | question (e.g., Who blew the house down?) | CC.1.2.8.C |
| 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 | Analyze how a text makes connections among and distinctions between individuals, ideas, or events. CC.1.2.8.D |
| 13-c | Selects an item from an array of 10 given a pronoun and any LRFFC question (e.g., Which toys are | Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. |
| 15 0 | his?) for 25 items | CC.1.2.8.E Analyze the structure of the text through evaluation of the author's use of specific sentences and paragraphs to develop and refine a concept. |
| 13-d | Selects an item from an array of 10 given an adverb and any LRFFC question (e.g., Which animal | CC.1.2.8.F |
| | runs fast?) for 25 items | Analyze the influence of the words and phrases in a text including figurative and connotative, and technical meanings; and how they shape meaning and tone. CC.1.2.8.G |
| 13-е | Selects 10 community helpers from a book when asked what they do (e.g., Who helps you when | Evaluate the advantages and disadvantages of using different mediums (e.g. print or digital text, video, multimedia) to present a particular topic or idea. CC.1.2.8.H |
| 12 f | you are sick?) Selects 2 different items from an array of 10 given 2 different classes or functions (e.g. Can you | Evaluate authors' arguments, reasoning, and specific claims for the soundness of the arguments and the relevance of the evidence. |
| 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?) for 25 sets | CC.1.2.8.I Analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. |
| 13-g | Selects a location from an array of 10 given 2 items from that location (e.g., You buy meat and | CC.I.2.8.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a |
| | bread at thestore) for 10 locations | word or phrase important to comprehension or expression. |
| 13-h | Selects an item in the natural environment that contains 3 similar stimuli when given an LRFFC | CC.1.2.8.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a |
| | question for 25 tasks (e.g., Get something to sweep with. Find something to make this stick.) | range of strategies and tools. |
| | | CC.1.2.8.L |
| | | Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. |
| | | Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. CC.1.3.8.A CC.1.3.8.A |
| | | |

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

CC.1.3.8.C

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

CC 138 D

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

CC.1.3.8.E

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

CC.1.3.8.F

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

CC.1.3.8.G

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

CC.1.3.8.H

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

CC.1.3.8.I

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

CC.1.4.8.B

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

CC.1.4.8.C

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

CC.1.4.8.D

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

CC.1.4.8.E

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

CC.1.4.8.F

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

CC.1.4.8.G

Write arguments to support claims.

CC.1.4.8.H

Introduce and state an opinion on a topic.

CC.1.4.8.I

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

CC.1.4.8.J

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

CC.1.4.8.O

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

CC.1.4.8.R

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

CC.1.4.8.S

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

CC.1.4.8.V

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

CC.1.4.8.W

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

CC.1.5.8.C

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

CC.1.5.8.E

Adapt speech to a variety of contexts and tasks.

| _ | _ | |
|------|---|---|
| | | CC.1.5.8.F |
| 1434 | | Integrate multimedia and visual displays into presentations to add interest, clarify information, and strengthen claims and evidence. CC.1.2.8.A |
| 14-M | Selects the correct items from a book or the natural environment given 4 different rotating | Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective |
| | LRFFC questions about a single topic (Where does the cow live? What does the cow eat? | summary of the text. |
| | Who milks the cow?) for 25 different topics | CC.1.2.s.B |
| 14-a | Selects all members of a class from an array of 10 when asked (e.g., Find all the clothing.) for 3 | Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn |
| | members of 25 classes | from the 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.1.2.8.C Analyze how a text makes connections among and distinctions between individuals, ideas, or events. |
| 14-c | Selects an item from a book given a how question (e.g., How do you get to school?) for 10 items | CC.1.2.8.D |
| | | Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. |
| 14-d | Selects an item from an array of 10 given a preposition after a verb (e.g., eat with, eat at, write on, | CC.1.2.8.E |
| | write with) for 25 verb-preposition combinations | Analyze the structure of the text through evaluation of the author's use of specific sentences and paragraphs to develop and refine a concept. |
| 14-e | Selects an item when asked to find something that is different in an array of 5 (e.g., 4 spoons and 1 | CC.1.2.8.F Analyze the influence of the words and phrases in a text including figurative and connotative, and technical meanings; and how they shape meaning and tone. |
| | fork) for 25 items | CC.1.2.8.G |
| 14-f | Selects an item from an array of 10 when asked What is missing? from a picture (e.g., a car | Evaluate the advantages and disadvantages of using different mediums (e.g. print or digital text, video, multimedia) to present a particular topic or idea. |
| 1 | without wheels, an airplane without wings) for 25 items | CC.1.2.8.H |
| | without wheels, an ampiane without wings) for 25 fems | Evaluate authors' arguments, reasoning, and specific claims for the soundness of the arguments and the relevance of the evidence. |
| | | CC.1.2.8.I Analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. |
| | | CC.1.2.8.J |
| | | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a |
| | | word or phrase important to comprehension or expression. |
| | | CC.1.2.8.K |
| | | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a |
| | | range of strategies and tools CC.1.2.8.L |
| | | Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently |
| | | CC.1.3.8.A |
| | | Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; |
| | | provide an objective summary of the text. |
| | | CC.1.3.8.B Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn |
| | | from the text. |
| | | CC.1.3.8.C |
| | | Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. |
| | | CC.1.3.8.D |
| | | Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects |
| | | as suspense or humor. CC.1.3.8.E |
| | | Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. |
| | | CC.1.3.8.F |
| | | Analyze the influence of the words and phrases in a text including figurative and connotative meanings; and how they shape meaning and tone. |
| | | CC.1.3.8.G |
| | | Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by |
| | | directors or actors. CC.1.3.8.H |
| | | Analyze how a modern work of fiction draws on themes, patterns of events, or character types from traditional works, including describing how the material is |
| | | rendered new. |
| | | CC.1.3.8.I |
| | | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range |
| | | of strategies and tools. CC.1.4.8.C |
| | | Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; include graphics |
| | | and multimedia when useful to aiding comprehension. |
| | | CC.1.4.8.D |
| | | Organize ideas, concepts, and information into broader categories; use appropriate and varied transitions to create cohesion and clarify the relationships among |
| | | ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension. |
| | | CC.1.4.8.E Write with an awareness of the stylictic aspects of composition. Use precise language and domain specific vecebulary to inform about or explain the tonic. Use |
| | | Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic. Use |

| | | sentences of varying lengths and complexities. Create tone and voice through precise language. Establish and maintain a formal style. CC.1.4.8.G |
|-------|---|---|
| | | Write arguments to support claims. CC.1.4.8.H |
| | | Introduce and state an opinion on a topic. |
| | | CC.1.4.8.I |
| | | Acknowledge and distinguish the claim(s) from alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible of the contracting an understanding of the topic. |
| | | CC.1.4.8.J Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s), counterclaims, reasons, and evidence by using words, |
| | | phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented. |
| | | CC.1.4.8.K Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic. Use |
| | | sentences of varying lengths and complexities. Create tone and voice through precise language. Establish and maintain a formal style. CC.1.4.8.Q |
| | | Write with an awareness of the stylistic aspects of writing: Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve |
| | | particular effects, Use sentences of varying lengths and complexities, Create tone and voice through precise language. CC.1.4.8.R |
| | | Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling. |
| | | CC.1.4.8.S |
| | | Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction. |
| | | CC.1.4.8.U |
| | | Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. |
| | | CC.1.4.8.V |
| | | Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. |
| | | CC.1.4.8.W |
| | | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and |
| | | quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. CC.1.4.8.X |
| | | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of |
| | | discipline-specific tasks, purposes and audiences. CC.1.5.8.C |
| | | Analyze the purpose of information presented in diverse media formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, |
| | | political) behind its presentation. CC.1.5.8.D |
| | | Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound, valid reasoning, and well-chosen details; |
| | | use appropriate eye contact, adequate volume and clear pronunciation. CC.1.5.8.E |
| | | Adapt speech to a variety of contexts and tasks. |
| | | CC.1.5.8.F |
| 15-M | Demonstrates 1000 different LRFFC responses, tested or obtained from an accumulated list | Integrate multimedia and visual displays into presentations to add interest, clarify information, and strengthen claims and evidence. CC.1.2.8.A |
| 15-11 | of known responses | Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective |
| 15-a | Selects an item from an array of 10 relating to past events (e.g., Where did you go yesterday?) for | summary of the text. CC.1.2.8.B |
| | 5 events | Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn |
| 15-b | Selects an item relating to future events (e.g., What's happening tomorrow?) for 5 events | from the text. CC.1.2.8.C |
| 15-c | Selects an item from an array of 10 when asked Which one can't? in an LRFFC format for 10 | Analyze how a text makes connections among and distinctions between individuals, ideas, or events. |
| | items (e.g., Which one can't fly?) | CC.1.2.8.D Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. |
| 15-d | Selects an item from an array of 10 when asked Which one is not? in an LRFFC format (e.g., | CC.1.2.8.E |
| | Which one is not a musical instrument?) for 25 functions, features, or classes | Analyze the structure of the text through evaluation of the author's use of specific sentences and paragraphs to develop and refine a concept. CC.1.2.8.F |
| 15-е | Selects items from a page in a book or in the natural environment based on 4 verbal components | Analyze the influence of the words and phrases in a text including figurative and connotative, and technical meanings; and how they shape meaning and tone. |
| | (e.g., verb, adjective, preposition, pronoun) for 25 LRFFC tasks (e.g., Whose bed did Goldilocks | CC.1.2.8.G Evaluate the advantages and disadvantages of using different mediums (e.g. print or digital text, video, multimedia) to present a particular topic or idea. |
| | sleep in?) | Evaluate the advantages and disadvantages of using different mediums (e.g. print or digital text, video, multimedia) to present a particular topic or idea. CC.1.2.8.H |
| | | Evaluate authors' arguments, reasoning, and specific claims for the soundness of the arguments and the relevance of the evidence. |
| | | |

CC.1.2.8

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

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CC.1.2.8.K

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

CC.1.2.8.L

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

CC.1.3.8.A

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

CC.1.3.8.B

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

CC.1.3.8.C

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

CC.1.3.8.E

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

CC.1.3.8.E

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

CC.1.3.8.F

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

CC.1.3.8.G

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

CC.1.3.8.H

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

CC.1.3.8.I

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

CC.1.3.8.J

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CC.1.4.8.A

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

CC.1.4.8.F

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

CC.1.4.8.C

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

CC.1.4.8.D

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

CC.1.4.8.1

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

CC.1.4.8.F

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

CC.1.4.8.G

Write arguments to support claims.

CC.1.4.8.H

Introduce and state an opinion on a topic.

CC.1.4.8.I

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

CC.1.4.8.J

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

CC.1.4.8

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

CC.1.4.8.L

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

CC.1.4.8.M

Write narratives to develop real or imagined experiences or events.

CC.1.4.8.N

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

CC 1480

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

CC.1.4.8.P

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

CC.1.4.8.O

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

CC.1.4.8.R

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

CC.1.4.8.S

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

CC.1.4.8.T

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

CC.1.4.8.I

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

CC.1.4.8.V

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

CC.1.4.8.W

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

CC.1.4.8.X

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.

CC.1.5.8.B

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

CC.1.5.8.C

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

CC.1.5.8.D

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

CC.1.5.8.E

Adapt speech to a variety of contexts and tasks.

CC.1.5.8.

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

INTRAVERBAL LEVEL 2

Skill VB-MAPP Milestones & Supporting Skills PA Core Standards

| Completes 10 different fill-in-the-blank phrases of any type (e.g., song fill-ins, social games and fun fill-ins, animal or object sounds) | CC.1.5.8.G Demonstrate command of the conventions of standard English when speaking based on grade 8 level and content. |
|--|--|
| Provides the sound made by 2 animals or objects (e.g., A dog says A horn goes) | |
| Gives 2 animal names when given the sounds they make (e.g., Meow says a) | |
| Completes 5 different song fill-ins (e.g., The wheels on the Twinkle, twinkle little) | |
| Completes 2 different verbal fill-ins involving fun activities (e.g., Peek-a Ready, set) | |
| Provides first name when asked, What is your name? (T) | CC.1.3.8.I |
| Completes 5 different in-context fill-ins (e.g., You sleep in your while at his bed) | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies and tools. |
| Correctly responds to 5 in-context fill-ins when they are reversed (e.g., In your bed you go to) | CC.1.4.8.C |
| Completes 5 different out of context fill-in-the-blank phrases (e.g., You wash your) | Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension. |
| Generalizes 10 known intraverbal responses to a different adult and setting | CC.1.4.8.I |
| | Acknowledge and distinguish the claim(s) from alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic. CC.1.5.8.G |
| | Demonstrate command of the conventions of standard English when speaking based on grade 8 level and content. |
| Completes 25 different fill-in-the-blank phrases (not including songs) (e.g., You eat You sleep in a Shoes and) | CC.1.3.8.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies and tools. |
| Completes 2 eat and 2 drink classification fill-ins (e.g., You eat You drink) | CC.1.4.Š.D |
| Completes 5 different noun-noun association fill-in-the-blank phrases (e.g., mommy and) | Organize ideas, concepts, and information into broader categories; use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension. |
| 1 0 | CC.1.4.8.E |
| Generalizes 10 intraverbal responses to new carrier phrases (e.g., We bounce a Let's bounce a) | Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic. Use sentences of varying lengths and complexities. Create tone and voice through precise language. Establish and maintain a formal style. |
| | CC.1.4.8.J Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s), counterclaims, reasons, and evidence by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented. CC.1.5.8.G Demonstrate command of the conventions of standard English when speaking based on grade 8 level and content. |
| Answers 25 different what questions (e.g., What do you brush?) | CC.1.2.8.A |
| Completes 10 different verb-noun fill-in-the-blank phrases (e.g., You ride the You play in) | Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. |
| Spontaneously emits (no additional verbal prompts) 2 intraverbal responses | CC.1.2.8.B |
| Answers 10 different what questions with a verb as the primary SD (e.g., What do you brush?) | Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn |
| Answers 10 different what questions with a noun as the primary SD (e.g., What's in the barn?) | from the text. CC.1.2.8.C |
| When asked What do you eat (or drink)? provides 2 or more members of each category | Analyze how a text makes connections among and distinctions between individuals, ideas, or events. |
| | CC.1.2.8.D Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. |
| asked to name an animal the child answers bear for the first time without receiving training on | CC.1.2.8.E |
| bear) | Analyze the structure of the text through evaluation of the author's use of specific sentences and paragraphs to develop and refine a concept. CC.1.2.8.F |
| | Analyze the influence of the words and phrases in a text including figurative and connotative, and technical meanings; and how they shape meaning and tone. CC.1.2.8.G |
| | Evaluate the advantages and disadvantages of using different mediums (e.g. print or digital text, video, multimedia) to present a particular topic or idea. CC.1.2.8.H |
| | Evaluate authors' arguments, reasoning, and specific claims for the soundness of the arguments and the relevance of the evidence. CC.1.2.8.I |
| | Analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. CC.1.2.8.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a |
| | word or phrase important to comprehension or expression. CC.1.2.8.K |
| | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools. CC.1.2.8.L |
| | and fun fill-ins, animal or object sounds) Provides the sound made by 2 animals or objects (e.g., A dog says A horn goes) Gives 2 animal names when given the sounds they make (e.g., Meow says a) Completes 5 different song fill-ins (e.g., The wheels on the Twinkle, twinkle little) Completes 2 different verbal fill-ins involving fun activities (e.g., Peek-a Ready, set) Provides first name when asked, What is your name? (T) Completes 5 different in-context fill-ins (e.g., You sleep in your while at his bed) Correctly responds to 5 in-context fill-ins when they are reversed (e.g., In your bed you go to) Completes 5 different out of context fill-in-the-blank phrases (e.g., You wash your) Generalizes 10 known intraverbal responses to a different adult and setting Completes 25 different fill-in-the-blank phrases (not including songs) (e.g., You eat You sleep in a Shoes and) Completes 2 eat and 2 drink classification fill-ins (e.g., You eat You drink) Completes 5 different noun-noun association fill-in-the-blank phrases (e.g., mommy and) Completes 5 different noun-noun association fill-in-the-blank phrases (e.g., mommy and) Generalizes 10 intraverbal responses to new carrier phrases (e.g., We bounce a Let's bounce a) Answers 25 different what questions (e.g., What do you brush?) Completes 10 different what questions with a verb as the primary SD (e.g., What do you brush?) Answers 10 different what questions with a noun as the primary SD (e.g., What's in the barn?) When asked What do you eat (or drink)? provides 2 or more members of each category Provides 5 novel responses to previously acquired questions (response generalization) (e.g., when asked to name an animal the child answers bear for the first time without receiving training on |

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

CC.1.3.8.A

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

CC.1.3.8.B

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

CC.1.3.8.C

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

CC.1.3.8.D

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

CC.1.3.8.F

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

CC 138C

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

CC.1.3.8.H

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

CC.1.3.8.I

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

CC.1.3.8.J

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CC.1.3.8.K

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

CC.1.4.8.A Write inform

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

CC.1.4.8.B

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

CC.1.4.8.C

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

CC.1.4.8.D

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

CC.1.4.8.E

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

CC.1.4.8.F

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

CC.1.4.8.G

Write arguments to support claims.

CC.1.4.8.H

Introduce and state an opinion on a topic.

CC.1.4.8.

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

CC.1.4.8.J

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

CC.1.4.8.K

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

CC.1.4.8.L

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

CC.1.4.8.M

Write narratives to develop real or imagined experiences or events.

CC.1.4.8.N

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

| | | 22.10.0 |
|------|--|---|
| | | CC.1.4.8.O Use narrative techniques such as dialogue, description, reflection, and pacing to develop experiences, events, and/or characters; use precise words and phrases, |
| | | relevant descriptive details, and sensory language to capture the action and convey experiences and events. |
| | | CC.1.4.8.R Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling. |
| | | CC.1.4.8.S |
| | | Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary |
| | | non-fiction. CC.1.4.8.V |
| | | Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, |
| | | focused questions that allow for multiple avenues of exploration. |
| | | CC.1.4.8.W Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and |
| | | quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. CC.1.5.8.B |
| | | Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. CC.1.5.8.C |
| | | Analyze the purpose of information presented in diverse media formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. |
| | | CC.1.5.8.D Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound, valid reasoning, and well-chosen details; |
| | | use appropriate eye contact, adequate volume and clear pronunciation. |
| | | CC.1.5.8.E |
| | | Adapt speech to a variety of contexts and tasks. CC.1.5.8.G |
| | | Demonstrate command of the conventions of standard English when speaking based on grade 8 level and content. |
| 10-M | Answers 25 different who or where questions (e.g., Whose your friend? Where is your | CC.1.2.8.A Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective |
| | pillow?) | summary of the text. |
| 10-a | Answers 5 different where questions (e.g., Where are your videos?). | CC.1.2.8.B |
| 10-b | Answers 5 different who questions (e.g., Who is your teacher?) | Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text. |
| 10-c | Demonstrates 2 untrained intraverbal responses (e.g., responds flower when someone says daisy) | CC.1.2.8.C |
| 10-d | Answers 10 different class questions (e.g., What animals do you like? What toys do you like?) | Analyze how a text makes connections among and distinctions between individuals, ideas, or events. CC.1.2.8.D |
| 10-е | Answers both color and name questions about 10 visible items (e.g., What is it? What color is it?) | Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. |
| 10-f | Answers 10 different function questions (e.g., What do you do with a toothbrush?) | CC.1.2.8.E |
| 10-g | Spontaneously emits 5 intraverbal-mands (e.g., Dad says It's hot. and the child says Let's go swimming.) | Analyze the structure of the text through evaluation of the author's use of specific sentences and paragraphs to develop and refine a concept. CC.1.2.8.F |
| | Swimming.) | Analyze the influence of the words and phrases in a text including figurative and connotative, and technical meanings; and how they shape meaning and tone. CC.1.2.8.G |
| | | Evaluate the advantages and disadvantages of using different mediums (e.g. print or digital text, video, multimedia) to present a particular topic or idea. CC.1.2.8.H |
| | | Evaluate authors' arguments, reasoning, and specific claims for the soundness of the arguments and the relevance of the evidence. CC.1.2.8.I |
| | | Analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. CC.1.2.8.J |
| | | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a |
| | | word or phrase important to comprehension or expression. CC.1.2.8.K |
| | | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a |
| | | range of strategies and tools. |
| | | CC.1.2.8.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. |
| | | CC.1.3.8.A |
| | | Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. |
| | | CC.1.3.8.B |
| | | Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn |
| | | from the text. CC.1.3.8.C |
| | | Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. |

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

CC.1.3.8.F

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

CC.1.3.8.G

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

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

CC.1.3.8.J

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CC.1.3.8.K

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

CC.1.4.8.A

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

CC.1.4.8.B

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

CC.1.4.8.C

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

CC.1.4.8.D

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

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

CC.1.4.8.F

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

Write arguments to support claims. CC.1.4.8.H

Introduce and state an opinion on a topic.

Acknowledge and distinguish the claim(s) from alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate,

credible sources and demonstrating an understanding of the topic. CC.1.4.8.J

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

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

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

CC.1.4.8.M

Write narratives to develop real or imagined experiences or events.

CC.1.4.8.N

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

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

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

CC.1.4.8.S

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

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

CC.1.4.8.W

| Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and |
|--|
| quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
| CC.1.5.8.B |
| Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. |
| CC.1.5.8.C |
| Analyze the purpose of information presented in diverse media formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, |
| political) behind its presentation. |
| CC.1.5.8.D |
| Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound, valid reasoning, and well-chosen details; |
| use appropriate eye contact, adequate volume and clear pronunciation. |
| CC.1.5.8.E |
| Adapt speech to a variety of contexts and tasks. |
| CC.1.5.8.G |
| Demonstrate command of the conventions of standard English when speaking based on grade 8 level and content. |
| |

| | INTRAVERBAL | | |
|-------|---|---|--|
| | LEVEL 3 | | |
| Skill | VB-MAPP Milestones & Supporting Skills | PA Core Standards | |
| 11-M | Spontaneously emits 20 intraverbal comments (can be part mand) (e.g., dad says I'm going to the car, and the child spontaneously says I want to go for a ride!) | CC.1.2.8.C Analyze how a text makes connections among and distinctions between individuals, ideas, or events. CC.1.2.8.D | |
| 11-a | Completes 10 two-component (noun-verb) fill-ins (e.g., For breakfast you eat For lunch you eat) | Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. CC.1.2.8.E | |
| 11-b | Answers 25 two-component where questions (e.g., Where do you find the milk? Where's your wagon?) | Analyze the structure of the text through evaluation of the author's use of specific sentences and paragraphs to develop and refine a concept. CC.1.2.8.F Analyze the influence of the words and phrases in a text including figurative and connotative, and technical meanings; and how they shape meaning and tone. | |
| 11-с | Answers 25 two-component who questions (e.g., Who takes you to school? Who do you play with?) | CC.1.2.8.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools. | |
| 11-d | Answers 25 what questions involving function (e.g., What do you do with crayons?) | CC.1.3.8.A | |
| 11-e | Answers 25 what questions when given the function (e.g., What gets you clean?) | Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. | |
| 11-f | Demonstrates 10 untrained intraverbals (e.g., retells what happened in a video without any specific training) | CC.1.3.8.B Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text. | |
| 11-g | Demonstrates 5 new intraverbals with just tact training (e.g., tact of computerDaddy has a computer.) | CC.1.3.8.C | |
| 11-h | Answers I don't know to questions that the child cannot answer | Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. CC.1.3.8.D | |
| | 7 this wers 1 don't know to questions that the entire cannot answer | Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor. CC.1.3.8.F | |
| | | Analyze the influence of the words and phrases in a text including figurative and connotative meanings; and how they shape meaning and tone. CC.1.3.8.G | |
| | | Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by directors or actors. CC.1.3.8.H | |
| | | Analyze how a modern work of fiction draws on themes, patterns of events, or character types from traditional works, including describing how the material is rendered new. CC.1.3.8.I | |
| | | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies and tools. | |
| | | CC.1.3.8.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. CC.1.4.8.B | |

Identify and introduce the topic clearly, including a preview of what is to follow. Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension. Organize ideas, concepts, and information into broader categories; use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension. Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic. Use sentences of varying lengths and complexities. Create tone and voice through precise language. Establish and maintain a formal style. Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. CC.1.4.8.H Introduce and state an opinion on a topic. CC.1.4.8.I Acknowledge and distinguish the claim(s) from alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic. CC.1.4.8.J Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s), counterclaims, reasons, and evidence by using words. phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented CC.1.4.8.K Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic. Use sentences of varying lengths and complexities. Create tone and voice through precise language. Establish and maintain a formal style. Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. CC.1.4.8.M Write narratives to develop real or imagined experiences or events. Use narrative techniques such as dialogue, description, reflection, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. Write with an awareness of the stylistic aspects of writing: Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects, Use sentences of varying lengths and complexities, Create tone and voice through precise language. CC.1.4.8.R Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling. CC.1.4.8.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction. CC.1.4.8.V Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. Analyze the purpose of information presented in diverse media formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. CC.1.5.8.E Adapt speech to a variety of contexts and tasks. CC.1.5.8.G Demonstrate command of the conventions of standard English when speaking based on grade 8 level and content. 12-M Demonstrates 300 different intraverbal responses, tested or obtained from an accumulated Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective list of known intraverbals 12-a Provides at least 3 members of 10 classes (e.g., What do you see on a playground?) Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn 12-b Answers 25 multiple choice questions (e.g., Does a fish live in the water or in trees?) from the text. Provides 10 categories when given several members (e.g., a horse, cow, and pig are all...) 12-c CC.1.2.8.C 12-d Provides the name of 25 items when given a specific feature (e.g., What has wheels?) Analyze how a text makes connections among and distinctions between individuals, ideas, or events. CC.1.2.8.D 12-е Provides 2 features of 10 items when given their names (e.g., What's on a fire truck?)

| 10.6 | | |
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| | B emotion questions (e.g., What makes you sad? What makes you happy?) | Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. CC.1.2.8.E |
| Provides at least 25 3+ the child responds I like | word responses to questions (e.g., when asked What do you like to play? e to play with cars) | Analyze the structure of the text through evaluation of the author's use of specific sentences and paragraphs to develop and refine a concept. CC.1.2.8.F |
| 1 | , | Analyze the influence of the words and phrases in a text including figurative and connotative, and technical meanings; and how they shape meaning and tone. CC.1.2.8.G |
| | | Evaluate the advantages and disadvantages of using different mediums (e.g. print or digital text, video, multimedia) to present a particular topic or idea. CC.1.2.8.H |
| | | Evaluate authors' arguments, reasoning, and specific claims for the soundness of the arguments and the relevance of the evidence. CC.1.2.8.I |
| | | Analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. CC.1.2.8.J |
| | | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. CC.1.2.8.K |
| | | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools. |
| | | CC.1.2.8.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. CC.1.3.8.A |
| | | Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. CC.1.3.8.B |
| | | Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text. CC.1.3.8.C |
| | | Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. CC.1.3.8.D |
| | | Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor. CC.1.3.8.F |
| | | Analyze the influence of the words and phrases in a text including figurative and connotative meanings; and how they shape meaning and tone. CC.1.3.8.G |
| | | Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by directors or actors. CC.1.3.8.H |
| | | Analyze how a modern work of fiction draws on themes, patterns of events, or character types from traditional works, including describing how the material is rendered new. CC.1.3.8.I |
| | | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies and tools. |
| | | CC.1.3.8.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| | | CC.1.3.8.K Read and comprehend literary fiction on grade level, reading independently and proficiently. CC.1.4.8.A |
| | | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly. CC.1.4.8.B |
| | | Identify and introduce the topic clearly, including a preview of what is to follow. CC.1.4.8.C |
| | | Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension. CC.1.4.8.D |
| | | Organize ideas, concepts, and information into broader categories; use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension. |
| | | CC.1.4.8.E Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic. Use |
| | | sentences of varying lengths and complexities. Create tone and voice through precise language. Establish and maintain a formal style. CC.1.4.8.F |
| | | Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. CC.1.4.8.G |

Introduce and state an opinion on a topic. CC.1.4.8.I Acknowledge and distinguish the claim(s) from alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic. Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s), counterclaims, reasons, and evidence by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented. CC.1.4.8.K Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic. Use sentences of varying lengths and complexities. Create tone and voice through precise language. Establish and maintain a formal style. Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. CC.1.4.8.M Write narratives to develop real or imagined experiences or events. CC.1.4.8.N Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters. CC.1.4.8.O Use narrative techniques such as dialogue, description, reflection, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. CC.1.4.8.P Organize an event sequence that unfolds naturally and logically using a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events; provide a conclusion that follows from and reflects on the narrated experiences or events. CC.1.4.8.Q Write with an awareness of the stylistic aspects of writing: Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects, Use sentences of varying lengths and complexities, Create tone and voice through precise language. Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling CC.1.4.8.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction. CC.1.4.8.T With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. CC.1.4.8.U Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. CC.1.4.8.V Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. CC.1.4.8.W Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. CC.1.5.8.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. CC.1.5.8.C Analyze the purpose of information presented in diverse media formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. CC.1.5.8.E Adapt speech to a variety of contexts and tasks. CC.1.5.8.G Demonstrate command of the conventions of standard English when speaking based on grade 8 level and content. 13-M Answers 2 questions after being read short passages (15+ words) from books, for 25 passages Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective (e.g., Who blew the house down?) Answers 25 questions with yes or no (e.g., Is a shoe good to eat?) 13-a CC.1.2.8.B Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn 13-b Describes 5 locations not in view (e.g., Tell me about your bedroom?)

Write arguments to support claims.

CC.1.4.8.H

| 10 | A 25 ' 1 . 1 | from the text. |
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| 13-c | Answers 25 intraverbal questions involving adjectives (e.g., Can you tell me a big animal?) | CC.1.2.8.C |
| 13-d 13-e | Answers a question about a single sentence just read, for 10 sentences Correctly answers the question How old are you? | Analyze how a text makes connections among and distinctions between individuals, ideas, or events. |
| 13-e 13-f | Answers 2 time questions with general responses (e.g., What time do you go to bed?at | CC.1.2.8.D Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. |
| 13-1 | nighttime) | CC.1.2.8.E |
| 13-g | Completes a story sequence for 5 stories (e.g., Then what happened to the three little pigs?) | Analyze the structure of the text through evaluation of the author's use of specific sentences and paragraphs to develop and refine a concept. CC.1.2.8.F |
| 13- <u>g</u> | Engages in 5 different conversations that contain at least 3 intraverbal exchanges on a single topic | Analyze the influence of the words and phrases in a text including figurative and connotative, and technical meanings; and how they shape meaning and tone. |
| 13-i | Describes 2 attributes about himself (e.g., I have brown hair. I have blue eyes.) | - CC.1.2.8.G Evaluate the advantages and disadvantages of using different mediums (e.g. print or digital text, video, multimedia) to present a particular topic or idea. |
| | | CC.1.2.8.H |
| | | Evaluate authors' arguments, reasoning, and specific claims for the soundness of the arguments and the relevance of the evidence. CC.1.2.8.I |
| | | Analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. CC.1.2.8.K |
| | | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools. |
| | | CC.1.2.8.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. |
| | | CC.1.3.8.A |
| | | Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. |
| | | CC.1.3.8.B |
| | | Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text. CC.1.3.8.C |
| | | Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. |
| | | CC.1.3.8.D Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects |
| | | as suspense or humor. CC.1.3.8.E |
| | | Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. CC.1.3.8.F |
| | | Analyze the influence of the words and phrases in a text including figurative and connotative meanings; and how they shape meaning and tone. CC.1.3.8.G |
| | | Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by |
| | | directors or actors. CC.1.3.8.H |
| | | Analyze how a modern work of fiction draws on themes, patterns of events, or character types from traditional works, including describing how the material is rendered new. |
| | | CC.1.3.8.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range |
| | | of strategies and tools. CC.1.3.8.J |
| | | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a |
| | | word or phrase important to comprehension or expression. CC.1.3.8.K |
| | | Read and comprehend literary fiction on grade level, reading independently and proficiently. |
| | | CC.1.4.8.A Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly. |
| | | CC.1.4.8.B Identify and introduce the topic clearly, including a preview of what is to follow. |
| | | CC.1.4.8.C |
| | | Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension. |
| | | CC.1.4.8.D |
| | | Organize ideas, concepts, and information into broader categories; use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension. CC.1.4.8.E |
| | | Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic. Use sentences of varying lengths and complexities. Create tone and voice through precise language. Establish and maintain a formal style. |

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| | | CC.1.4.8.F Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. |
| | | CC.1.4.8.G |
| | | Write arguments to support claims. |
| | | CC.1.4.8.H Introduce and state an opinion on a topic. |
| | | CC.1.4.8.I |
| | | Acknowledge and distinguish the claim(s) from alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, |
| | | credible sources and demonstrating an understanding of the topic. |
| | | CC.1.4.8.J Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s), counterclaims, reasons, and evidence by using words, |
| | | phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented |
| | | CC.1.4.8.K |
| | | Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic. Use |
| | | sentences of varying lengths and complexities. Create tone and voice through precise language. Establish and maintain a formal style. CC.1.4.8.M |
| | | Write narratives to develop real or imagined experiences or events. |
| | | CC.1.4.8.N |
| | | Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters. CC.1.4.8.0 |
| | | Use narrative techniques such as dialogue, description, reflection, and pacing to develop experiences, events, and/or characters; use precise words and phrases, |
| | | relevant descriptive details, and sensory language to capture the action and convey experiences and events. |
| | | CC.1.4.8.P |
| | | Organize an event sequence that unfolds naturally and logically using a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events; provide a conclusion that follows from and reflects on the |
| | | narrated experiences or events. |
| | | CC.1.4.8.Q |
| | | Write with an awareness of the stylistic aspects of writing: Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve |
| | | particular effects, Use sentences of varying lengths and complexities, Create tone and voice through precise language. CC.1.4.8.S |
| | | Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary |
| | | non-fiction. |
| | | CC.1.4.8.T |
| | | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |
| | | CC.1.4.8.V |
| | | Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, |
| | | focused questions that allow for multiple avenues of exploration. |
| | | CC.1.4.8.W Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and |
| | | quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
| | | CC.1.4.8.X |
| | | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences. |
| | | CC.1.5.8.B |
| | | Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. |
| | | CC.1.5.8.C |
| | | Analyze the purpose of information presented in diverse media formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. |
| | | CC.1.5.8.E |
| | | Adapt speech to a variety of contexts and tasks. |
| | | CC.1.5.8.F |
| | | Integrate multimedia and visual displays into presentations to add interest, clarify information, and strengthen claims and evidence. CC.1.5.8.G |
| | | Demonstrate command of the conventions of standard English when speaking based on grade 8 level and content. |
| 14-M | Describes 25 different events, videos, stories, etc. with 8+ words (e.g., Tell me what | CC.1.2.8.A |
| | happened The big monster scared everybody and they all ran into the house.) | Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective |
| 14-a | Answers 25 different who, what, or where questions that contain 3 or more elements (e.g., What | summary of the text. CC.1.2.8.B |
| 1 1 U | color is a fire truck?) | Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn |
| 14-b | Provides at least 3 members of 25 categories (e.g., What do you find on a playground?) | from the text. |
| 14-0 | 1 To vides at least 3 members of 23 categories (e.g., what do you find on a playground;) | |

| 14-c | Answers 5 questions about daily or current events (e.g., Where are you going with dad?) | CC.1.2.8.C |
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| 14-c 14-d | Intraverbally responds at least 25 times in a day to the verbal questions or statements from peers | Analyze how a text makes connections among and distinctions between individuals, ideas, or events. |
| 14-u 14-e | Shows generalization by giving the same answer to 10 questions presented in 3 different ways | CC.1.2.8.G |
| 14-6 | (e.g., answers my house to Where do you live? Where is your dog? and Where do play?) | Evaluate the advantages and disadvantages of using different mediums (e.g. print or digital text, video, multimedia) to present a particular topic or idea. CC.1.2.8.I |
| 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.) | Analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. |
| | Provides 3 pieces of personal information (e.g., Where do you live? What's your brother's name?) | CC.1.2.8.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a |
| 14-g | | range of strategies and tools. |
| 14-h | Answers 25 intraverbal questions involving prepositions (e.g., What's under your bed?) | - CC.1.2.8.L |
| 14-i | Answers 25 intraverbal questions involving pronouns (e.g., Who has a brown dog?) | Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. CC.1.3.8.A |
| 14-j | Provides 25 answers to sequence questions (e.g., What do you do after you get to school?) | Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; |
| 14-k | Answers 10 when questions (e.g., When do you take a bath?) | provide an objective summary of the text. |
| | | CC.1.3.8.B Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn |
| | | from the text. |
| | | CC.1.3.8.C |
| | | Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. CC.1.3.8.D |
| | | Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor. |
| | | CC.1.3.8.E |
| | | Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. |
| | | CC.1.3.8.G Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by |
| | | directors or actors. |
| | | CC.1.3.8.H |
| | | Analyze how a modern work of fiction draws on themes, patterns of events, or character types from traditional works, including describing how the material is rendered new. |
| | | CC.1.3.8.J |
| | | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a |
| | | word or phrase important to comprehension or expression. CC.1.3.8.K |
| | | Read and comprehend literary fiction on grade level, reading independently and proficiently. |
| | | CC.1.4.8.A |
| | | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly. CC.1.4.8.B |
| | | Identify and introduce the topic clearly, including a preview of what is to follow. |
| | | CC.1.4.8.C |
| | | Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension. |
| | | CC.1.4.8.D |
| | | Organize ideas, concepts, and information into broader categories; use appropriate and varied transitions to create cohesion and clarify the relationships among |
| | | ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension. CC.1.4.8.E |
| | | Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic. Use |
| | | sentences of varying lengths and complexities. Create tone and voice through precise language. Establish and maintain a formal style. |
| | | CC.1.4.8.F Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. |
| | | CC.1.4.8.G |
| | | Write arguments to support claims. CC.1.4.8.H |
| | | Introduce and state an opinion on a topic. |
| | | CC.1.4.8.I |
| | | Acknowledge and distinguish the claim(s) from alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic. |
| | | CC.1.4.8.J |
| | | Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s), counterclaims, reasons, and evidence by using words, |
| | | phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented. CC.1.4.8.K |
| | | Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic. Use |

| | | sentences of varying lengths and complexities. Create tone and voice through precise language. Establish and maintain a formal style. CC.1.4.8.M |
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| | | Write narratives to develop real or imagined experiences or events. |
| | | CC.1.4.8.N Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters. |
| | | CC.1.4.8.0 |
| | | Use narrative techniques such as dialogue, description, reflection, and pacing to develop experiences, events, and/or characters; use precise words and phrases, |
| | | relevant descriptive details, and sensory language to capture the action and convey experiences and events. CC.1.4.8.P |
| | | Organize an event sequence that unfolds naturally and logically using a variety of transition words, phrases, and clauses to convey sequence, signal shifts from |
| | | one time frame or setting to another and show the relationships among experiences and events; provide a conclusion that follows from and reflects on the |
| | | narrated experiences or events. CC.1.4.8.Q |
| | | Write with an awareness of the stylistic aspects of writing: Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve |
| | | particular effects, Use sentences of varying lengths and complexities, Create tone and voice through precise language. |
| | | CC.1.4.8.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary |
| | | non-fiction. |
| | | CC.1.4.8.T With some guidance and support from pages and adults, devalor and strongthen writing as paged by planning, revising, aditing, rewriting, or trains a new |
| | | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |
| | | CC.1.4.8.V |
| | | Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. |
| | | CC.1.4.8.W |
| | | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and |
| | | quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. CC.1.4.8.X |
| | | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of |
| | | discipline-specific tasks, purposes and audiences. CC.1.5.8.A |
| | | Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly. |
| | | CC.1.5.8.B |
| | | Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. CC.1.5.8.D |
| | | Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound, valid reasoning, and well-chosen details; |
| | | use appropriate eye contact, adequate volume and clear pronunciation. |
| | | CC.1.5.8.E Adapt speech to a variety of contexts and tasks. |
| | | CC.1.5.8.F |
| | | Integrate multimedia and visual displays into presentations to add interest, clarify information, and strengthen claims and evidence. CC.1.5.8.G |
| | | Demonstrate command of the conventions of standard English when speaking based on grade 8 level and content. |
| 5-M | Answers 4 different rotating WH questions about a single topic for 10 topics (e.g., Who takes | CC.1.2.8.A |
| | you to school? Where do you go to school? What do you take to school?) | Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. |
| 5-a | Answers 10 questions about community helpers (e.g., What does a doctor do?) | CC.1.2.8.B |
| 5-b | Answers 25 different questions that contain 4 or more parts of speech (e.g., What tool do you need | Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn |
| | to pound nails?) | from the text. CC.1.2.8.C |
| 5-c | Takes turns adding to a story started by others (e.g., And then he saw a boat) | Analyze how a text makes connections among and distinctions between individuals, ideas, or events. |
| 5-d | Answers 5 different how questions (e.g., How do you fix the hole?) | CC.1.2.8.D Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. |
| 5-е | Provides last name when asked (e.g., Harrison) | CC.1.2.8.G |
| 5-f | Answers 25 intraverbal questions involving adverbs (e.g., What animal moves slow?) | Evaluate the advantages and disadvantages of using different mediums (e.g. print or digital text, video, multimedia) to present a particular topic or idea. CC.1.2.8.H |
| 5-g | Shows response generalization by describing the same 10 objects, events, pets, people, etc. in 3 | Evaluate authors' arguments, reasoning, and specific claims for the soundness of the arguments and the relevance of the evidence. |
| | different ways (e.g., in reference to a pet dog Toby, the child says at different times a dog, an | CC.1.2.8.I |
| | animal, Toby) | Analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. CC.1.2.8.J |
| 5-h | Describes 5 events that happened in the past Describes 5 events that will happen in the future | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a |
| 5-i | | |

| 15-j | Summarizes 5 different stories with at least 10 words | CC.1.2.8.K |
|------|--|--|
| 15-k | Suggests a possible solution when presented with a problem | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools. |
| | | CC.1.2.8.L |
| | | Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. CC.1.3.8.A |
| | | Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; |
| | | provide an objective summary of the text. CC.1.3.8.B |
| | | Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text. |
| | | CC.1.3.8.C |
| | | Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. CC.1.3.8.D |
| | | Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor. CC.1.3.8.E |
| | | CC.1.3.6.E Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. CC.1.3.8.G |
| | | Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by directors or actors. |
| | | CC.1.3.8.H |
| | | Analyze how a modern work of fiction draws on themes, patterns of events, or character types from traditional works, including describing how the material is rendered new. |
| | | CC.1.3.8.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range |
| | | of strategies and tools. |
| | | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a |
| | | word or phrase important to comprehension or expression. CC.1.3.8.K |
| | | Read and comprehend literary fiction on grade level, reading independently and proficiently. |
| | | CC.1.4.8.A Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly. |
| | | CC.1.4.8.B |
| | | Identify and introduce the topic clearly, including a preview of what is to follow. CC.1.4.8.C |
| | | Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; include graphics |
| | | and multimedia when useful to aiding comprehension. CC.1.4.8.D |
| | | Organize ideas, concepts, and information into broader categories; use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension. |
| | | CC.1.4.8.E |
| | | Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic. Use sentences of varying lengths and complexities. Create tone and voice through precise language. Establish and maintain a formal style. |
| | | CC.1.4.8.F |
| | | Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. CC.1.4.8.G |
| | | Write arguments to support claims. |
| | | CC.1.4.8.H Introduce and state an opinion on a topic. |
| | | CC.1.4.8.I |
| | | Acknowledge and distinguish the claim(s) from alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, |
| | | credible sources and demonstrating an understanding of the topic. CC.1.4.8.J |
| | | Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s), counterclaims, reasons, and evidence by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented. |
| | | CC.1.4.8.K |
| | | Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic. Use sentences of varying lengths and complexities. Create tone and voice through precise language. Establish and maintain a formal style. |
| | | CC.1.4.8.M |
| | | Write narratives to develop real or imagined experiences or events. |

| | CC.1.4.8.N |
|---|--|
| | Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters. |
| | CC.1.4.8.0 |
| | Use narrative techniques such as dialogue, description, reflection, and pacing to develop experiences, events, and/or characters; use precise words and phrases, |
| | relevant descriptive details, and sensory language to capture the action and convey experiences and events. |
| | CC.1.4.8.P |
| | Organize an event sequence that unfolds naturally and logically using a variety of transition words, phrases, and clauses to convey sequence, signal shifts from |
| | one time frame or setting to another and show the relationships among experiences and events; provide a conclusion that follows from and reflects on the |
| | narrated experiences or events. |
| | CC.1.4.8.Q |
| | Write with an awareness of the stylistic aspects of writing: Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve |
| | particular effects, Use sentences of varying lengths and complexities, Create tone and voice through precise language. |
| | CC.1.4.8.S |
| | Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary |
| | non-fiction. |
| | non-neuon. CC.1.4.8.T |
| | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new |
| | |
| | approach, focusing on how well purpose and audience have been addressed. |
| | CC.1.4.8.U |
| | Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to |
| | interact and collaborate with others. |
| | CC.1.4.8.V |
| | Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, |
| | focused questions that allow for multiple avenues of exploration. |
| | CC.1.4.8.W |
| | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and |
| | quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
| | CC.1.4.8.X |
| | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of |
| | discipline-specific tasks, purposes and audiences. |
| | CC.1.5.8.A |
| | Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly. |
| | CC.1.5.8.B |
| | Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. |
| | CC.1.5.8.C |
| | Analyze the purpose of information presented in diverse media formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, |
| | political) behind its presentation. |
| | CC.1.5.8.D |
| | Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound, valid reasoning, and well-chosen details; |
| | use appropriate eye contact, adequate volume and clear pronunciation. |
| | CC.1.5.8.E |
| | Adapt speech to a variety of contexts and tasks. |
| | CC.1.5.8.F |
| | Integrate multimedia and visual displays into presentations to add interest, clarify information, and strengthen claims and evidence. |
| | CC.1.5.8.G |
| | Demonstrate command of the conventions of standard English when speaking based on grade 8 level and content. |
| 1 | |

| CLASSROM ROUTINES & GROUP SKILLS | | | |
|----------------------------------|--|---|--|
| | LEVEL 2 | | |
| Skill | 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.1.5.8.A | |
| 6-a | Adjusts to separation from parents (e.g., does not cry when parents leave) | Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly. | |

| 6-b | Sits at a snack or lunch table when physically prompted for 1 minute | CC.1.5.8.D |
|------|--|--|
| 6-с | Lines up with other children when physically prompted | Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen use appropriate eye contact, adequate volume and clear pronunciation. |
| 6-d | Demonstrates general compliance for all classroom aides | CC.1.5.8.E |
| | | Adapt speech to a variety of contexts and tasks. CC.1.5.8.G |
| 7-M | Puts away personal items, lines up, and comes to a table with only 1 verbal prompt | Demonstrate command of the conventions of standard English when speaking based on grade 8 level and content. |
| 7-a | Does not attempt to move away from a peer when seated next to him | |
| 7-b | Puts away personal items (e.g., coat, backpack, lunch box) with gestural and verbal prompts | |
| 7-с | Goes to and sits at a table with other children with only verbal prompts | |
| 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 | |
| 8-a | Goes to a circle group and sits with only verbal prompts | |
| 8-b | Goes to and sits at a table or work station with only verbal prompts | |
| 8-c | Waits while seated at a table, without touching materials, until allowed to do so | |
| 8-d | Sits in a circle group for 2 minutes without disruptive behavior or prompts to remain seated | |
| | | |
| 9-M | Sits in a small group for 5 minutes without disruptive behavior or attempting to leave the | |
| | group | |
| 9-a | Comes inside after recess with only verbal prompts | |
| 9-b | Participates in group movement and song activities with only verbal prompts (e.g., Ring Around the | |
| | Rosy, Duck-Duck Goose, Hokey Pokey) | |
| 9-c | Imitates group activities with objects (e.g., tapping sticks together, shaking a maraca) | |
| 9-d | Sings songs with the group with only verbal prompts (e.g., Head, shoulders, knees and toes) | |
| | | |
| 10-M | Sits in a small group for 10 minutes, attends to the teacher or material for 50% of the period, | |
| | and responds to 5 of a teacher's SDs | |
| 10-a | Gets lunch with only verbal prompts | |
| 10-b | Puts away backpack, lunch box, or coat upon entering the classroom with group prompts | |
| 10-с | Imitates group activities with objects (e.g., tapping sticks together, shaking a maraca) | |
| 10-d | Gets out and opens most snack/lunch items independently | |
| 10-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 | VB-MAPP Milestones & Supporting Skills | PA Core Standards | |
| 11-M | Uses the toilet and washes hands with only verbal prompts | CC.1.2.8.J | |
| 11-a | Sits or stands at an arts and crafts or activity table for 5 minutes without disruptive behavior | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. | |
| 11-b | Responds to 1 group instruction without additional prompts (e.g., Everybody stand up | CC.1.2.8.L | |

| 11-c | Works independently on a task or activity for 1 minute without prompts or reinforcement | Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. |
|--------------|---|--|
| 11-d | Comes to the front of the group with 1 verbal prompt | CC.1.3.8.K Read and comprehend literary fiction on goods level reading independently and proficiently |
| | S of the state of | Read and comprehend literary fiction on grade level, reading independently and proficiently. CC.1.4.8.A |
| | | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly. |
| | | CC.1.4.8.G |
| | | Write arguments to support claims. CC.1.4.8.H |
| | | Introduce and state an opinion on a topic. |
| | | CC.1.4.8.T |
| | | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. CC.1.4.8.U |
| | | Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. |
| | | CC.1.4.8.W Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and |
| | | quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
| | | CC.1.4.8.X |
| | | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences. |
| | | CC.1.5.8.A |
| | | Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly. |
| 12-M | Responds to 5 different group instructions or questions without direct prompts in a group of | CC.1.4.8.X |
| | 3 or more children (e.g., Everybody stand up. Does anyone have a red shirt on?) | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences. |
| 12-a | Raises hand to take a turn in a group setting (e.g., Who wants to pick a song?) | CC.1.5.8.A |
| 12-b | Uses classroom materials as designed (e.g., glue, scissors, crayons, paper) | Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly. |
| 12-c | Puts away toys and material when prompted to do so | |
| 12-d | Stays on task for 1 minute during an arts and crafts activity when an adult leaves the table | |
| | | |
| 13-M | Works independently for 5 minutes in a group, and stays on task for 50% of the period | CC.1.4.8.X |
| 13-a | Gets necessary materials to complete an activity when verbally prompted (e.g., Get some glue.) | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences. |
| 13-b | Independently transitions between classroom activities with only group verbal prompts | CC.1.5.8.A |
| 13-с | Responds to group questions without a direct prompt (e.g., What happened to Simba?) | Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly. |
| 13-d | Mands to use the toilet and has minimal accidents | |
| | | |
| 14-M | Acquires 2 new behaviors in a 15-minute group-teaching format involving 5 or more children | CC.1.5.8.A |
| 14-a | Takes turns and shares items with peers | Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly. |
| 14-b | Discriminates and follows two-component group instructions (e.g., All the boys line up) | |
| 14-c | Follows safety rules in a classroom (e.g., No running. No pushing.) | |
| 14-d | Leads 2 different group activities involving 3 other children (e.g., red-light, green-light game) | |
| 14-e | Mands for a specific activity in a group setting (e.g., Let's play tag!) | |
| 14-c | Assists in picking up after an activity with only 1 verbal prompt | |
| 17-1 | 1135555 III preking up after an activity with only 1 verbal prompt | |
| 15-M | Sits in a 20-minute group session involving 5 children without disruptive behaviors, and answers 5 intraverbal questions | CC.1.2.8.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a |
| 15-a | Focuses on a task despite disruptions in the room | word or phrase important to comprehension or expression. CC.1.2.8.L |
| 15-a 15-b | Meets some of his own self-care needs without prompts (e.g., wipes nose, puts on coat) | Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. |
| | Verbally interacts with peers 3 times in a table-top group activity | CC.1.3.8.K |
| 15-c | | Read and comprehend literary fiction on grade level, reading independently and proficiently. |
| 15-d | Sits back down when his turn is over without prompts | CC.1.4.8.G |
| 15-e | Keeps hands to self in a group setting | Write arguments to support claims. |

| 15-f | Raises hand to indicate he knows the answer to a question during a group | CC.1.4.8.S |
|------|---|---|
| 15-g | Completes 2 independent worksheets without prompts at a table with 3 other children | Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction. |
| 15-h | Sits in a school assembly for 20 minutes without disruptive behavior | CC.1.4.8.T |
| | , | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new |
| | | approach, focusing on how well purpose and audience have been addressed. |
| | | CC.1.4.8.X |
| | | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of |
| | | discipline-specific tasks, purposes and audiences. |
| | | CC.1.5.8.A |
| | | Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly. |
| | | CC.1.5.8.B |
| | | Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. |
| | | CC.1.5.8.D |
| | | Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound, valid reasoning, and well-chosen details; |
| | | use appropriate eye contact, adequate volume and clear pronunciation. |

| | LINGUISTIC STRUCTURE LEVEL 2 | |
|--------------------------|--|--|
| Skill | VB-MAPP Milestones & Supporting Skills | PA Core Standards |
| 6-M | The child's articulation of 10 tacts can be understood by familiar adults who cannot see the item tacted | CC.1.5.8.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly. CC.1.5.8.D Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation. CC.1.5.8.E |
| 7-M 7-a 7-b 7-c | Has a total listener vocabulary of 100 words (e.g., Touch nose. Jump. Find keys.) Uses recognizable words more frequently than jargon Emits 2-3 word carrier phrases without "understanding" each word (e.g., It's a cat. Go for a ride?) Has a total speaker vocabulary size of 50 words (all verbal operants except echoic) | CC.1.2.8.D CC.1.2.8.E Analyze the structure of the text through evaluation of the author's use of specific sentences and paragraphs to develop and refine a concept. CC.1.2.8.E Analyze the influence of the words and phrases in a text including figurative and connotative, and technical meanings; and how they shape meaning and tone. CC.1.2.8.G Evaluate the advantages and disadvantages of using different mediums (e.g. print or digital text, video, multimedia) to present a particular topic or idea. CC.1.2.8.I Evaluate authors' arguments, reasoning, and specific claims for the soundness of the arguments and the relevance of the evidence. CC.1.2.8.I Analyze two or more texts that provide conflicting information on the same topic and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. CC.1.2.8.I Analyze two or more texts that provide conflicting information on the same topic and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. CC.1.2.8.R Evaluate and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. CC.1.2.8.R Even the content of the evidence of the vocabulary knowledge when considering a word or phrase important to comprehension or expression. CC.1.2.8.R Even the content of the evidence of the evidence of the evidence of the evidence of the evidence. CC.1.2.8.R Even the content of the evidence of the evidence of the evidence of the evidence of the evidence. CC.1.2.8.R Even the content of the evidence of the evidence of the evidence of the evidence of the evidence. CC.1.2.8.R Even the content of the evidence of the evidence of the evidence of the evidence of the evidence. CC.1.2.8.R Even the content of the evidence of the evidence of the evidence of the evidence of the evidence. CC.1.2.8.R Even the content of the evidence of the |

CC.1.3.8.

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

CC.1.3.8.B

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

CC.1.3.8.C

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

CC.1.3.8.D

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

CC.1.3.8.E

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

CC.1.3.8.F

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

CC.1.3.8.0

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

CC.1.3.8.H

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

CC.1.3.8.I

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

CC.1.3.8.J

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CC.1.3.8.K

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

CC.1.4.8.D

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

CC.1.4.8.E

CC.1.4.8.E

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

CC.1.4.8.

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

CC.1.4.8.G

Write arguments to support claims.

CC.1.4.8.H

Introduce and state an opinion on a topic.

CC.1.4.8.I

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

CC.1.4.8..

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

CC.1.4.8.K

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

CC.1.4.8.L

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

CC.1.4.8.M

Write narratives to develop real or imagined experiences or events.

CC.1.4.8.N

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

CC.1.4.8.O

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

CC.1.4.8.O

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

| | | CC.1.4.8.R Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling. CC.1.4.8.S |
|------------|--|--|
| | | Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction. |
| | | CC.1.4.8.T With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |
| | | CC.1.4.8.U Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. |
| | | CC.1.5.8.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly. CC.1.5.8.B |
| | | Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. CC.1.5.8.C |
| | | Analyze the purpose of information presented in diverse media formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. |
| | | CC.1.5.8.E Adapt speech to a variety of contexts and tasks. |
| | | CC.1.5.8.G |
| 8-M | Emits 10 different 2 ward utterances per day of any type event echaic (e.g. mand test) | Demonstrate command of the conventions of standard English when speaking based on grade 8 level and content. CC.1.2.8.F |
| 8-a | Emits 10 different 2-word utterances per day of any type except echoic (e.g., mand, tact) Emits 2-word mands for recurrence (e.g., more tickle) | Analyze the influence of the words and phrases in a text including figurative and connotative, and technical meanings; and how they shape meaning and tone. |
| 8-b | | CC.1.2.8.J |
| | Emits 2-word noun-verb or verb-noun mands or tacts (e.g., Pour juice. Baby crying.) Adjusts volume of voice on command (e.g., whispers and uses loud voice) | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| 8-c 8-d | | CC.1.3.8.F |
| 8-a | Echoes 10 different rhythms, intonations, or pitches | Analyze the influence of the words and phrases in a text including figurative and connotative meanings; and how they shape meaning and tone. CC.1.3.8.J |
| | | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a |
| | | word or phrase important to comprehension or expression. |
| | | CC.1.4.8.E Write with an appearance of the stylictic corrects of composition. Use precise language and demain appoints proceeding the topic Use. |
| | | Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic. Use sentences of varying lengths and complexities. Create tone and voice through precise language. Establish and maintain a formal style. CC.1.4.8.F |
| | | Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. CC.1.4.8.J |
| | | Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s), counterclaims, reasons, and evidence by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented CC.1.4.8.O |
| | | Use narrative techniques such as dialogue, description, reflection, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. |
| | | CC.1.4.8.Q Write with an awareness of the stylistic aspects of writing: Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve |
| | | particular effects, Use sentences of varying lengths and complexities, Create tone and voice through precise language. CC.1.4.8.T |
| | | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new |
| | | approach, focusing on how well purpose and audience have been addressed. CC.1.5.8.A |
| | | Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly. CC.1.5.8.E |
| | | Adapt speech to a variety of contexts and tasks. CC.1.5.8.G |
| | | Demonstrate command of the conventions of standard English when speaking based on grade 8 level and content. |
| 9-M | Emits functional prosody (i.e., rhythm, stress, intonation) on 5 occasions in one day (e.g., puts | CC.1.2.8.F |
| | emphasis or stress on certain words at appropriate times such as, It's MINE!) | Analyze the influence of the words and phrases in a text including figurative and connotative, and technical meanings; and how they shape meaning and tone. CC.1.2.8.J |
| 9-a | Consistently emits the initial consonants of words | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a |
| 9-b | Emits 2-word mands for possession (e.g., My cookie. That's mine.) | word or phrase important to comprehension or expression. |
| 9-c | Emits 2-word mands or tacts for location (e.g., Come here. There's Thomas.) | CC.1.3.8.F |
| | | |

| 9-d | Emits 2-word mands for negation or refusal (e.g., No Barney. No shoes. No more.) | Analyze the influence of the words and phrases in a text including figurative and connotative meanings; and how they shape meaning and tone. |
|------|---|---|
| 9-е | Combines 2 words to make a novel word or phrase (e.g., Miss Betty) | CC.1.3.8.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range |
| | | of strategies and tools. |
| | | CC.1.3.8.J |
| | | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| | | CC.1.4.8.D |
| | | Organize ideas, concepts, and information into broader categories; use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension. |
| | | cC.1.4.8.E |
| | | Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic. Use |
| | | sentences of varying lengths and complexities. Create tone and voice through precise language. Establish and maintain a formal style. CC.1.4.8.F |
| | | Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. |
| | | CC.1.4.8.J |
| | | Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s), counterclaims, reasons, and evidence by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented. |
| | | CC.1.4.8.0 |
| | | Use narrative techniques such as dialogue, description, reflection, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. |
| | | CC.1.4.8.Q |
| | | Write with an awareness of the stylistic aspects of writing: Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve |
| | | particular effects, Use sentences of varying lengths and complexities, Create tone and voice through precise language. CC.1.4.8.T |
| | | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new |
| | | approach, focusing on how well purpose and audience have been addressed. CC.1.5.8.A |
| | | Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly. |
| | | CC.1.5.8.D |
| | | Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation. |
| | | CC.1.5.8.E |
| | | Adapt speech to a variety of contexts and tasks. CC.1.5.8.G |
| | | Demonstrate command of the conventions of standard English when speaking based on grade 8 level and content. |
| 10-M | Has a total speaker vocabulary of 300 words (all verbal operants except echoic) | CC.1.2.8.A |
| 10-a | Echoes most words or approximations to words on command (generalized echoic repertoire) but | Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. |
| | still has articulation errors | CC.1.2.8.B |
| 10-b | Strangers can understand at least 50% of the words emitted by the child | Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text. |
| 10-c | Emits a total listener vocabulary size of 400 words | CC.1.2.8.C |
| 10-d | Emits a mean length of utterance (MLU) of 2 1/2 morphemes (e.g., Push car. Where mommy go?) | Analyze how a text makes connections among and distinctions between individuals, ideas, or events. CC.1.2.8.D |
| | | Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. |
| | | CC.1.2.8.E |
| | | Analyze the structure of the text through evaluation of the author's use of specific sentences and paragraphs to develop and refine a concept. CC.1.2.8.F |
| | | Analyze the influence of the words and phrases in a text including figurative and connotative, and technical meanings; and how they shape meaning and tone. |
| | | CC.1.2.8.G Evaluate the advantages and disadvantages of using different mediums (e.g. print or digital text, video, multimedia) to present a particular topic or idea. |
| | | CC.1.2.8.H |
| | | Evaluate authors' arguments, reasoning, and specific claims for the soundness of the arguments and the relevance of the evidence. CC.1.2.8.I |
| | | Analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. |
| | | CC.1.2.8.J |
| | | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| | | CC.1.2.8.K |
| | | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools. |
| | 1 | range of strategies and tools. |

CC.1.2.8.L

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

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

CC.1.3.8.B

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

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

CC.1.3.8.D

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

CC.1.3.8.F

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

CC.1.3.8.G

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

CC.1.3.8.H

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

CC.1.3.8.I

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

CC.1.3.8.I.

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CC.1.3.8.K

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

CC.1.4.8.A

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

CC.1.4.8.B

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

CC.1.4.8.C

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

CC.1.4.8.D

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

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

CC.1.4.8.F

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

CC.1.4.8.G

Write arguments to support claims. CC.1.4.8.H

Introduce and state an opinion on a topic.

CC.1.4.8.J

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

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

CC.1.4.8.L

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

CC.1.4.8.O

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

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

| CC.1.4.8.R |
|---|
| Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling. |
| CC.1.5.8.A |
| Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly. |
| CC.1.5.8.D |
| Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound, valid reasoning, and well-chosen details; |
| use appropriate eye contact, adequate volume and clear pronunciation. |
| CC.1.5.8.E |
| Adapt speech to a variety of contexts and tasks. |
| CC.1.5.8.G |
| Demonstrate command of the conventions of standard English when speaking based on grade 8 level and content. |

| | LINGUISTIC STRUCTURE LEVEL 3 | | |
|--------------------------------|--|--|--|
| Skill | VB-MAPP Milestones & Supporting Skills | PA Core Standards | |
| Skill 11-M 11-a 11-b 11-c 11-d | | PA Core Standards CC.1.2.8.F Analyze the influence of the words and phrases in a text including figurative and connotative, and technical meanings; and how they shape meaning and tone. CC.1.2.8.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. CC.1.3.8.F Analyze the influence of the words and phrases in a text including figurative and connotative meanings; and how they shape meaning and tone. CC.1.3.8.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies and tools. CC.1.3.8.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. CC.1.4.8.D Organize ideas, concepts, and information into broader categories; use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension. CC.1.4.8.E Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic. Use sentences of varying lengths and complexities. Create tone and voice through precise language. Establish and maintain a formal style. CC.1.4.8.I Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s), counterclaims, reasons, and evidence by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented. CC.1.4.8.K Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic. Use sentences of varying | |
| | | Use narrative techniques such as dialogue, description, reflection, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. CC.1.4.8.Q Write with an awareness of the stylistic aspects of writing. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects, Use sentences of varying lengths and complexities, Create tone and voice through precise language. CC.1.4.8.R Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling. CC.1.4.8.T With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. | |

| | | CC.1.5.8.G |
|-------|--|---|
| 10 3/ | | Demonstrate command of the conventions of standard English when speaking based on grade 8 level and content. CC.1.2.8.D |
| 12-M | Emits verb inflections by combining 10 root verbs with affixes for regular past tense (e.g., played) and 10 root verbs with affixes for future tense (e.g., will play) | Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. CC.1.2.8.E |
| 12-a | Uses is and am appropriately with verbs (e.g., I am eating. The dog is barking.) | Analyze the structure of the text through evaluation of the author's use of specific sentences and paragraphs to develop and refine a concept. |
| 12-b | Emits conjunctions to combine words and phrases (e.g., and, or, but) | CC.1.2.8.J |
| 12-c | Emits some irregular past tense verbs appropriately (e.g., dug, ran, built) | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| 12-d | Emits 2-word noun-verb or verb-noun mands or tacts (e.g., Pour juice. Baby crying.) | CC.1.3.8.J |
| 12-e | Emits present participle inflection with "verb-ing" (e.g., running, playing, swimming) | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. CC.1.4.8.D |
| | | Organize ideas, concepts, and information into broader categories; use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension. CC.1.4.8.E |
| | | Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic. Use sentences of varying lengths and complexities. Create tone and voice through precise language. Establish and maintain a formal style. CC.1.4.8.F |
| | | Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. CC.1.4.8.J |
| | | Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s), counterclaims, reasons, and evidence by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented. CC.1.4.8.K |
| | | Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic. Use sentences of varying lengths and complexities. Create tone and voice through precise language. Establish and maintain a formal style. |
| | | Use narrative techniques such as dialogue, description, reflection, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. CC.1.4.8.O |
| | | Write with an awareness of the stylistic aspects of writing. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects, Use sentences of varying lengths and complexities, Create tone and voice through precise language. |
| | | CC.1.4.8.R Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling. CC.1.4.8.T |
| | | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. CC.1.5.8.G |
| | | Demonstrate command of the conventions of standard English when speaking based on grade 8 level and content. |
| 13-M | Emits 10 different noun phrases containing at least 3 words, with 2 modifiers (e.g., adjectives, | CC.1.2.8.F Analyze the influence of the words and phrases in a text including figurative and connotative, and technical meanings; and how they shape meaning and tone. |
| 1.0 | prepositions, pronouns) (e.g., He's my puppet. I want chocolate ice cream.) | CC.1.2.8.J |
| 13-a | Speaks in 3-5 word sentences | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| 13-b | Emits prepositional phrases (e.g., on the table, in the house), but may not discriminate between prepositional pairs (e.g., on vs. under; in vs. out) | CC.1.3.8.F |
| 13-с | Emits adjectives to modify nouns (e.g., blue train, chocolate cookie) | Analyze the influence of the words and phrases in a text including figurative and connotative meanings; and how they shape meaning and tone. CC.1.3.8.J |
| 13-d | Emits adjectives to modify nouns (e.g., blue train, chocolate cookie) Emits contractions in a mand, tact, or intraverbal context (e.g., can't, don't, won't) | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a |
| 13-u | Emits pronouns to modify nouns (e.g., My shoes. Your cup.) | word or phrase important to comprehension or expression. |
| 13 C | Emits pronouns to mounty nouns (e.g., My snoes. Tour cup.) | CC.1.4.8.D Organize ideas, concepts, and information into broader categories; use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension. |
| | | CC.1.4.8.E Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic. Use sentences of varying lengths and complexities. Create tone and voice through precise language. Establish and maintain a formal style. |
| | | CC.1.4.8.F Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. CC.1.4.8.I |
| | | Acknowledge and distinguish the claim(s) from alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic. CC.1.4.8.J |
| | | Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s), counterclaims, reasons, and evidence by using words, |

| | | phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented. CC.1.4.8.K Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic. Use sentences of varying lengths and complexities. Create tone and voice through precise language. Establish and maintain a formal style. CC.1.4.8.O |
|----------|--|--|
| | | Use sentences of varying lengths and complexities. Create tone and voice through precise language. Establish and maintain a formal style. CC.1.4.8.O |
| | | |
| | | Use narrative techniques such as dialogue, description, reflection, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. |
| | | CC.1.4.8.Q Write with an awareness of the stylistic aspects of writing: Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve |
| | | particular effects, Use sentences of varying lengths and complexities, Create tone and voice through precise language. CC.1.4.8.R |
| | | Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling. CC.1.4.8.T |
| | | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |
| | | CC.1.5.8.A |
| | | Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly. CC.1.5.8.G |
| 1437 5 | 4, 40 1900 / 1 1 / 4 4 4 1 / A 1 4/1 A 1909 / 1 1 | Demonstrate command of the conventions of standard English when speaking based on grade 8 level and content. CC.1.2.8.F |
| pre | mits 10 different verb phrases containing at least 3 words, with 2 modifiers (e.g., adverbs, repositions, pronouns) (e.g., Push me hard. Go up the steps.) | Analyze the influence of the words and phrases in a text including figurative and connotative, and technical meanings; and how they shape meaning and tone. CC.1.2.8.J |
| , , | djectives usually precede nouns when appropriate (e.g., a big boat vs. a boat big) | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a |
| | erbs agree with the subjects in person (e.g., he was laughing vs. he were laughing) | word or phrase important to comprehension or expression. CC.1.3.8.F |
| | erbs agree with the subjects in number (e.g., Joey is home vs. Joey are home) | Analyze the influence of the words and phrases in a text including figurative and connotative meanings; and how they shape meaning and tone. |
| | mits adjective inflections with the comparative suffixes "er" and "est" (e.g., good, better, best) | CC.1.3.8.J |
| 14-e Emi | mits adverbs to modify verbs (e.g., Go fast. It's slow.) | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| | | CC.1.4.8.D |
| | | Organize ideas, concepts, and information into broader categories; use appropriate and varied transitions to create cohesion and clarify the relationships among |
| | | ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension. CC.1.4.8.E |
| | | Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| | | Use sentences of varying lengths and complexities. Create tone and voice through precise language. Establish and maintain a formal style. CC.1.4.8.F |
| | | Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. CC.1.4.8.J |
| | | Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s), counterclaims, reasons, and evidence by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented. CC.1.4.8.K |
| | | Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| | | Use sentences of varying lengths and complexities. Create tone and voice through precise language. Establish and maintain a formal style. CC.1.4.8.O |
| | | Use narrative techniques such as dialogue, description, reflection, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. |
| | | CC.1.4.8.Q Write with an awareness of the stylistic aspects of writing: Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve |
| | | particular effects, Use sentences of varying lengths and complexities, Create tone and voice through precise language. CC.1.4.8.R |
| | | Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling. CC.1.4.8.T |
| | | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new |
| | | approach, focusing on how well purpose and audience have been addressed. CC.1.5.8.G |
| 15.35 | | Demonstrate command of the conventions of standard English when speaking based on grade 8 level and content. |
| | ombines noun and verb phrases to produce 10 different syntactically correct clauses or | CC.1.2.8.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a |
| | ntences containing at least 5 words (e.g., The dog licked my face.) | word or phrase important to comprehension or expression. |
| | mits different noun and verb phrases connected by conjunctions (e.g., and, or, but, yet) | CC.1.3.8.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a |
| 15-b Den | emonstrates a MLU of 5 morphemes (5 utterances in one "sentence" that each have an individual | require and use accuracily grade-appropriate general academic and domain-specific words and pinases, gamer vocabulary knowledge when considering a |

| | meaning, e.g., She pushed him down — the "ed" ending is a morpheme) | word or phrase important to comprehension or expression. |
|-------|---|---|
| 15-c | Pronouns agree with gender (e.g., the boy splashed himself vs. the boy splashed herself) | CC.1.4.8.D Organize ideas, concepts, and information into broader categories; use appropriate and varied transitions to create cohesion and clarify the relationships among |
| 15-d | Pronouns agree with number (e.g., the boy splashed himself vs. the boys splashed himself) | ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension. |
| 15-е | Uses quantification in a sentence (e.g., always, never, sometimes) | CC.1.4.8.E Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| 15-f | Uses demonstratives in a sentence (e.g., this that, these, those) | Use sentences of varying lengths and complexities. Create tone and voice through precise language. Establish and maintain a formal style. |
| 15-g | Emits words that describe the certainty of other words (e.g., I think I'm sure maybe) | CC.1.4.8.F Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. CC.1.4.8.J Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s), counterclaims, reasons, and evidence by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented. CC.1.4.8.K Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic. Use sentences of varying lengths and complexities. Create tone and voice through precise language. Establish and maintain a formal style. CC.1.4.8.O Use narrative techniques such as dialogue, description, reflection, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. CC.1.4.8.Q Write with an awareness of the stylistic aspects of writing: Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects, Use sentences of varying lengths and complexities, Create tone and voice through precise language. CC.1.4.8.R Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling. CC.1.4.8.T With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. CC.1.5.8.D Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation. |
| | | READING LEVEL 3 |
| Skill | VB-MAPP Milestones & Supporting Skills | PA Core Standards |
| 11-M | Attends to a book when a story is being read to him for 75% of the time | CC.1.2.8.A Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective |
| 11-a | Turns pages and looks at books for 30 seconds | summary of the text. |
| 11-b | Mands to be read stories from books | CC.1.2.8.E |
| 11-c | Touches pictures in books that correspond to the story (e.g., Where's the big bad wolf?) | Analyze the structure of the text through evaluation of the author's use of specific sentences and paragraphs to develop and refine a concept. CC.1.2.8.F |
| | | Analyze the influence of the words and phrases in a text including figurative and connotative, and technical meanings; and how they shape meaning and tone. |
| | | CC.1.2.8.G Evaluate the advantages and disadvantages of using different mediums (e.g. print or digital text, video, multimedia) to present a particular topic or idea. |
| | | CC.1.2.8.H |
| | | Evaluate authors' arguments, reasoning, and specific claims for the soundness of the arguments and the relevance of the evidence. CC.1.2.8.I |
| | | Analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. |
| | | CC.1.2.8.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a |
| | | word or phrase important to comprehension or expression. |
| | | CC.1.2.8.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. |
| | | CC.1.3.8.A |
| | | Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and |
| | | plot; provide an objective summary of the text. |

| | | Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. CC.1.3.8.D Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor. CC.1.3.8.F Analyze the influence of the words and phrases in a text including figurative and connotative meanings; and how they shape meaning and tone. CC.1.3.8.G Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by directors or actors. CC.1.3.8.H Analyze how a modern work of fiction draws on themes, patterns of events, or character types from traditional works, including describing how the material is rendered new. CC.1.3.8.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies and tools. CC.1.3.8.K Read and comprehend literary fiction on grade level, reading independently and proficiently. CC.1.4.8.I Acknowledge and distinguish the claim(s) from alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic. CC.1.5.8.F Integrate multimedia and visual displays into presentations to add interest, clarify information, and strengthen claims and evidence. |
|--------------|---|---|
| 12-M | Selects (LDs) the correct uppercase letter from an array of 5 letters, for 10 different letters | CC.1.5.8.F |
| 12-a | Completes an ABC inset puzzle without prompts | Integrate multimedia and visual displays into presentations to add interest, clarify information, and strengthen claims and evidence. |
| 12-b | Recites 5 letters from the alphabet with a starting prompt (e.g., A B) | |
| 12-c | Has a favorite book, and can provide the name of it by seeing the pictures on the cover | |
| 12-d | Tacts pictures in books while an adult reads the story | |
| 12-е | Matches to sample all uppercase letters | |
| | | |
| 13-M | Tacts 10 uppercase letters on command | CC.1.2.8.B Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations |
| 13-a | Recites (or sings) the whole alphabet with only a verbal prompt to do so | drawn from the text. |
| 13-b | Mands for what written words say (e.g., What word is that?) | CC.1.2.8.E Analyze the structure of the text through evaluation of the author's use of specific sentences and paragraphs to develop and refine a concept. |
| 13-c | Pretends to read a book | CC.1.2.8.F |
| 13-d | Discriminates as a listener (LDs) his own name from an array of 3 written names | Analyze the influence of the words and phrases in a text including figurative and connotative, and technical meanings; and how they shape meaning and tone. |
| 13-е | Looks at the written words, rather than just the pictures when stories are being read to him | CC.1.2.8.G Evaluate the advantages and disadvantages of using different mediums (e.g. print or digital text, video, multimedia) to present a particular topic or idea. |
| | | CC.1.2.8.H |
| | | Evaluate authors' arguments, reasoning, and specific claims for the soundness of the arguments and the relevance of the evidence. CC.1.2.8.I |
| | | Analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. |
| | | CC.1.3.8.F Analyze the influence of the words and phrases in a text including figurative and connotative meanings; and how they shape meaning and tone. |
| | | CC.1.3.8.K |
| 14.35 | D 11' | Read and comprehend literary fiction on grade level, reading independently and proficiently. CC.1.2.8.A |
| 14-M | Reads his own name Discriminates among most unpages letters (but may confuse some a g. M. and N. D. and D.) | Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective |
| 14-a 14-b | Discriminates among most uppercase letters (but may confuse some; e.g., M and N; P and R) Matches 5 word cards to the same word written on paper | summary of the text. |
| 14-b | Provides the letter name given 5 sounds, and 5 sounds given a letter name | CC.1.2.8.E Analyze the structure of the text through evaluation of the author's use of specific sentences and paragraphs to develop and refine a concept. |
| 14-c 14-d | Intraverbally recalls 3 stories that have been read to him | CC.1.2.8.H |
| 14-u | Demonstrates LD and tact generalization for 3 different variations of the uppercase letters | Evaluate authors' arguments, reasoning, and specific claims for the soundness of the arguments and the relevance of the evidence. CC.1.2.8.I |
| 110 | 2 monage 22 and the generalization for 3 different variations of the appereuse fetters | Analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. |
| | | CC.1.2.8.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. |
| | | CC.1.3.8.A |
| | | Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and |

| | | plot; provide an objective summary of the text. CC.1.3.8.B |
|------|--|---|
| | | Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations |
| | | drawn from the text. CC.1.3.8.D |
| | | Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects |
| | | as suspense or humor. |
| | | CC.1.3.8.E |
| | | Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. CC.1.3.8.H |
| | | Analyze how a modern work of fiction draws on themes, patterns of events, or character types from traditional works, including describing how the material is |
| | | rendered new. CC.1.3.8.K |
| | | Read and comprehend literary fiction on grade level, reading independently and proficiently. |
| | | CC.1.4.8.E |
| | | Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| | | Use sentences of varying lengths and complexities. Create tone and voice through precise language. Establish and maintain a formal style. CC.1.4.8.J |
| | | Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s), counterclaims, reasons, and evidence by using words, |
| | | phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented. |
| | | CC.1.5.8.D Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound, valid reasoning, and well-chosen details; |
| | | use appropriate eye contact, adequate volume and clear pronunciation. |
| 15-M | Matches 5 words to the corresponding pictures or items in an array of 5, and vice versa (e.g., | CC.1.2.8.B |
| | matches the written word bird to a picture of a bird) | Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text. |
| 15-a | Indicates if 2 words rhyme or not for 10 different rhymes (e.g., cat and hat vs. cat and book) | CC.1.2.8.E |
| 15-b | Tacts most uppercase letters (may confuse those that look similar; e.g., M and N; P and R) | Analyze the structure of the text through evaluation of the author's use of specific sentences and paragraphs to develop and refine a concept. |
| 15-c | Matches 10 lower case letters to uppercase letters | CC.1.2.8.F Analyze the influence of the words and phrases in a text including figurative and connotative, and technical meanings; and how they shape meaning and tone. |
| 15-d | Discriminates as a listener between numbers and letters (e.g., Which one is a letter?) | CC.1.2.8.G |
| 15-е | Spells his own name without prompts | Evaluate the advantages and disadvantages of using different mediums (e.g. print or digital text, video, multimedia) to present a particular topic or idea. CC.1.2.8.H |
| 15-f | Selects (LDs) the correct written word from an array of 3 words, for 5 different words | Evaluate authors' arguments, reasoning, and specific claims for the soundness of the arguments and the relevance of the evidence. CC.1.2.8.I |
| | | Analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. CC.1.2.8.J |
| | | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| | | CC.1.2.8.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a |
| | | range of strategies and tools. |
| | | CC.1.2.8.L |
| | | Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. CC.1.3.8.A |
| | | Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. |
| | | CC.1.3.8.F |
| | | Analyze the influence of the words and phrases in a text including figurative and connotative meanings; and how they shape meaning and tone. CC.1.3.8.G |
| | | Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by |
| | | directors or actors. |
| | | CC.1.3.8.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range |
| | | of strategies and tools. CC.1.3.8.J |
| | | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a |
| | | word or phrase important to comprehension or expression. CC.1.3.8.K |
| | | Read and comprehend literary fiction on grade level, reading independently and proficiently. CC.1.4.8.C |
| | | Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; include graphics |
| | | , , , , , , , , , , , , , , , , , , , |

and multimedia when useful to aiding comprehension.

CC.1.4.8.E

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

CC.1.4.8.F

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

CC.1.4.8.N

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

CC.1.4.8.0

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

CC.1.4.8.P

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

CC.1.4.8.0

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

CC.1.4.8.R

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

CC.1.4.8.S

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

CC.1.4.8.U

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

CC.1.4.8.V

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

CC.1.4.8.W

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

CC.1.5.8.C

CC.1.5.8.C

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

CC.1.5.8.D

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

CC.1.5.8.F

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

| | WRITING | | |
|-------|---|--|--|
| | LEVEL 3 | | |
| Skill | VB MAPP Milestones & Task Analysis | PA Core Standards | |
| 11-M | Imitates 5 different writing actions modeled by an adult using a writing instrument and writing surface | CC.1.2.8.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. | |
| 11-a | Uses a writing instrument to mark on paper, white board, or Magna Doodle when prompted | CC.1.4.8.G | |
| 11-b | Independently scribbles on paper, a white board, Magna Doodle, etc. | Write arguments to support claims. | |
| 11-c | Demonstrates right or left hand dominance | CC.1.4.8.T With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new | |
| 11-d | Imitates back and forth horizontal movements with a crayon, marker, or pencil | approach, focusing on how well purpose and audience have been addressed. | |
| 11-e | Imitates up and down vertical movements with a crayon, marker, or pencil | CC.1.4.8.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of | |
| 11-f | Imitates small and large circular movements with a crayon, marker, or pencil | discipline-specific tasks, purposes and audiences. | |
| 11-g | Imitates diagonal and curved movements with a crayon, marker, or pencil | | |
| | | | |
| 12-M | Independently traces within ¼ inch of the lines of 5 different geometrical shapes (e.g. circle, | CC.1.2.8.J | |

| | square, triangle, rectangle, star) | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a |
|--------------|--|--|
| 12-a | Demonstrates a proper grip on a writing instrument | word or phrase important to comprehension or expression. CC.1.4.8.T |
| 12-b | Imitates drawing a square and triangle | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new |
| 12-c | Traces 3 different shapes and stays within 1 inch of the lines | approach, focusing on how well purpose and audience have been addressed. |
| 12-d | Copies 3 different shapes when given a sample | CC.1.4.8.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of |
| 12-е | Draws a line on paper from point A to point B within 1 inch of the center of a 6 inch curved path | discipline-specific tasks, purposes and audiences. |
| 12-f | Copies 5 different lines and shapes together | |
| | | |
| 13-M | Copies 10 letters or numbers legibly | CC.1.2.8.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a |
| 13-a | Copies 4 numbers or letters | word or phrase important to comprehension or expression. |
| 13-b | Independently combines shapes to make a picture (adult verbal prompts are okay) | CC.1.4.8.A |
| 13-с | Independently draws a person with 4 recognizable body parts (adult verbal prompts are okay) | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly. CC.1.4.8.B |
| 13-d | Traces his own name on paper and stays within 1/2 inch of the letters | Identify and introduce the topic clearly, including a preview of what is to follow. |
| | | CC.1.4.8.E Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| | | Use sentences of varying lengths and complexities. Create tone and voice through precise language. Establish and maintain a formal style. |
| | | CC.1.4.8.G |
| | | Write arguments to support claims. CC.1.4.8.H |
| | | Introduce and state an opinion on a topic. |
| | | CC.1.4.8.M Waits normatives to develop real or invasional synapsis or events |
| | | Write narratives to develop real or imagined experiences or events. CC.1.4.8.N |
| | | Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters. |
| | | CC.1.4.8.O Use narrative techniques such as dialogue, description, reflection, and pacing to develop experiences, events, and/or characters; use precise words and phrases, |
| | | relevant descriptive details, and sensory language to capture the action and convey experiences and events. |
| 14-M | Legibly spells and writes his own name without copying | CC.1.3.8.J |
| 14-a | Legibly copies his own name on lined paper | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| 14-b | Colors in pictures in coloring books and mostly stays within the lines | CC.1.4.8.A |
| 14-c | Copies numbers 1-10 legibly on lined paper | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly. CC.1.4.8.B |
| 14-d | Copies 10 upper case and 10 lower case letters legibly on lined paper | Identify and introduce the topic clearly, including a preview of what is to follow. |
| | | CC.1.4.8.G |
| | | Write arguments to support claims. CC.1.4.8.X |
| | | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of |
| 15-M | Conics all 26 unnon and lawar ages letters legible | discipline-specific tasks, purposes and audiences. CC.1.2.8.J |
| | Copies all 26 upper and lower case letters legibly Draws reasonizable pictures of 2 different items | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a |
| 15-a 15-b | Draws recognizable pictures of 3 different items Legibly writes 10 letters or numbers when dictated | word or phrase important to comprehension or expression. CC.1.4.8.A |
| 15-b 15-c | Copies 5 simple words legibly | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly. |
| 13-0 | Copies 3 simple words regiony | CC.1.4.8.B |
| | | Identify and introduce the topic clearly, including a preview of what is to follow. CC.1.4.8.C |
| | | Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; include graphics |
| | | and multimedia when useful to aiding comprehension. |
| | | CC.1.4.8.D Organize ideas, concepts, and information into broader categories; use appropriate and varied transitions to create cohesion and clarify the relationships among |
| | | ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension. |
| | | CC.1.4.8.E Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| | | Use sentences of varying lengths and complexities. Create tone and voice through precise language. Establish and maintain a formal style. |
| | | CC.1.4.8.G |
| | | Write arguments to support claims. |

| CC.1.4.8.F | I |
|------------|---|
|------------|---|

Introduce and state an opinion on a topic.

CC.1.4.8.K

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

CC.1.4.8.M

Write narratives to develop real or imagined experiences or events.

CC.1.4.8.N

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

CC.1.4.8.O

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

CC.1.4.8.P

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

CC.1.4.8.Q

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

CC.1.4.8.T

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

CC.1.4.8.U

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

CC.1.4.8.V

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

CC.1.4.8.V

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

CC.1.4.8.X

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.

| | MATH LEVEL 3 | | |
|--|---|---|--|
| Skill | VB MAPP Milestones & Task Analysis | PA Core Standards | |
| 11-M 11-a 11-b 11-c 11-d 11-e | Identifies as a listener the numbers 1-5 in an array of 5 different numbers Rote counts to 5 with a verbal starter prompt (e.g., count 1, 2,) Arranges objects by size (e.g., small, medium, and large blocks) Distinguishes between 1 and 2 items as a listener (e.g., Where are 2 boats?) Distinguishes between 1 and 2 items as a mand (e.g., I want 2 cookies.) Matches to sample the numbers 1-10 (e.g., puts the number 4 with the number 4) | CC.1.2.8.A Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. CC.1.2.8.C Analyze how a text makes connections among and distinctions between individuals, ideas, or events. CC.1.2.8.I Analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. CC.1.3.8.E | |
| 12-M 12-a 12-b 12-c 12-d | Tacts the numbers 1-5 Distinguishes between 1 and 2 items as a tact (e.g., How many shoes do you have?) Holds up corresponding fingers for numbers 1-5 (e.g., Show me 2 fingers.) Distinguishes between 1, 2, and 3 items as a listener (e.g., Can you find 3 flowers?) Counts 2 items with 1:1 correspondence | Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. CC.1.4.8.P Organize an event sequence that unfolds naturally and logically using a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events; provide a conclusion that follows from and reflects on the narrated experiences or events. CC.1.4.8.W Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. CC.1.4.8.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of | |
| 13-M | Counts out 1-5 items from a larger set of items with 1 to 1 correspondence (e.g., Give me 4 | discipline-specific tasks, purposes and audiences. | |

| | cars. Now give me 2 cars.) | CC.1.5.8.D |
|------|---|--|
| 13-a | Provides age when asked | Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation. |
| 13-b | Counts out up to 3 items given the verbal prompt How many? and the related set of items | CC.1.5.8.G |
| 13-с | Identifies as a listener (LDs) the number of items (e.g., Which picture has 2 cars?) | Demonstrate command of the conventions of standard English when speaking based on grade 8 level and content. CC.2.1.8.E.1 |
| 13-d | Demonstrates enumeration in counting (final emphasis on correct number) for numbers 1-3 | Distinguish between rational and irrational numbers using their properties |
| | | CC.2.2.8.B.2 |
| 14-M | Identifies as a listener 8 different comparisons involving measurement (e.g., show me more or | Understand the Connections between proportional relationships, lines, and linear equations CC.2.2.8.C.2 |
| | less, big or little, long or short, full or empty, loud or quiet) | Use concepts of functions to model relationships between quantities |
| 14-a | Correctly tacts a collection of 1-3 items as "1," "2," and "3" (e.g., How many are here?) | |
| 14-b | Identifies (LDs) a collection of items as more or less/fewer than a comparison group | |
| 14-c | Identifies (LDs) a container as full or empty | |
| 14-d | Identifies (LDs) an item as bigger or smaller than a comparison item | |
| 14-e | Identifies (LDs) an item as longer or shorter than a comparison item | |
| | | |
| 15-M | Correctly matches a written number to a quantity and a quantity to a written number for the | |
| | numbers 1-5 (e.g., matches the number 3 to a picture of 3 trucks) | |
| 15-a | Performs an action a specified number of times up to 5 (e.g., Clap 3 times) | |
| 15-b | Completes a sequence or pattern containing 2 elements (e.g., red-green; red-green) | |
| 15-с | Correctly Identifies (LDs) the ordinal terms "first" and "last" | |
| 15-d | Correctly Identifies (LDs) and tacts morning time and night time | |
| 15-е | Intraverbally responds to what number is next for numbers 1-9 | |
| 15-f | Correctly Identifies (LDs) 3 different coins, and intraverbally states what to do with money | |

9th & 10th Grade

VB-MAPP Milestones Alignment to the PA Core Standards

MAND

| | ${f L}{f F}$ | EVEL 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 | CC.1.2.9-10.F |
| | physical prompts (e.g. cracker, book) | Analyze how words and phrases shape meaning and tone in texts. CC.1.3.9-10.F |
| 1-a | Makes eye contact (gaze shift) as a mand for attention or other reinforcers 2 times | Analyze how words and phrases shape meaning and tone in texts. |
| 1-b | Moves close to a reinforcing item to indicate the presence of an MO 2 times | CC.1.4.9-10.L Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. |
| 1-c | Pulls an adult to get access to a reinforcing item 2 times | CC.1.4.9-10.Q |
| 1-d | Points or gestures towards a reinforce in order to obtain it 2 times | Write with an awareness of the stylistic aspects of writing: Use parallel structure, Use various types of phrases and clauses to convey meaning and add variety |
| | | and interest. CC.1.4.9-10.R |
| 2-M | Emits 4 different mands without prompts (except What do you want?) – the desired item can be | Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. |
| | present (e.g. music, slinky, ball) | CC.1.5.9-10.A Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing |
| 2-a | Points to 2 different reinforcers in order to obtain them 2 times | their own clearly and persuasively. |
| 2-b | Nods or says yes or no when offered a reinforce 2 times (not an early target) | CC.1.5.9-10.D |
| 2-c | Emits 2 different mands without echoic prompts- can be with verbal or object prompts | Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task. |
| 2-d | Spontaneously emits 1 mand without echoic or imitative prompts- can be with object prompts | CC.1.5.9-10.E |
| 2-е | Generalizes 2 known mands across 2 different people and 2 settings | Adapt speech to a variety of contexts and tasks. |
| | | CC.1.5.9-10.G Demonstrate command of the conventions of standard English when speaking based on grade 9-10 level and content. |
| 3-M | Generalizes 6 mands across 2 people, 2 settings, and 2 different examples of a reinforcers (e.g., | CC.1.4.9-10.X |
| | mands bubbles | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences. |
| 3-a | Emits 2 spontaneous mands (no verbal prompt); — the object can be present | ansorphile appearance turning, purposes and dudicates. |
| 3-b | Emits 5 mands without echoic or imitative prompts — can be with verbal or object prompts | |
| 3-с | Generalizes 3 mands across 2 examples of a desired item (e.g., mands slide for 2 different slides) | |
| 3-d | Emits 6 different mands without echoic or imitative prompts — can be with verbal or object prompts | |
| | | |
| 4-M | Spontaneously emits (no verbal prompts) 5 mands — the desired item can be present | |
| 4-a | Mands for attention 2 times with some identifiable type of response (e.g., a tap on the arm) | |
| 4-b | Emits 2 mands without an object present — can be with What do you want? | |
| 4-c | Emits 2 mands without verbal prompts — can be with object prompts | |
| 4-d | Mands for others to attend to the same stimulus that he is attending to 5 times per day | |
| 4-e | Emits 1 mand to remove an undesirable item or activity (e.g.no) | |
| | | |
| 5-M | Emits 10 different mands without prompts (except, What do you want?) — the desired item can | |
| | be present (e.g., apple, swing, car, juice) | |
| 5-a | Emits 3 different mands without an object present — can be with a verbal prompt (e.g., mommy) | |
| 5-b | Emits 3 different mands without verbal prompts — can be with an object prompt | |
| 5-c | Mands contain intonations that vary and are appropriate to the current MO 2 times | |
| | | |

| 5-d | Acquires a new mand in less than 20 training trials |
|-----|---|
| 5-e | Continues to emit a mand 2 times if the reinforcer is not delivered (persistence) |

| Skill VB-MAPP Milestones & Supporting Skills List PA Core Standards | |
|--|--|
| Skill VB-MAPP Milestones & Supporting Skills List 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 6-a Spontaneously emits 5 mands without an object present and without verbal prompts 6-b Emits 10 different mands without echoic or imitative prompts — object can be present 6-c Mands for 5 different missing items without prompts (except a verbal prompt) 6-d Generalizes 4 mands to 4 different people 6-e Maintains a newly acquired mand for a missing item after 24 hours of no contact with the item 7-M Mands for others to emit 5 different actions needed to enjoy a desired activity (e.g., open to get outside, push when on a swing) 7-a Mands 2 times with 2 words in a phrase or sentence (e.g., Drink juice.) 7-b Mands for other individuals to emit 2 different actions with verbal prompts (e.g., go, spin) 7-a East of Amelyze how words and phrases shape meaning and tone in texts. CC.1.4.9-10.L Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. CC.1.4.9-10.R Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. CC.1.5.9-10.A Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issu own clearly and persuasively. CC.1.5.9-10.P Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can persentation is appropriate to purpose, audience, and task. | |
| G-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 | |
| mands for paper when given a crayon 6-a Spontaneously emits 5 mands without an object present and without verbal prompts 6-b Emits 10 different mands without echoic or imitative prompts — object can be present 6-c Mands for 5 different missing items without prompts (except a verbal prompt) 6-d Generalizes 4 mands to 4 different people 6-e Maintains a newly acquired mand for a missing item after 24 hours of no contact with the item 7-M Mands for others to emit 5 different actions needed to enjoy a desired activity (e.g., open to get outside, push when on a swing) 7-a Mands 2 times with 2 words in a phrase or sentence (e.g., Drink juice.) 7-b Mands for other individuals to emit 2 different actions with verbal prompts (e.g., go, spin) 7-a Firite 2 counts described by the content of the conventions of standard English grammar and spelling. CC.1.5.9-10.A 1 | |
| 6-a Spontaneously emits 5 mands without an object present and without verbal prompts 6-b Emits 10 different mands without echoic or imitative prompts — object can be present 6-c Mands for 5 different missing items without prompts (except a verbal prompt) 6-d Generalizes 4 mands to 4 different people 6-e Maintains a newly acquired mand for a missing item after 24 hours of no contact with the item 7-M Mands for others to emit 5 different actions needed to enjoy a desired activity (e.g., open to get outside, push when on a swing) 7-a Mands 2 times with 2 words in a phrase or sentence (e.g., Drink juice.) 7-b Mands for other individuals to emit 2 different actions with verbal prompts (e.g., go, spin) 7-a Enviso 2 mands to paper with given a citativity object and without verbal prompts (e.g., go, spin) CC.1.3.9-10.F Analyze how words and phrases shape meaning and tone in texts. CC.1.4.9-10.L Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. CC.1.4.9-10.R Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. CC.1.4.9-10.R Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. CC.1.4.9-10.R Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. CC.1.4.9-10.R Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. CC.1.5.9-10.A Initiate an participate effectively in a range of collaborative discussions on grades level topics, texts, and issu own clearly and persuasively. CC.1.5.9-10.D The paper with a waveness shape meaning and tone in texts. CC.1.4.9-10.L Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. CC.1.4.9-10.R Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. CC.1.5.9-10.A Initiate an participate effectively in a range of collaborative discussions on grades level top | |
| 6-a Spontaneously emits 5 mands without an object present and without verbal prompts 6-b Emits 10 different mands without echoic or imitative prompts — object can be present 6-c Mands for 5 different missing items without prompts (except a verbal prompt) 6-d Generalizes 4 mands to 4 different people 6-e Maintains a newly acquired mand for a missing item after 24 hours of no contact with the item 7-M Mands for others to emit 5 different actions needed to enjoy a desired activity (e.g., open to get outside, push when on a swing) 7-a Mands 2 times with 2 words in a phrase or sentence (e.g., Drink juice.) 7-b Mands for other in texts. CC.1.4.9-10.L Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. CC.1.4.9-10.R Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. CC.1.5.9-10.A Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issu own clearly and persuasively. CC.1.5.9-10.D Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can presentation is appropriate to purpose, audience, and task. | |
| 6-c Mands for 5 different missing items without prompts (except a verbal prompt) 6-d Generalizes 4 mands to 4 different people 6-e Maintains a newly acquired mand for a missing item after 24 hours of no contact with the item 7-M Mands for others to emit 5 different actions needed to enjoy a desired activity (e.g., open to get outside, push when on a swing) 7-a Mands 2 times with 2 words in a phrase or sentence (e.g., Drink juice.) 7-b Mands for other individuals to emit 2 different actions with verbal prompts (e.g., go, spin) 7-a Finite 2 means to different missing items without prompts (except a verbal prompts (e.g., go, spin) Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. CC.1.4.9-10.Q Write with an awareness of the stylistic aspects of writing: Use parallel structure, Use various types of phrases and interest. CC.1.4.9-10.R Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. CC.1.4.9-10.R Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. CC.1.4.9-10.R Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. CC.1.4.9-10.R Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. CC.1.4.9-10.R Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. CC.1.4.9-10.R Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. CC.1.4.9-10.R Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. CC.1.4.9-10.R Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. CC.1.5.9-10.A Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issued over clearly and persuasively. CC.1.5.9-10.D The provided the convention of the conve | |
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| 6-e Maintains a newly acquired mand for a missing item after 24 hours of no contact with the item 7-M Mands for others to emit 5 different actions needed to enjoy a desired activity (e.g., open to get outside, push when on a swing) 7-a Mands 2 times with 2 words in a phrase or sentence (e.g., Drink juice.) 7-b Mands for other individuals to emit 2 different actions with verbal prompts (e.g., go, spin) 7-c The sent information, findings, and supporting evidence clearly, concisely, and logically such that listeners can presentation is appropriate to purpose, audience, and task. | |
| 7-M Mands for others to emit 5 different actions needed to enjoy a desired activity (e.g., open to get outside, push when on a swing) 7-a Mands 2 times with 2 words in a phrase or sentence (e.g., Drink juice.) 7-b Mands for other individuals to emit 2 different actions with verbal prompts (e.g., go, spin) 7-a Finite 2 words to emit 2 different actions with verbal prompts (e.g., go, spin) 7-b Finite 2 words to emit 2 different actions with verbal prompts (e.g., go, spin) 7-c Finite 2 words to emit 2 different actions with verbal prompts (e.g., go, spin) | and clauses to convey meaning and add variety |
| 7-M Mands for others to emit 5 different actions needed to enjoy a desired activity (e.g., open to get outside, push when on a swing) 7-a Mands 2 times with 2 words in a phrase or sentence (e.g., Drink juice.) 7-b Mands for other individuals to emit 2 different actions with verbal prompts (e.g., go, spin) 7-c Finite 2 words to emit 2 different actions with verbal prompts (e.g., go, spin) Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. CC.1.5.9-10.A Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issued over clearly and persuasively. CC.1.5.9-10.D Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can presentation is appropriate to purpose, audience, and task. | |
| 7-M Mands for others to emit 5 different actions needed to enjoy a desired activity (e.g., open to get outside, push when on a swing) 7-a Mands 2 times with 2 words in a phrase or sentence (e.g., Drink juice.) 7-b Mands for other individuals to emit 2 different actions with verbal prompts (e.g., go, spin) 7-c Finite 2 words to emit 5 different actions needed to enjoy a desired activity (e.g., open to get limitate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issured over clearly and persuasively. CC.1.5.9-10.D Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can presentation is appropriate to purpose, audience, and task. | |
| outside, push when on a swing) 7-a Mands 2 times with 2 words in a phrase or sentence (e.g., Drink juice.) Nameds for other individuals to emit 2 different actions with verbal prompts (e.g., go, spin) The project of the push when on a swing of collaborative discussions on grades level topics, texts, and issued own clearly and persuasively. CC.1.5.9-10.D Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can presentation is appropriate to purpose, audience, and task. | |
| 7-a Mands 2 times with 2 words in a phrase or sentence (e.g., Drink juice.) 7-b Mands for other individuals to emit 2 different actions with verbal prompts (e.g., go, spin) 7-c Emits 2 words to remove and simple items on activities. 7-c Emits 2 words to remove and simple items on activities. 7-c The individuals to emit 2 different actions with verbal prompts (e.g., go, spin) 7-c The individuals to emit 2 different actions with verbal prompts (e.g., go, spin) 7-c The individuals to emit 2 different actions with verbal prompts (e.g., go, spin) 7-c The individuals to emit 2 different actions with verbal prompts (e.g., go, spin) | es, building on others' ideas and expressing their |
| 7-b Mands for other individuals to emit 2 different actions with verbal prompts (e.g., go, spin) Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can presentation is appropriate to purpose, audience, and task. | |
| presentation is appropriate to purpose, audience, and task. | follow the line of reasoning; ensure that the |
| 7-c Emits 2 mands to remove undesirable items or activities CC.1.5.9-10.E | |
| 7-d Demonstrates response generalization for two different mands (e.g., calls a filled cup both cup and Adapt speech to a variety of contexts and tasks. | |
| drink: calls a dog both dog and Maggie) | |
| 7-e Mands contain varied intonation appropriate to both positive and negative MOs 5 times Demonstrate command of the conventions of standard English when speaking based on grade 9-10 level and c CC.1.4.9-10.X | ontent. |
| 7-f Mands for help or assistance 2 times Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames | (a single sitting or a day or two) for a range of |
| 7-g Demonstrates a high frequency of manding (15 in a 5 minute period) discipline-specific tasks, purposes and audiences. CC.2.1.HS.F.1 | |
| Apply and extend the properties of exponents to solve problems with rational exponents. | |
| 8-M Emits 5 different mands that contain 2 or more words (not including I want) (e.g., Go fast, My CC.2.1.HS.F.2 | |
| turn. Pour juice.) (TO: 60 min.) Apply properties of rational and irrational numbers to solve real world or mathematical problems. | |
| 8-a Mands 5 times with 2 words in a phrase or sentence | |
| 8-b Mands for information 2 times using what questions (e.g., What's that?) | |
| 8-c Mands with a pronoun 2 times (e.g., My train. That's yours.) | |
| 8-d Mands occur with 3 different carrier phrases (e.g., I want It's my Can I That's my) | |
| 8-e Mands with yes and no 4 times (e.g., Do you want a ride? Yes.) | |
| 8-f Mands for information 2 times using where questions (e.g., Where's Elmo?) | |
| | |
| 9-M Spontaneously emits 15 different mands (e.g., Let's play. Open. I want book.) | |
| 9-a Spontaneously emits 50 mands per day (can be with objects present, but without verbal prompts) | |
| 9-b Acquires 2 mands from tact or echoic only training (e.g., sees and tacts a live giraffe, and later mands | |
| to go back to see the giraffe) | |
| 9-c Mands for information 25 times using any type of question word | |
| 9-d Mands with an adjective 5 times (e.g., big chip, red car) | |
| 9-e Emits 5 mands in 30 seconds (e.g., during a game or fun activity such as water play) | |

| 9-f | Mands contain 3-word phrases 10 times (e.g., That's my horse.) |
|------|---|
| | |
| 10-M | Emits 10 new mands without specific mand training (e.g., spontaneously says Where kitty go? |
| | without formal mand training) |
| 10-a | Emits 2 new mands without training (e.g., says I want hot cocoa without training) |
| 10-b | Demonstrates response generalization for 2 different mands (e.g., Get me. Chase me. Run.) |
| 10-c | Mands with an adjective 5 times — can use verbal and nonverbal prompts |
| 10-d | Mands for information 3 times using who questions |
| 10-е | Spontaneously mands for others to emit 20 different actions (e.g., Run. Go. Push me.) |
| 10-f | Spontaneously mands to novel and unfamiliar people 2 times |

| | | MAND |
|--|---|--|
| LEVEL 3 | | |
| Skill | VB-MAPP Milestones & Supporting Skills List | PA Core Standards |
| 11-M | Spontaneously mands for different verbal information using a WH question or question word 5 times (e.g., What's your name? Where do I go?) | CC.1.2.9-10.F Analyze how words and phrases shape meaning and tone in texts. CC.1.3.9-10.F |
| 11-a 11-b 11-c | Mands to peers 5 times Spontaneously mands for attention 5 times (e.g., Teacher! Hey! Excuse me.) The child emits 100 or more different mands in a one week period | Analyze how words and phrases shape meaning and tone in texts. CC.1.4.9-10.L Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. CC.1.4.9-10.Q |
| 11-d 11-e | Mands contain 3-word phrases 10 times (e.g, Can I see?) Mands for a specific quantity of reinforcers 2 times (e.g., two gummy bears) | Write with an awareness of the stylistic aspects of writing: Use parallel structure, Use various types of phrases and clauses to convey meaning and add variety and interest. CC.1.4.9-10.R Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. |
| 12-M 12-a 12-b 12-c 12-d 12-e | Politely mands to stop an undesirable activity, or remove any aversive MO under 5 different circumstances (e.g., Please stop pushing me. No thank you. Excuse me, can you move?) Mands to remove an aversive item or activity 2 times (e.g., Let go. Give it back.) Mands for others to perform a two-step action 2 times (e.g., Come here and watch me.) Says please and thank you with indirect adult verbal prompts (e.g., What do you say?) Demonstrates MO generalization by asking for 2 different reinforcers with the same words (e.g., when wanting attention saying let's draw, and when wanting to get out of work saying let's draw) Mands for others to participate in an activity 2 times (e.g., Come play. Help dig.) | CC.1.5.9-10.A Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. CC.1.5.9-10.D Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task. CC.1.5.9-10.E Adapt speech to a variety of contexts and tasks. CC.1.5.9-10.G Demonstrate command of the conventions of standard English when speaking based on grade 9-10 level and content. CC.1.4.9-10.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.HS.F.1 Apply and extend the properties of exponents to solve problems with rational exponents. CC.2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems. CC.2.1.HS.F.7 Apply concepts of complex numbers in polynomial identities and quadratic equations to solve problems. |
| 13-M 13-a 13-b | Mands with 10 different adjectives, prepositions, or adverbs (e.g., My crayon is broken. Don't take it out. Go fast.) Spontaneously mands to use the bathroom 2 times Mands for others to attend to his own nonverbal behavior 2 times (e.g., watch me) | |

| 13-с | Mands for others to attend to some aspect of the environment 2 times (e.g., Look, it's a truck.) |
|------|--|
| 13-d | Mands with 2 different adjectives (e.g., I want the red gummy bear.) |
| 13-е | Mands with 2 different prepositions (e.g., Put it in the house.) |
| 13-f | Mands with 2 different adverbs (e.g., Slow down.) |
| | |
| 14-M | Gives directions, instructions, or explanations as to how to do something or how to participate |
| | in an activity 5 times (e.g., You put the glue on first, then stick it. You sit here while I get a |
| | book.) |
| 14-a | Mands for sympathy or other emotional support 2 times (e.g., He's mean.) |
| 14-b | Mands for others to deliver a specific object to another person 2 times (e.g., Give it to Sarah.) |
| 14-c | Mands for instructions for completing a task 2 times (e.g., Where does it go? How do I do it?) |
| 14-d | Spontaneously mands with 3 different major parts of speech (e.g., noun-verb-adjective) in one |
| | sentence 2 times (e.g., Push the big bike fast.) |
| | |
| 15-M | Mands for others to attend to his own intraverbal behavior 5 times (e.g., Listen to me I'll tell |
| | you Here's what happened I'm telling the story) |
| 15-a | Mands contain 5 word phrases or sentences 10 times |
| 15-b | Mands for information about future events 2 times (e.g., When are we going to the party?) |
| 15-c | Mands for attention to a private event 2 times (e.g., My stomach hurts.) |
| 15-d | Mands for information 5 times using why questions |
| 15-е | Mands for information 5 times using how questions |

| | TACT | |
|----------------|--|--|
| | ${f L}$ | EVEL 1 |
| Skill | VB-MAPP Milestones & Supporting Skills List | PA Core Standards |
| 1-M | Tacts 2 items with echoic and imitative prompts (e.g., people, pets, characters, or favorite objects) | CC.1.2.9-10.F Analyze how words and phrases shape meaning and tone in texts. CC.1.5.9-10.E |
| 1-a | Tacts 1 familiar person, pet, or object with verbal prompts and motivation present (e.g. mama) | Adapt speech to a variety of contexts and tasks. |
| 2-M | Tacts any 4 items without echoic or imitative prompts (e.g., people, pets, characters, or other objects) | CC.1.2.9-10.F Analyze how words and phrases shape meaning and tone in texts. CC.1.5.9-10.E Adapt speech to a variety of contexts and tasks. |
| 3-M 3-a | Tacts 6 non-reinforcing items (e.g., shoe, hat, spoon, car, cup, bed) Generalizes known responses across 2 different people and 2 settings (e.g., tacts kitty for both mom and dad: tacts dada while in bed and in the kitchen) | CC.1.2.9-10.F Analyze how words and phrases shape meaning and tone in texts. CC.1.5.9-10.E Adapt speech to a variety of contexts and tasks. |
| 3-b | Generalizes tacts across 2 examples of an item for 2 items (e.g., tacts 2 different phones) | Adapt speech to a variety of contexts and tasks. |
| 4-M | Spontaneously tacts (no verbal prompts) 2 different items | CC.1.2.9-10.F |
| 4-a | Looks at family photos and, with verbal prompts, tacts 2 family members | Analyze how words and phrases shape meaning and tone in texts. CC.1.5.9-10.E |
| 4-b | Tacts 2 pictures from a book or picture card (2D) (e.g., duck, ball) | Adapt speech to a variety of contexts and tasks. |
| 5-M | Tacts 10 items (e.g., common objects, people, body parts, or pictures) | CC.1.2.9-10.F |

| 5-a | Tacts 5 pictures (2D) | Analyze how words and phrases shape meaning and tone in texts. |
|-----|---|---|
| 5-b | Maintains a newly acquired tact after 24 hours without training | CC.1.5.9-10.E Adapt speech to a variety of contexts and tasks. |
| 5-c | Generalizes tacts across 3 examples of an item for 5 items (e.g., tacts 3 different spoons) | The process of a function and annual |

| | TACT | | |
|---------------------------------|--|---|--|
| | LEVEL 2 | | |
| Skill | VB-MAPP Milestones & Supporting Skills List | PA Core Standards | |
| 6-M 6-a 6-b 6-c 6-d | Tacts 25 items when asked, What's that? (e.g., book, shoe, car, dog, hat) Tacts 4 different people, pets, or characters by their specific name (can include mama and dada) Tacts 2 actions when asked, for example, What am I doing? (e.g., jumping, clapping) Acquires a new tact in less than 20 training trials Tacts 5 items in a 15 second period (fluency) | CC.1.2.9-10.A Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. CC.1.2.9-10.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject. CC.1.2.9-10.C Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. CC.1.2.9-10.F Analyze how words and phrases shape meaning and tone in texts. CC.1.2.9-10.G Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account. CC.1.2.9-10.H Delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence. CC.1.2.9-10.I Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts. | |
| | | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. CC.1.2.9-10.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.1.2.9-10.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. CC.1.3.9-10.A Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. CC.1.3.9-10.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject. CC.1.3.9-10.C Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme. CC.1.3.9-10.D Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text. CC.1.3.9-10.F Analyze how words and phrases shape meaning and tone in texts. CC.1.3.9-10.G Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment. CC.1.3.9-10.I Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work. CC.1.3.9-10.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 9-10 reading and content, choosing flexibly from a range of strategies and tools. | |

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CC.1.3.9-10.K

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

CC.1.4.9-10.A

Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.

CC.1.4.9-10.B

Write with a sharp distinct focus identifying topic, task, and audience.

CC.1.4.9-10.C

Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.

CC.1.4.9-10.D

Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section.

CC.1.4.9-10.F

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

СС.1.4.9-10.Н

Write with a sharp distinct focus identifying topic, task, and audience. Introduce the precise claim.

CC.1.4.9-10.I

Distinguish the claim(s) from alternate or opposing claims; develop claim(s) fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

CC.1.4.9-10.J

Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented

CC.1.4.9-10.K

Write with an awareness of the stylistic aspects of composition: Use precise language and domain-specific vocabulary to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.

CC.1.4.9-10.L Demonstrate a s

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

CC.1.4.9-10.M

Write narratives to develop real or imagined experiences or events.

CC.1.4.9-10.N

Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple points of view, and introducing a narrator and/or characters.

CC 1.4.9-10.0

Use narrative techniques such as dialogue, description, reflection, multiple plot lines, and pacing, to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.

CC.1.4.9-10.P

Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

CC.1.4.9-10.R

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

CC.1.4.9-10.S

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

CC.1.4.9-10.U

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

CC.1.4.9-10.V

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation and to display information flexibly and dynamically.

CC.1.4.9-10.W

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

CC.1.5.9-10.B

Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

CC.1.5.9-10.C

Integrate multiple sources of information presented in diverse media or formats (e.g. visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

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| | | CC.1.5.9-10.E |
| | | Adapt speech to a variety of contexts and tasks. CC.1.5.9-10.F |
| | | Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence. CC.1.5.9-10.G |
| | | Demonstrate command of the conventions of standard English when speaking based on grade 9-10 level and content. CC.2.1.HS.F.2 |
| | | Apply properties of rational and irrational numbers to solve real world or mathematical problems. |
| | | CC.2.1.HS.F.3 Apply quantitative reasoning to choose and Interpret units and scales in formulas, graphs and data displays. |
| | | CC.2.1.HS.F.4 |
| | | Use units as a way to understand problems and to guide the solution of multi-step problems. CC.2.1.HS.F.6 |
| | | Extend the knowledge of arithmetic operations and apply to complex numbers. |
| | | CC.2.1.HS.F.7 Apply concepts of complex numbers in polynomial identities and quadratic equations to solve problems. |
| 7-M | Generalizes tacts across 3 examples of 50 items, or from a list of known generalizations | CC.1.2.9-10.A |
| 7-a | Tacts 3 body parts (e.g., nose, eyes, mouth) | Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific |
| 7-b | Tacts 2 auditory stimuli (e.g., phone ringing, siren, dog barking) | details; provide an objective summary of the text. CC.1.2.9-10.B |
| 7-c | Spontaneously emits a tact containing two words for 5 different tacts (e.g., baby's crying) | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit |
| 7-d | Tacts 2 different actions when asked What he doing? (e.g., drinking, swimming) | assumptions and beliefs about a subject. |
| 7-e | Tacts 40 items when asked What's that? (e.g., tree, bowl, sock, crayon, apple) | CC.1.2.9-10.F Analyze how words and phrases shape meaning and tone in texts. |
| , с | Tuets 40 items when asked what s that: (e.g., aree, bowl, sock, erayon, apple) | CC.1.2.9-10.I |
| | | Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts. CC.1.2.9-10.J |
| | | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or |
| | | expression. |
| | | CC.1.2.9-10.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.1.3.9-10.B |
| | | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject. CC.1,3,9-10.C |
| | | Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme. CC.1.3.9-10.D |
| | | Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text. CC.1.3.9-10.F |
| | | Analyze how words and phrases shape meaning and tone in texts. CC.1.3.9-10.G |
| | | Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment. CC.1.3.9-10.H |
| | | Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work. CC.1.3.9-10.I |
| | | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 9-10 reading and content, choosing flexibly from a range of strategies and tools. CC.1.3.9-10.J |
| | | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. CC.1.3.9-10.K |
| | | Read and comprehend literary fiction on grade level, reading independently and proficiently. CC.1.4.9-10.A |
| | | Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. CC.1.4.9-10.B |
| | | Write with a sharp distinct focus identifying topic, task, and audience. CC.1.4.9-10.C |
| | | Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension. CC.1.4.9-10.D |
| | <u>l</u> | COLITIO TOLD |

Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section.

CC.1.4.9-10.1

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

СС.1.4.9-10.Н

Write with a sharp distinct focus identifying topic, task, and audience. Introduce the precise claim.

CC 1 4 9-10 I

Distinguish the claim(s) from alternate or opposing claims; develop claim(s) fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

CC.1.4.9-10.J

Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.

CC.1.4.9-10.K

Write with an awareness of the stylistic aspects of composition: Use precise language and domain-specific vocabulary to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.

CC.1.4.9-10.L

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

CC.1.4.9-10.M

Write narratives to develop real or imagined experiences or events.

CC.1.4.9-10.N

Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple points of view, and introducing a narrator and/or characters.

CC.1.4.9-10.O

Use narrative techniques such as dialogue, description, reflection, multiple plot lines, and pacing, to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.

CC.1.4.9-10.I

Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

CC.1.4.9-10.R

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

CC.1.4.9-10.S

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

CC.1.4.9-10.U

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

CC.1.4.9-10.V

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation and to display information flexibly and dynamically.

CC.1.4.9-10.W

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation

CC.1.5.9-10.B Evaluate a speak

Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

CC.1.5.9-10.C

Integrate multiple sources of information presented in diverse media or formats (e.g. visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

CC.1.5.9-10.D

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task.

CC.1.5.9-10.E

Adapt speech to a variety of contexts and tasks.

CC.1.5.9-10.F

Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.

CC.1.5.9-10.G

Demonstrate command of the conventions of standard English when speaking based on grade 9-10 level and content.

Apply quantitative reasoning to choose and Interpret units and scales in formulas, graphs and data displays.

CC.2.1.HS.F.4

| | | Use units as a way to understand problems and to guide the solution of multi-step problems. CC.2.1.HS.F.6 |
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| | | Extend the knowledge of arithmetic operations and apply to complex numbers. |
| | | CC.2.1.HS.F.7 |
| | | Apply concepts of complex numbers in polynomial identities and quadratic equations to solve problems. |
| 8-M | Tacts 10 actions when asked, for example, What am I doing? (e.g., jumping, sleeping, eating) | CC.1.2.9-10.A Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific |
| 8-a | Tacts 2 tactile stimuli (e.g., says ball when feeling a ball in a bag) | details; provide an objective summary of the text. |
| 8-b | Tacts 5 noun-verb or verb-noun combinations (e.g., dog eating, rolling ball) | CC.1.2.9-10.B |
| 8-c | Tacts two or more items from 10 different pages in a book when asked, What do you see here? | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit |
| 8-d | Glances at a listener while tacting on 5 occasions | assumptions and beliefs about a subject. CC.1.2.9-10.C |
| | | Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. |
| | | CC.1.2.9-10.D Determine an author's particular point of view and analyze how rhetoric advances the point of view. CC.1.2.9-10.E |
| | | Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text. CC.1.2.9-10.F |
| | | Analyze how words and phrases shape meaning and tone in texts. CC.1.2.9-10.G |
| | | Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account. |
| | | CC.1.2.9-10.H Delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence. CC.1.2.9-10.I |
| | | Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts. CC.1.2.9-10.J |
| | | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. CC.1.2.9-10.K |
| | | CC.1.2.9-10.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.1.2.9-10.L |
| | | Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. CC.1.3.9-10.A |
| | | Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. CC.1.3.9-10.B |
| | | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject. |
| | | CC.1.3.9-10.C Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme. CC.1.3.9-10.D |
| | | Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text. CC.1.3.9-10.F |
| | | Analyze how words and phrases shape meaning and tone in texts. |
| | | CC.1.3.9-10.G Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment. CC.1.3.9-10.H |
| | | Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work. CC.1.3.9-10.I |
| | | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 9-10 reading and content, choosing flexibly from a range of strategies and tools. CC.1.3.9-10.J |
| | | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| | | CC.1.3.9-10.K Read and comprehend literary fiction on grade level, reading independently and proficiently. CC.1.4.0.10.A |
| | | CC.1.4.9-10.A Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. |

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| | | CC.1.4.9-10.B Write with a sharp distinct focus identifying topic, task, and audience. |
| | | CC.1.4.9-10.C |
| | | Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension. CC.1.4.9-10.D |
| | | Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of |
| | | the text; include formatting when useful to aiding comprehension; provide a concluding statement or section. CC.1.4.9-10.F |
| | | Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. |
| | | CC.1.4.9-10.H Write with a sharp distinct focus identifying topic, task, and audience. Introduce the precise claim. |
| | | CC.1.4.9-10.I Distinguish the claim(s) from alternate or opposing claims; develop claim(s) fairly, supplying evidence for each while pointing out the strengths and limitations |
| | | of both in a manner that anticipates the audience's knowledge level and concerns. |
| | | CC.1.4.9-10.J Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; Use words, phrases, and clauses to link the major |
| | | sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and |
| | | counterclaims; provide a concluding statement or section that follows from and supports the argument presented. CC.1.4.9-10.K |
| | | Write with an awareness of the stylistic aspects of composition: Use precise language and domain-specific vocabulary to manage the complexity of the topic. |
| | | Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. CC.1.4.9-10.L |
| | | Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. CC.1.4.9-10.M |
| | | Write narratives to develop real or imagined experiences or events. |
| | | CC.1.4.9-10.N Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple points of view, and introducing a narrator and/or |
| | | characters. |
| | | CC.1.4.9-10.O Use narrative techniques such as dialogue, description, reflection, multiple plot lines, and pacing, to develop experiences, events, and/or characters; use precise |
| | | words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters. |
| | | CC.1.4.9-10.P Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent |
| | | whole; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. CC.1.4.9-10.R |
| | | Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. |
| | | CC.1.4.9-10.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.1.5.9-10.A Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their |
| | | own clearly and persuasively. |
| | | CC.1.5.9-10.D Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the |
| | | presentation is appropriate to purpose, audience, and task. CC.1.5.9-10.E |
| | | Adapt speech to a variety of contexts and tasks. |
| | | CC.1.5.9-10.G Demonstrate command of the conventions of standard English when speaking based on grade 9-10 level and content. |
| 9-M | Tacts 50 two-component verb-noun, or noun-verb combinations, tested or from a list of known | CC.1.2.9-10.A |
| | two-component tacts (e.g., washing face, Joe swinging, baby sleeping) | Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. |
| 9-a | Tacts 25 two-component noun-noun relations (e.g., paper and pencil; car and truck) | CC.1.2.9-10.B |
| 9-b | Acquires a new tact in less than 15 training trials | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject. |
| 9-c | Spontaneously tacts items in a book, on TV, or in a video 5 times (e.g., Cinderella) | CC.1.2.9-10.F |
| 9-d 9-e | Learns 2 new tacts without direct training (e.g., untrained echoic to tact transfer) Shows response generalization for 5 items (i.e., tacts the same stimulus with two different words | Analyze how words and phrases shape meaning and tone in texts. CC.1.2.9-10.G |
| <i>)</i> -0 | teacher and Katie; cat and Garfield; dog and Maggie) | Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account. |
| | ,,,, | CC.1.2.9-10.I |
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| | | |

Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.

CC.1.2.9-10.J

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CC.1.2.9-10.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.1.2.9-10.L

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

CC.1.3.9-10.A

Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

CC.1.3.9-10.C

Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

CC.1.3.9-10.F

Analyze how words and phrases shape meaning and tone in texts.

СС.1.3.9-10.Н

Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work.

CC.1.3.9-10.I

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 9-10 reading and content, choosing flexibly from a range of strategies and tools.

CC.1.3.9-10.J

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CC.1.3.9-10.K

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

CC.1.4.9-10.A

Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.

CC.1.4.9-10.B

Write with a sharp distinct focus identifying topic, task, and audience.

CC.1.4.9-10.C

Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.

CC.1.4.9-10.D

Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section.

CC.1.4.9-10.E

Write with an awareness of the stylistic aspects of composition: Use precise language and domain-specific vocabulary to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.

CC.1.4.9-10.F

Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. CC.1.4.9-10.H

Write with a sharp distinct focus identifying topic, task, and audience. Introduce the precise claim. CC.1.4.9-10.I

Distinguish the claim(s) from alternate or opposing claims; develop claim(s) fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.

Write with an awareness of the stylistic aspects of composition: Use precise language and domain-specific vocabulary to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.

CC.1.4.9-10.L

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

CC.1.4.9-10.M

Write narratives to develop real or imagined experiences or events.

CC.1.4.9-10.O

Use narrative techniques such as dialogue, description, reflection, multiple plot lines, and pacing, to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.

CC.1.4.9-10.P

| | | Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent |
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| | | whole; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. |
| | | CC.1.4.9-10.R Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. |
| | | CC.1.4.9-10.S |
| | | Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary |
| | | non-fiction. |
| | | CC.1.4.9-10.U |
| | | Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link |
| | | to other information and to display information flexibly and dynamically. |
| | | CC.1.5.9-10.A Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their |
| | | own clearly and persuasively. |
| | | CC.1.5.9-10.C |
| | | Integrate multiple sources of information presented in diverse media or formats (e.g. visually, quantitatively, orally) evaluating the credibility and accuracy of |
| | | each source. |
| | | CC.1.5.9-10.E |
| | | Adapt speech to a variety of contexts and tasks. |
| | | CC.1.5.9-10.G |
| | | Demonstrate command of the conventions of standard English when speaking based on grade 9-10 level and content. CC.2.1.HS.F.3 |
| | | Apply quantitative reasoning to choose and Interpret units and scales in formulas, graphs and data displays. |
| | | CC.2.1.HS.F.4 |
| | | Use units as a way to understand problems and to guide the solution of multi-step problems. |
| | | CC.2.1.HS.F.6 |
| | | Extend the knowledge of arithmetic operations and apply to complex numbers. |
| | | CC.2.1.HS.F.7 |
| 10 3 7 | | Apply concepts of complex numbers in polynomial identities and quadratic equations to solve problems. CC.1.2.9-10.A |
| 10-M | Tacts 200 nouns and/or verbs (or other parts of speech), tested or from an accumulated list of | Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific |
| | known tacts | details; provide an objective summary of the text. |
| 10-a | Tacts 10 actions (e.g., climbing, playing, coloring, swimming, washing) | CC.1.2.9-10.B |
| 10-b | Tacts 2 gustatory stimuli (e.g., tacts orange by tasting it) | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit |
| 10-с | Tacts 20 items in a 1 minute fluency test | assumptions and beliefs about a subject. |
| 10-d | Tacts 2 different colors (e.g., red, blue) | CC.1.2.9-10.C Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the |
| | | points are made, how they are introduced and developed, and the connections that are drawn between them. |
| 10-е | Tacts 2 different shapes (e.g., circle, star) | CC.1.2.9-10.D |
| | | Determine an author's particular point of view and analyze how rhetoric advances the point of view |
| | | CC.1.2.9-10.E |
| | | Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text. |
| | | CC.1.2.9-10.F Analyze how words and phrases shape meaning and tone in texts. |
| | | CC.1.2.9-10.H |
| | | Delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence. |
| | | CC.1.2.9-10.I |
| | | Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts. |
| | | CC.1.2.9-10.J |
| | | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and |
| | | career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or |
| | | expression. CC.1.2.9-10.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.1.2.9-10.L |
| | | Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. |
| | | CC.1.3.9-10.A |
| | | Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined |
| | | by specific details; provide an objective summary of the text. CC.1.3.9-10.B |
| 1 | | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit |
| | | |
| | | assumptions and beliefs about a subject. |

CC.1.3.9-10.C

Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme. CC.1.3.9-10.D

Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text.

CC.1.3.9-10.F

Analyze how words and phrases shape meaning and tone in texts.

CC.1.3.9-10.G

Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment. CC.1.3.9-10.H

Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work.

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 9-10 reading and content, choosing flexibly from a range of strategies and tools.

CC.1.3.9-10.J

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CC.1.3.9-10.K

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

CC.1.4.9-10.A

Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.

CC.1.4.9-10.B

Write with a sharp distinct focus identifying topic, task, and audience.

CC.1.4.9-10.C

Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.

CC.1.4.9-10.D

Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section.

CC.1.4.9-10.E

Write with an awareness of the stylistic aspects of composition: Use precise language and domain-specific vocabulary to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.

CC.1.4.9-10.F

Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. СС.1.4.9-10.Н

Write with a sharp distinct focus identifying topic, task, and audience. Introduce the precise claim.

Distinguish the claim(s) from alternate or opposing claims; develop claim(s) fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

CC.1.4.9-10.J

Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.

CC.1.4.9-10.K

Write with an awareness of the stylistic aspects of composition: Use precise language and domain-specific vocabulary to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.

CC.1.4.9-10.L

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

CC.1.4.9-10.M

Write narratives to develop real or imagined experiences or events.

Use narrative techniques such as dialogue, description, reflection, multiple plot lines, and pacing, to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.

CC.1.4.9-10.P

Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

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 literary non-fiction.

CC.1.4.9-10.U

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link

| | to other information and to display information flexibly and dynamically. |
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| | CC.1.4.9-10.W |
| | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in |
| | answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard |
| | format for citation. |
| | CC.1.5.9-10.A |
| | Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their |
| | own clearly and persuasively. |
| | CC.1.5.9-10.C |
| | Integrate multiple sources of information presented in diverse media or formats (e.g. visually, quantitatively, orally) evaluating the credibility and accuracy of |
| | each source. |
| | CC.1.5.9-10.D |
| | Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the |
| | presentation is appropriate to purpose, audience, and task. |
| | CC.1.5.9-10.E |
| | Adapt speech to a variety of contexts and tasks. |
| | CC.1.5.9-10.F |
| | Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence. |
| | CC.1.5.9-10.G |
| | Demonstrate command of the conventions of standard English when speaking based on grade 9-10 level and content. |
| | CC.2.1.HS.F.2 |
| | Apply properties of rational and irrational numbers to solve real world or mathematical problems. |
| | CC.2.1.HS.F.3 |
| | Apply quantitative reasoning to choose and Interpret units and scales in formulas, graphs and data displays. |
| | CC.2.1.HS.F.4 |
| | Use units as a way to understand problems and to guide the solution of multi-step problems. |
| | CC.2.1.HS.F.6 |
| | Extend the knowledge of arithmetic operations and apply to complex numbers. |
| | CC.2.1.HS.F.7 |
| | Apply concepts of complex numbers in polynomial identities and quadratic equations to solve problems. |
| <u> </u> | |

| | TACT | | |
|-------|---|---|--|
| | ${f L}{f J}$ | EVEL 3 | |
| Skill | VB-MAPP Milestones & Supporting Skills List | PA Core Standards | |
| 11-M | Tacts the color, shape, and function of 5 objects (15 trials) when each object and question is presented in a mixed order (e.g., What color is the refrigerator? What shape is the valentine? What do you do with the ball?) (This is part tact and part intraverbal) | CC.1.2.9-10.A Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. CC.1.2.9-10.B | |
| 11-a | Tacts 2 olfactory stimuli (e.g., cookies, popcorn, flowers) | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject. | |
| 11-b | Acquires 5 new tacts in a week without direct training | CC.1.2.9-10.C | |
| 11-c | Tacts 2 people (not family members) by their first names | Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the | |
| 11-d | Tacts 5 categories or classes (e.g., animals, drinks, toys) | points are made, how they are introduced and developed, and the connections that are drawn between them. CC.1.2.9-10.G | |
| 11-e | Tacts 5 locations (e.g., kitchen, bedroom, playground, grandma's house) | Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are | |
| 11-f | Tacts 25 items and/or activities with yes and no (e.g., Are these your shoes? Is her name Becky?) (part intraverbal because of adding a verbal SD to the task) | emphasized in each account. CC.1.2.9-10.H Delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence. | |
| 11-g | Tacts the function of 25 items (e.g., Show the child a crayon and ask What do you do with this?) (part | CC.1.2.9-10.I | |
| | intraverbal) | Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts. | |
| 11-h | Tacts 2 specific features or parts of 25 items or people (e.g., wheels and doors on a car) | CC.1.2.9-10.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and | |
| 11-i | Generalization occurs to new examples of an item or action on the first trial, for 5 items | career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or | |

expression.

CC.1.2.9-10.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.1.2.9-10.L

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

Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

CC.1.3.9-10.B

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.

CC.1.3.9-10.C

Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text.

CC.1.3.9-10.E

Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create an effect.

CC.1.3.9-10.G

Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.

CC.1.3.9-10.H

Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work.

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 9-10 reading and content, choosing flexibly from a range of strategies and tools.

CC.1.3.9-10.J

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CC.1.3.9-10.K

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

CC.1.4.9-10.A

Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.

CC.1.4.9-10.B

Write with a sharp distinct focus identifying topic, task, and audience.

CC.1.4.9-10.C

Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.

CC.1.4.9-10.D

Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section.

CC.1.4.9-10.E

Write with an awareness of the stylistic aspects of composition: Use precise language and domain-specific vocabulary to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.

CC.1.4.9-10.F

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

CC.1.4.9-10.G

Write arguments to support claims in an analysis of substantive topics.

Write with a sharp distinct focus identifying topic, task, and audience. Introduce the precise claim.

CC.1.4.9-10.I

Distinguish the claim(s) from alternate or opposing claims; develop claim(s) fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

CC.1.4.9-10.J

Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.

CC.1.4.9-10.K

Write with an awareness of the stylistic aspects of composition: Use precise language and domain-specific vocabulary to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.

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

Write narratives to develop real or imagined experiences or events. CC.1.4.9-10.N Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple points of view, and introducing a narrator and/or CC.1.4.9-10.O Use narrative techniques such as dialogue, description, reflection, multiple plot lines, and pacing, to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters. CC.1.4.9-10.P Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. 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 literary non-fiction. CC.1.4.9-10.U Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation and to display information CC.1.4.9-10.W Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. CC.1.5.9-10.A Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. CC.1.5.9-10.B Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. CC.1.5.9-10.C Integrate multiple sources of information presented in diverse media or formats (e.g. visually, quantitatively, orally) evaluating the credibility and accuracy of CC.1.5.9-10.D Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task. CC.1.5.9-10.E Adapt speech to a variety of contexts and tasks. CC.1.5.9-10.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence. CC.1.5.9-10.G Demonstrate command of the conventions of standard English when speaking based on grade 9-10 level and content. CC.2.1.HS.F.1 Apply and extend the properties of exponents to solve problems with rational exponents. CC.2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems. Apply quantitative reasoning to choose and Interpret units and scales in formulas, graphs and data displays. CC.2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multi-step problems. CC.2.1.HS.F.6 Extend the knowledge of arithmetic operations and apply to complex numbers. CC.2.1.HS.F.7 Apply concepts of complex numbers in polynomial identities and quadratic equations to solve problems. CC.1.2.9-10.A Tacts 4 different prepositions (e.g., in, out, on, under) and 4 pronouns (e.g., I, you, me, mine) Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific Tacts the class of 25 items (e.g., an adult points to a dog and says A dog is an...) (part intraverbal) details; provide an objective summary of the text. Tacts what's wrong or missing from 10 pictures or objects (e.g., a face without a nose) CC.1.2.9-10.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit Tacts the class and function of 10 items (e.g., show the child a cookie and say, What do you do with assumptions and beliefs about a subject. this? And then say to him, A cookie is a type of...) (part intraverbal)

| 12-d | Tacts 2 prepositional relations (e.g., Where is Oscar?in the garbage can) (part intraverbal) | CC.1.2.9-10.C |
|--------------|--|---|
| 12-u 12-e | Tacts people with 2 different pronouns (e.g., Who has the hat on?you do) (part intraverbal) | Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the |
| 12-e | Spontaneously tacts the function, feature, or class of an item for 5 items (e.g., That goes in the | points are made, how they are introduced and developed, and the connections that are drawn between them. CC.1.2.9-10.F |
| 1,2-1 | swimming pool.) | Analyze how words and phrases shape meaning and tone in texts. |
| 12-g | Generalizes feature, function, and class tacting to 10 new members of each set (e.g., after training | CC.1.2.9-10.G |
| 12-g | cow, bird, and monkey as animals, the child tacts a bear as an animal on the first trial) | Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account. |
| | cow, one, and monkey as ammais, the chird acts a ocal as an ammai on the first trial) | CC.1.2.9-10.H |
| | | Delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence. |
| | | CC.1.2.9-10.I Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts. |
| | | CC.1.2.9-10.J |
| | | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and |
| | | career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| | | CC.1.2.9-10.L |
| | | Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. CC.1.3.9-10.A |
| ĺ | | Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined |
| | | by specific details; provide an objective summary of the text. |
| | | CC.1.3.9-10.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit |
| | | assumptions and beliefs about a subject. |
| | | CC.1.3.9-10.C |
| | | Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme. CC.1.3.9-10.D |
| | | Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text. |
| | | CC.1.3.9-10.F Analyze how words and phrases shape meaning and tone in texts. |
| | | CC.1.3.9-10.G |
| | | Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment. CC.1.3.9-10.H |
| | | Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work. CC.1.3.9-10.I |
| | | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 9-10 reading and content, choosing flexibly from a range of strategies and tools. CC.1.3.9-10.J |
| 1 | | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a |
| | | word or phrase important to comprehension or expression. CC.1.3.9-10.K |
| | | Read and comprehend literary fiction on grade level, reading independently and proficiently. |
| | | CC.1.4.9-10.A |
| | | Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. CC.1.4.9-10.B |
| | | Write with a sharp distinct focus identifying topic, task, and audience. CC.1.4.9-10.C |
| | | Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and |
| | | examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension. |
| | | CC.1.4.9-10.D Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of |
| | | the text; include formatting when useful to aiding comprehension; provide a concluding statement or section. |
| | | CC.1.4.9-10.F |
| | | Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. CC.1.4.9-10.H |
| | | Write with a sharp distinct focus identifying topic, task, and audience. Introduce the precise claim. CC.1.4.9-10.G |
| 1 | | Write arguments to support claims in an analysis of substantive topics. CC.1.4.9-10.I |
| | | Distinguish the claim(s) from alternate or opposing claims; develop claim(s) fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. |
| | | CC.1.4.9-10.J |

| | | Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; Use words, phrases, and clauses to link the major |
|-------|--|--|
| 1 | | sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and |
| 1 | | counterclaims; provide a concluding statement or section that follows from and supports the argument presented. CC.1.4.9-10.K |
| 1 | | Write with an awareness of the stylistic aspects of composition: Use precise language and domain-specific vocabulary to manage the complexity of the topic. |
| 1 | | Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. |
| 1 | | CC.1.4.9-10.L |
| 1 | | Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. |
| 1 | | CC.1.4.9-10.M |
| 1 | | Write narratives to develop real or imagined experiences or events. |
| | | CC.1.4.9-10.N Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple points of view, and introducing a narrator and/or |
| 1 | | characters. |
| ! | | CC.1.4.9-10.O |
| | | Use narrative techniques such as dialogue, description, reflection, multiple plot lines, and pacing, to develop experiences, events, and/or characters; use precise |
| , | | words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters. |
| , | | CC.1.4.9-10.P |
| ! | | Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent |
| ! | | whole; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. CC.1.4.9-10.R |
| ! | | Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. |
| | | CC.1.4.9-10.S |
| ! | | Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary |
| ! | | non-fiction. |
| | | CC.1.4.9-10.U |
| | | Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link |
| | | to other information and to display information flexibly and dynamically. |
| | | CC.1.5.9-10.A Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their |
| | | own clearly and persuasively. |
| | | CC.1.5.9-10.C |
| | | Integrate multiple sources of information presented in diverse media or formats (e.g. visually, quantitatively, orally) evaluating the credibility and accuracy of |
| 1 ' | | each source. |
| 1 ' | | CC.1.5.9-10.E |
| 1 ' | | Adapt speech to a variety of contexts and tasks. |
| 1 | | CC.1.5.9-10.F |
| | | Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence. CC.1.5.9-10.G |
| | | Demonstrate command of the conventions of standard English when speaking based on grade 9-10 level and content. |
| | | CC.2.1.HS.F.1 |
| | | Apply and extend the properties of exponents to solve problems with rational exponents. |
| , | | CC.2.1.HS.F.2 |
| 1 | | Apply properties of rational and irrational numbers to solve real world or mathematical problems. |
| | | CC.2.1.HS.F.3 |
| 1 | | Apply quantitative reasoning to choose and Interpret units and scales in formulas, graphs and data displays. |
| 1 ' | | CC.2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multi-step problems. |
| 1 ' | | CC.2.1.HS.F.6 |
| 1 ' | | Extend the knowledge of arithmetic operations and apply to complex numbers. |
| 1 ' | | CC.2.1.HS.F.7 |
| | | Apply concepts of complex numbers in polynomial identities and quadratic equations to solve problems. |
| 13-M | Tacts 4 different adjectives, excluding colors and shapes (e.g., big, little, long, short) and 4 | CC.1.2.9-10.A |
| | adverbs (e.g., fast, slow, quietly, gently) | Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific |
| 13-a | Tacts people by gender using 4 different terms (girl, boy, man, woman) | details; provide an objective summary of the text. CC.1.2.9-10.B |
| 15 a | Tuess people of gender using a different terms (girl, boy, main, womain) | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit |
| Í ' | | assumptions and beliefs about a subject. |
| 13-b | Spontaneously tacts the behavior of others 2 times (e.g., He's crying.) | CC.1.2.9-10.C |
| 13-c | Tacts 2 pairs of relative adjectives (e.g., big and little; long and short) (part intraverbal if questions | Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the |
| 15-0 | such as What size is this? are used) | points are made, how they are introduced and developed, and the connections that are drawn between them. |
| 1 | such as what size is this? are used) | CC.1.2.9-10.D |
| 13-d | Spontaneously tacts with 2 different adjectives | Determine an author's particular point of view and analyze how rhetoric advances the point of view. |

| 13-е | Spontaneously tacts with 2 different adverbs | CC.1.2.9-10.E |
|------|---|---|
| 13-f | Spontaneously tacts possession of items 2 times (e.g., mine, yours) | Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text. |
| 10 1 | spontaneously take possession of Nems 2 times (eigh, mine, yours) | CC.1.2.9-10.F Analyze how words and phrases shape meaning and tone in texts. |
| | | CC.I.2.9-10.G |
| | | Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account. |
| | | CC.1.2.9-10.H |
| | | Delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence. CC.1.2.9-10.I |
| | | Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts. CC.1.2.9-10.J |
| | | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| | | CC.1.2.9-10.L |
| | | Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. CC.1.3.9-10.A |
| | | Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. CC.1.3.9-10.B |
| | | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject. |
| | | CC.1.3.9-10.C |
| | | Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme. CC.1.3.9-10.F |
| | | Analyze how words and phrases shape meaning and tone in texts. CC.1.3.9-10.G |
| | | Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment. CC.1.3.9-10.H |
| | | Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work. CC.1.3.9-10.J |
| | | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. CC.1.3.9-10.K |
| | | Read and comprehend literary fiction on grade level, reading independently and proficiently. CC.1.4.9-10.A |
| | | Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. CC.1.4.9-10.B |
| | | Write with a sharp distinct focus identifying topic, task, and audience. CC.1.4.9-10.C |
| | | Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension. |
| | | CC.1.4.9-10.D Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of |
| | | the text; include formatting when useful to aiding comprehension; provide a concluding statement or section. CC.1.4.9-10.F |
| | | Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. CC.1.4.9-10.H |
| | | Write with a sharp distinct focus identifying topic, task, and audience. Introduce the precise claim. CC.1.4.9-10.I |
| | | Distinguish the claim(s) from alternate or opposing claims; develop claim(s) fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. |
| | | CC.1.4.9-10.J Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; Use words, phrases, and clauses to link the major |
| | | sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented. |
| | | CC.1.4.9-10.K |
| | | Write with an awareness of the stylistic aspects of composition: Use precise language and domain-specific vocabulary to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. CC.1.4.9-10.L |
| | | Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. |
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| | | CC.1.4.9-10.M |
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| | | Write narratives to develop real or imagined experiences or events. |
| | | CC.1.4.9-10.N Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple points of view, and introducing a narrator and/or |
| | | characters. |
| | | CC.1.4.9-10.O |
| | | Use narrative techniques such as dialogue, description, reflection, multiple plot lines, and pacing, to develop experiences, events, and/or characters; use precise |
| | | words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters. |
| | | CC.1.4.9-10.P |
| | | Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. |
| | | CC.1.4.9-10.R |
| | | Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. |
| | | CC.1.4.9-10.S |
| | | Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary |
| | | non-fiction. |
| | | CC.1.4.9-10.U Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link |
| | | to other information and to display information flexibly and dynamically. |
| | | CC.1.5.9-10.A |
| | | Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their |
| | | own clearly and persuasively. |
| | | CC.1.5.9-10.E |
| | | Adapt speech to a variety of contexts and tasks. CC.1.5.9-10.F |
| | | Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence. |
| | | CC.1.5.9-10.G |
| | | Demonstrate command of the conventions of standard English when speaking based on grade 9-10 level and content. |
| | | CC.2.1.HS.F.2 |
| | | Apply properties of rational and irrational numbers to solve real world or mathematical problems. |
| | | CC.2.1.HS.F.3 Apply quantitative reasoning to choose and Interpret units and scales in formulas, graphs and data displays. |
| | | CC.2.1.HS.F.4 |
| | | Use units as a way to understand problems and to guide the solution of multi-step problems. |
| | | CC.2.1.HS.F.6 |
| | | Extend the knowledge of arithmetic operations and apply to complex numbers. |
| 14-M | Tacts with complete sentences containing 4 or more words, 20 times | CC.1.2.9-10.A |
| 14-a | Tacts people by relationship using 4 different terms (e.g., sister, brother, grandmother, uncle) (part | Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. |
| | intraverbal if questions are used) | CC.1.2.9-10.D |
| 14-b | Tacts 5 adjective-noun combinations in a complete sentence (e.g., That is a big dog.) | Determine an author's particular point of view and analyze how rhetoric advances the point of view. |
| 110 | Tacts 5 verb-adverb combinations in a complete sentence (e.g., Flat is a organized sentence) | CC.1.2.9-10.E |
| | | Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text. |
| | Tacts 5 preposition-noun combinations in a complete sentence (The dog's in the house.) | CC.1.2.9-10.H |
| | Tacts 5 subject-verb-noun combinations in a complete sentence (e.g., The girl is pulling the wagon.) | Delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence. CC.1.2.9-10.I |
| | | Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts. |
| | | CC.1.2.9-10.J |
| | | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and |
| | | career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or |
| | | expression. CC.1.2.9-10.L |
| | | Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. |
| | | CC.1.3.9-10.B |
| | | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit |
| | | assumptions and beliefs about a subject. |
| | | CC.1.3.9-10.C Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme. |
| | | CC.1.3.9-10.D |
| | | Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text. |
| | | CC.1.3.9-10.F |
| | | Analyze how words and phrases shape meaning and tone in texts. |
| | | |

| | | CC.1.3.9-10.H Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work. |
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| | | CC.1.3.9-10.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a |
| | | word or phrase important to comprehension or expression. CC.1.4.9-10.B |
| | | Write with a sharp distinct focus identifying topic, task, and audience. CC.1.4.9-10.C |
| | | Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and |
| | | examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension. CC.1.4.9-10.D |
| | | Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section. |
| | | CC.1.4.9-10.E |
| | | Write with an awareness of the stylistic aspects of composition: Use precise language and domain-specific vocabulary to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. |
| | | CC.1.4.9-10.F Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. |
| | | CC.1.4.9-10.H |
| | | Write with a sharp distinct focus identifying topic, task, and audience. Introduce the precise claim. CC.1.4.9-10.I |
| | | Distinguish the claim(s) from alternate or opposing claims; develop claim(s) fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. |
| | | CC.1.4.9-10.J |
| | | Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and |
| | | counterclaims; provide a concluding statement or section that follows from and supports the argument presented. CC.1,4.9-10.K |
| | | Write with an awareness of the stylistic aspects of composition: Use precise language and domain-specific vocabulary to manage the complexity of the topic. |
| | | Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. CC.1.4.9-10.M |
| | | Write narratives to develop real or imagined experiences or events. CC.1.4.9-10.N |
| | | Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple points of view, and introducing a narrator and/or |
| | | characters. CC.1.4.9-10.O |
| | | Use narrative techniques such as dialogue, description, reflection, multiple plot lines, and pacing, to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters. |
| | | CC.1.4.9-10.Q |
| | | Write with an awareness of the stylistic aspects of writing: Use parallel structure, Use various types of phrases and clauses to convey meaning and add variety and interest. |
| | | CC.1.4.9-10.R Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. |
| | | CC.1.4.9-10.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.1.5.9-10.A Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their |
| | | own clearly and persuasively. |
| | | Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the |
| | | presentation is appropriate to purpose, audience, and task. CC.1.5.9-10.G |
| | | Demonstrate command of the conventions of standard English when speaking based on grade 9-10 level and content. CC.2.1.HS.F.2 |
| | | Apply properties of rational and irrational numbers to solve real world or mathematical problems. |
| | | CC.2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multi-step problems. |
| 15-M | Has a total tact vocabulary of 1000 words (nouns, verbs, adjectives, etc.), tested or from an | CC.1.2.9-10.A Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific |
| 15 - | accumulated list of known tacts Tasta 2 ameticanal states of salf on others (a.g., sad, harry, mod) (nort introverbal if questions such as | details; provide an objective summary of the text. |
| 15-a | Tacts 3 emotional states of self or others (e.g., sad, happy, mad) (part intraverbal if questions such as | CC.1.2.9-10.B |

| | How do you feel? are used) | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit |
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| 15-b | Tacts 5 frequently used gestures that have a verbal function (e.g., pinching their nose for a bad smell, | assumptions and beliefs about a subject. |
| 10 0 | finger over the lips for quiet, thumbs up for a good job, a fake yawn for being tired) | CC.1.2.9-10.C Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the |
| 15-c | Tacts 5 community helpers (e.g., policeman, fireman, nurse, doctor, garbage man) | points are made, how they are introduced and developed, and the connections that are drawn between them. |
| 15-d | Tacts with 2 different negation words 5 times (e.g., That's not a cat.) | CC.1.2.9-10.D Determine an author's particular point of view and analyze how rhetoric advances the point of view. |
| 15-е | Tacts 5 social, community, or group events (e.g., parade, party, emergency) | CC.1.2.9-10.E |
| 15-f | Spontaneously tacts 2 different social circumstances (e.g., They are busy. They are arguing.) | Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text. |
| 15-g | Spontaneously emits untrained tacts in sentences containing at least 5 words, 5 times | CC.1.2.9-10.F Analyze how words and phrases shape meaning and tone in texts. |
| | | CC.1.2.9-10.G |
| | | Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account. |
| | | CC.1.2.9-10.H |
| | | Delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence. |
| | | CC.1.2.9-10.I Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts. |
| | | CC.1.2.9-10.J |
| | | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or |
| | | expression. |
| | | CC.1.2.9-10.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.1.2.9-10.L |
| | | Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. |
| | | CC.1.3.9-10.A Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined |
| | | by specific details; provide an objective summary of the text. CC.1.3.9-10.B |
| | | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit |
| | | assumptions and beliefs about a subject. CC.1.3.9-10.C |
| | | Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme. CC.1.3.9-10.D |
| | | Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text. CC.1.3.9-10.E |
| | | Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create an effect. CC.1.3.9-10.F |
| | | Analyze how words and phrases shape meaning and tone in texts. |
| | | CC.1.3.9-10.G Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment. |
| | | CC.1.3.9-10.H |
| | | Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work. CC.1.3.9-10.I |
| | | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 9-10 reading and content, choosing flexibly from a |
| | | range of strategies and tools. CC.1.3.9-10.J |
| | | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a |
| | | word or phrase important to comprehension or expression. CC.1.3.9-10.K |
| | | Read and comprehend literary fiction on grade level, reading independently and proficiently. |
| | | CC.1.4.9-10.A Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. |
| | | CC.1.4.9-10.B |
| | | Write with a sharp distinct focus identifying topic, task, and audience. |
| | | CC.1.4.9-10.C Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and |
| | | examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension. |
| | | CC.1.4.9-10.D Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of |

the text; include formatting when useful to aiding comprehension; provide a concluding statement or section.

CC.1.4.9-10.E

Write with an awareness of the stylistic aspects of composition: Use precise language and domain-specific vocabulary to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.

CC.1.4.9-10.F

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

CC.1.4.9-10.G

Write arguments to support claims in an analysis of substantive topics.

СС.1.4.9-10.Н

Write with a sharp distinct focus identifying topic, task, and audience. Introduce the precise claim.

CC.1.4.9-10.I

Distinguish the claim(s) from alternate or opposing claims; develop claim(s) fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

CC.1.4.9-10.J

Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.

CC.1.4.9-10.K

Write with an awareness of the stylistic aspects of composition: Use precise language and domain-specific vocabulary to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.

CC.1.4.9-10.L

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

CC.1.4.9-10.M

Write narratives to develop real or imagined experiences or events.

CC.1.4.9-10.N

Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple points of view, and introducing a narrator and/or characters.

CC.1.4.9-10.O

Use narrative techniques such as dialogue, description, reflection, multiple plot lines, and pacing, to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.

CC.1.4.9-10.P

Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

CC.1.4.9-10.Q

Write with an awareness of the stylistic aspects of writing: Use parallel structure, Use various types of phrases and clauses to convey meaning and add variety and interest.

CC.1.4.9-10.R

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

CC.1.4.9-10.S

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

CC.1.4.9-10.T

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

CC.1.4.9-10.U

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

CC.1.4.9-10.V

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation and to display information flexibly and dynamically.

CC.1.4.9-10.W

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

CC.1.4.9-10.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.1.5.9-10.A

Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CC.1.5.9-10.B

| | Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. |
|-----|--|
| | CC.1.5.9-10.C |
| | Integrate multiple sources of information presented in diverse media or formats (e.g. visually, quantitatively, orally) evaluating the credibility and accuracy of |
| | each source. |
| | CC.1.5.9-10.D |
| | Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the |
| i l | presentation is appropriate to purpose, audience, and task. |
| 1 | CC.1.5.9-10.E |
| | Adapt speech to a variety of contexts and tasks. |
| | CC.1.5.9-10.F |
| | Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence. |
| | CC.1.5.9-10.G |
| | Demonstrate command of the conventions of standard English when speaking based on grade 9-10 level and content. |
| | CC.2.1.HS.F.2 |
| | Apply properties of rational and irrational numbers to solve real world or mathematical problems. |
| | CC.2.1.HS.F.3 |
| | Apply quantitative reasoning to choose and Interpret units and scales in formulas, graphs and data displays. |
| | CC.2.1.HS.F.4 |
| | Use units as a way to understand problems and to guide the solution of multi-step problems. |

| | LISTENER RESPONDING | |
|-------------------|---|--|
| | LEVEL 1 | |
| Skill | VB-MAPP Milestones & Supporting Skills | PA Core Standards |
| 1-M 1-a | Attends to a speaker's voice by making eye contact with the speaker 5 times Turns head to locate the source of a sound (e.g., bell, squeaky toy, a cell phone ringing) | CC.1.5.9-10.B Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. |
| 2-M 2-a | Responds to hearing his own name 5 times (e.g., looks at the speaker) Smiles at the sound of the caretaker's voice 2 times | CC.1.5.9-10.D Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task. CC.1.5.9-10.E Adapt speech to a variety of contexts and tasks. CC.1.5.9-10.G Demonstrate command of the conventions of standard English when speaking based on grade 9-10 level and content. |
| 3-M | Looks at, touches, or points to the correct family member, pet, or other reinforcer when presented in an array of 2, for 5 different reinforcers (e.g., Where's Elmo? Where's mommy?) | CC.1.5.9-10.B Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. |
| 3-a | Interrupts a play activity when his name is called | |
| 3-b | Responds to no, hot, stop or other commands in the appropriate context | |
| 3-c | Attends to an object or picture when named (without discrimination) 5 times | |
| 3-d | Responds to 2 simple (1 part) verbal instructions in context (e.g., sit down, when by a chair) | |
| 3-e | Discriminates between 2 family members and/or pets when named (e.g., Where's daddy?) | |
| 3-f | Discriminates between 2 objects when they are presented at eye level (e.g., looks at, touches, or points to a ball when shown a ball and a shoe and asked touch ball) | |
| 4-M | Performs 4 different motor actions on command without a visual prompt (e.g., Can you jump? Show me clapping.) | CC.1.5.9-10.B Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. |
| 4-a | Selects the correct item from an array of 2 for 10 different objects or pictures | |
| 4-b | Maintains eye contact to a speaker for 2 seconds | |

| 4-c | Touches 2 body parts (e.g., Touch your nose. Where's your ears?) | |
|-----|--|--|
| 4-d | Performs 2 motor actions (e.g., Show me clapping. Can you spin around?) | |
| 4-e | Selects the correct item from an array of 3 when named, for 10 different items (e,g. dog, hat, book) | |
| 4-f | Generalizes in a listener discrimination (LD) task across 2 examples of 5 different items (e.g., can | |
| | identify 2 different dogs, 2 different cups, 2 different balls) | |
| | | |
| 5-M | Selects the correct item from an array of 4, for 20 different objects or pictures (e.g., Show me | CC.1.4.9-10.R |
| | cat. Touch shoe.) | Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. |
| 5-a | Identifies (LD) 5 items in a 10 second period (fluency test) | |
| 5-b | Demonstrates 6 different motor actions on command without a visual prompt | |
| 5-c | Maintains an acquired listener skill after 24 hours without training | |
| 5-d | Spontaneously emits (no direct prompts to respond) a listener response (LD) 2 times | |
| 5-e | Generalizes known listener tasks across 3 different people, 3 settings, and 3 times of day | |

| | LISTENER RESPONDING | |
|-------|--|---|
| | LEVEL 2 | |
| Skill | VB-MAPP Milestones & Supporting Skills | PA Core Standards |
| 6-M | Selects the correct item from a messy array of 6, for 40 different objects or pictures (e.g., Find cat. Touch ball.) | CC.1.2.9-10.I Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts. CC.1.3.9-10.B |
| 6-a | Selects the correct item from a messy array of 5, for 25 different items (e.g., book, car, dog, shoe) | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit |
| 6-b | Acquires a new listener skill in less than 25 training trials | assumptions and beliefs about a subject. CC.1.3.9-10.C |
| 6-c | Discriminates among 6 people, pets, or characters by name (e.g., Find Oscar.) | Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme. |
| 6-d | Generalizes in a listener task across 3 examples of 25 different items | СС.1.3.9-10.Н |
| | | Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work. CC.1.3.9-10.I |
| | | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 9-10 reading and content, choosing flexibly from a |
| | | range of strategies and tools. CC.1.4.9-10.D |
| | | Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of |
| | | the text; include formatting when useful to aiding comprehension; provide a concluding statement or section. |
| | | CC.1.4.9-10.I |
| | | Distinguish the claim(s) from alternate or opposing claims; develop claim(s) fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. |
| | | CC.1.4.9-10.J |
| | | Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; Use words, phrases, and clauses to link the major |
| | | sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented. |
| | | CC.1.4.9-10.R |
| | | Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. |
| | | CC.1.4.9-10.S Draw oridence from literary or informational toyle to support analysis, reflection, and presents and literary. |
| | | Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction. |
| | | CC.1.5.9-10.E |

| | | Adapt speech to a variety of contexts and tasks. CC.2.1.HS.F.4 |
|------------|--|--|
| | | Use units as a way to understand problems and to guide the solution of multi-step problems. |
| | | CC.2.1.HS.F.5 |
| | | Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. |
| | | CC.2.1.HS.F.6 Extend the knowledge of arithmetic operations and apply to complex numbers. |
| 7-M | Generalizes listener discriminations (LDs) in a messy array of 8, for 3 different examples of 50 | CC.1.2.9-10.A |
| , 141 | items (e.g., the child can find 3 examples of a train) | Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific |
| 7-a | Goes to 3 specified people on command (e.g., Go to Debbie) | details; provide an objective summary of the text. CC.1.2.9-10.B |
| 7-b | Points to a named item in a book for 5 items (e.g., Where's the fire truck?) | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit |
| 7-c | Selects 5 items in the natural environment on command (e.g., get the spoon, while at the table) | assumptions and beliefs about a subject. |
| 7-d | | CC.1.2.9-10.E Analyza in datail how an author's ideas or claims are developed and refined by particular contances, paragraphs, or larger portions of a taxt |
| /-a | Spontaneously demonstrates (no prompts to respond) 5 listener skills in the natural environment (e.g., | Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text. CC.1.2.9-10.F |
| | when someone in the room mentions the rocking horse, the child spontaneously goes to the horse) | Analyze how words and phrases shape meaning and tone in texts. |
| | | CC.1.2.9-10.G |
| | | Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account. |
| | | CC.1.2.9-10.H |
| | | Delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence. |
| | | CC.1.2.9-10.I Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts. |
| | | CC.1.2.9-10.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.1.2.9-10.L |
| | | Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. |
| | | CC.1.3.9-10.A |
| | | Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. |
| | | CC.1.3.9-10.B |
| | | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit |
| | | assumptions and beliefs about a subject. |
| | | CC.1.3.9-10.F Analyze how words and phrases shape meaning and tone in texts. |
| | | CC.1.3.9-10.G |
| | | Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment. |
| | | CC.1.3.9-10.H Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work. |
| | | CC.1.3.9-10.I |
| | | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 9-10 reading and content, choosing flexibly from a |
| | | range of strategies and tools. CC.1.4.9-10.D |
| | | Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of |
| | | the text; include formatting when useful to aiding comprehension; provide a concluding statement or section. |
| | | CC.1.4.9-10.J Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; Use words, phrases, and clauses to link the major |
| | | sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and |
| | | counterclaims; provide a concluding statement or section that follows from and supports the argument presented. |
| | | CC.1.4.9-10.R Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. |
| | | CC.1.4.9-10.S |
| | | Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary |
| | | non-fiction. |
| | | CC.1.4.9-10.U Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link |
| | | to other information and to display information flexibly and dynamically. |
| | | CC.1.5.9-10.E |
| | | Adapt speech to a variety of contexts and tasks. CC.2.1.HS.F.3 |
| | 1 | Contributed |

| | | Apply quantitative reasoning to choose and Interpret units and scales in formulas, graphs and data displays. |
|------------|---|--|
| | | CC.2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multi-step problems. |
| | | CC.2.1.HS.F.6 Extend the knowledge of arithmetic operations and apply to complex numbers. |
| 8-M | Performs 10 specific motor actions on command (e.g., Show me clapping. Can you hop?) | CC.1.3.9-10.K |
| 8-a | Goes to 3 specified locations on command (e.g., Go to the kitchen. Show me your bedroom.) | Read and comprehend literary fiction on grade level, reading independently and proficiently. CC.1.4.9-10.L |
| 8-b | Selects the correct item from an array of 8 containing 2 similar stimuli (e.g., same color), for 20 items | Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. CC.1.4.9-10.R |
| 8-c | Selects an item when given the sound that the item makes for 5 items (e.g., barking: dog, siren: fire truck) | Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. CC.1.5.9-10.E Adapt speech to a variety of contexts and tasks. |
| 8-d | Selects 2 items from an array of 8 for 5 sets of items (noun-noun) (e.g., Where's the baby and the bottle?) | CC.2.1.HS.F.5 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. |
| 9-M | Follows 25 two-component noun-verb and/or verb-noun instructions (e.g., Show me the baby sleeping. Push the swing.) | CC.1.2.9-10.A Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. |
| 9-a | Acquires 2 new listener responses without formal training (e.g., someone asks another person to turn | CC.1.2.9-10.B |
| 0.1 | on a light, and the child goes over to the light, and no one knew that she knew the word light) | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject. |
| 9-b | Appropriately responds to 5 different gestures (e.g., finger to the lips for quiet, palm out for stop) | CC.1.2.9-10.E |
| 9-c 9-d | Demonstrates 3 specified actions to 3 different people (e.g., Hug Grandma. Give Laura a high-five.) Selects 2 targeted items from a scene, book, or natural environment for 20 sets of items (noun-noun) | Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text. CC.1.2.9-10.F |
| 9-u | (e.g., Where's the elephant and giraffe?) | Analyze how words and phrases shape meaning and tone in texts. CC.1.2.9-10.G |
| | | Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account. CC.1.2.9-10.1 Delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence. CC.1.2.9-10.1 Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts. CC.1.2.9-10.1 Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. CC.1.3.9-10.4 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. CC.1.3.9-10.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject. CC.1.3.9-10.F Analyze how words and phrases shape meaning and tone in texts. CC.1.3.9-10.G Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment. CC.1.3.9-10.1 Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work. CC.1.3.9-10.B Read and comprehend literary fiction on grade level, reading independently and proficiently. CC.1.4.9-10.F Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. CC.1.4.9-10.B Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. CC.1.4.9-10.C Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. CC.1.4.9-10.C Demonstrate a grade appropriate command of the conventions of standard English grammar and spel |

| 10-M | Selects the correct item in a book, picture scene, or natural environment when named for 250 items, tested or from an accumulated list of known words | Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. CC.1.5.9-10.E Adapt speech to a variety of contexts and tasks. CC.2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multi-step problems. CC.2.1.HS.F.6 Extend the knowledge of arithmetic operations and apply to complex numbers. CC.1.2.9-10.A Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. CC.1.2.9-10.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject. CC.1.2.9-10.C |
|------|---|--|
| 10-a | Performs two consecutive actions for 10 different sets of actions (verb-verb) (e.g., Show me jumping and clapping. | Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. CC.1.2.9-10.E |
| 10-b | Discriminates between 2 colors from an array of 4 different colored objects | |
| 10-с | Discriminates between 2 shapes from an array of 4 different shapes | Analyze how words and phrases shape meaning and tone in texts. |
| 10-d | Generalizes in a noun-verb listener task with a new object for 5 different actions (e.g., after receiving | CC.1.2.9-10.G Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are |
| | training on spinning and rolling a pencil, the child correctly spins and rolls a straw on the first trial) | emphasized in each account. |
| 10-е | Generalizes in a noun-verb listener task with a new action for 5 objects (e.g., can spin any item) | CC.1.2.9-10.G analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are |

| Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of |
|--|
| the text; include formatting when useful to aiding comprehension; provide a concluding statement or section. |
| СС.1.4.9-10.Н |
| Write with a sharp distinct focus identifying topic, task, and audience. Introduce the precise claim. |
| CC.1.4.9-10.I |
| Distinguish the claim(s) from alternate or opposing claims; develop claim(s) fairly, supplying evidence for each while pointing out the strengths and limitations |
| of both in a manner that anticipates the audience's knowledge level and concerns. |
| CC.1.4.9-10.J |
| Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; Use words, phrases, and clauses to link the major |
| |
| sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and |
| counterclaims; provide a concluding statement or section that follows from and supports the argument presented. |
| CC.1.4.9-10.L |
| Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. |
| CC.1.4.9-10.R |
| Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. |
| CC.1.4.9-10.S |
| Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary |
| non-fiction. |
| CC.1.4.9-10.U |
| Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link |
| to other information and to display information flexibly and dynamically. |
| CC.1.5.9-10.E |
| Adapt speech to a variety of contexts and tasks. |
| CC.1.5.9-10.F |
| Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence. |
| CC.2.1.HS.F.1 |
| Apply and extend the properties of exponents to solve problems with rational exponents. |
| CC.2.1.HS.F.3 |
| Apply quantitative reasoning to choose and Interpret units and scales in formulas, graphs and data displays. |
| CC2.1.HS.F.5 |
| Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. |
| Choose a 16-161 of accuracy appropriate to immunous on incasticement which reporting quantities. |

| 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.1.2.9-10.D Determine an author's particular point of view and analyze how rhetoric advances the point of view. CC.1.3.9-10.B | |
| 11-a | Puts 5 specified items where they belong (e.g., Put the hairbrush away.) | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit | |
| 11-b | Discriminates among 4 colors in an array of 4 different colored objects | assumptions and beliefs about a subject. CC.1.3.9-10.C | |
| 11-c | Discriminates among 4 shapes in an array of 4 different shapes | Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme. | |
| 11-d | Discriminates between 2 different prepositions (e.g., in, on, under) | CC.1.3.9-10.H | |
| 11-e | Discriminates between self and others given a pronoun (e.g., your, my) | Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work. CC.1.3.9-10.J | |
| 11-f | Selects two different colors or shapes from an array of 8 for 10 pairs (e.g., Give me red and blue.) | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a | |
| | | word or phrase important to comprehension or expression. | |
| | | CC.1.3.9-10.K Read and appropriate distances fiction on areade level reading independently and proficiently. | |
| | | Read and comprehend literary fiction on grade level, reading independently and proficiently. CC.1.4.9-10.F | |
| | | Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. | |
| | | CC.1.4.9-10.I | |
| | | Distinguish the claim(s) from alternate or opposing claims; develop claim(s) fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. | |
| | | CC.1.4.9-10.L | |

| Demonstrate a grade appropriate command of the conventions of standard English gramma CC.1.4.9-10.P Create a smooth progression of experiences or events using a variety of techniques to sequently whole; provide a conclusion that follows from and reflects on what is experienced, observed CC.1.4.9-10.Q Write with an awareness of the stylistic aspects of writing: Use parallel structure, Use variety and interest. | |
|--|--|
| whole; provide a conclusion that follows from and reflects on what is experienced, observe CC.1.4.9-10.Q Write with an awareness of the stylistic aspects of writing: Use parallel structure, Use variety. | ar and spelling. |
| Write with an awareness of the stylistic aspects of writing: Use parallel structure, Use varie | |
| | ous types of phrases and clauses to convey meaning and add variety |
| CC.1.4.9-10.R Demonstrate a grade appropriate command of the conventions of standard English gramma | ar and spelling. |
| CC.1.4.9-10.S Draw evidence from literary or informational texts to support analysis, reflection, and rese | |
| non-fiction. CC.1.4.9-10.U | aren, apprying grade level reading standards for interactive and interact |
| Use technology, including the Internet, to produce, publish, and update individual or share to other information and to display information flexibly and dynamically. CC.1.5.9-10.A | d writing products, taking advantage of technology's capacity to link |
| Initiate and participate effectively in a range of collaborative discussions on grades level to own clearly and persuasively. | opics, texts, and issues, building on others' ideas and expressing their |
| CC.1.5.9-10.E Adapt speech to a variety of contexts and tasks. CC.2.1.HS.F.1 | |
| Apply and extend the properties of exponents to solve problems with rational exponents. CC.2.1.HS.F.2 | |
| Apply properties of rational and irrational numbers to solve real world or mathematical pro CC.2.1.HS.F.3 | |
| Apply quantitative reasoning to choose and Interpret units and scales in formulas, graphs a CC.2.1.HS.F.4 | • • |
| Use units as a way to understand problems and to guide the solution of multi-step problem CC.2.1.HS.F.6 | S. |
| Extend the knowledge of arithmetic operations and apply to complex numbers. CC.2.1.HS.F.7 | |
| Apply concepts of complex numbers in polynomial identities and quadratic equations to so | olve problems. |
| 12-M Follows 2 instructions involving 6 different prepositions (e.g., Stand behind the chair.) and 4 Alternant preparations (e.g., Tayleb may som) Determine an author's particular point of view and analyze how rhetoric advances the point of the chair. | at of view. |
| different pronouns (e.g., 1 ouch my ear.) | |
| Follows instructions to take an item to 5 different locations (e.g., Take the tray to the sink.) Cite strong and thorough textual evidence to support analysis of what the text says explicit assumptions and beliefs about a subject. | iy as well as inferences and conclusions based on an author's explicit |
| 12 a Calcata items from an array of similar stimuli based on an edicative (e.g., 700 to the kitchen and get a cup.) CC.1.39-10.C | |
| 12-c Selects items from an array of similar stimuli based on an adjective (e.g., Touch the little bird?) 12-d Discriminates between the genders for girl and boy and man and woman (e.g., Where's the girl?) CC.1.3.9-10.K | racters, and advance the plot or develop the theme. |
| 12-e Discriminates between males and females given a pronoun (e.g., he and she) Read and comprehend literary fiction on grade level, reading independently and proficient | ly. |
| 12-f Demonstrates actions modified by 2 different adverbs (e.g., Walk slow. Walk fast.) CC.1.4.9-10.F Demonstrate a grade appropriate command of the conventions of standard English gramma | ar and spelling. |
| CC.1.4.9-10.I Distinguish the claim(s) from alternate or opposing claims; develop claim(s) fairly, supply of both in a manner that anticipates the audience's knowledge level and concerns. | ing evidence for each while pointing out the strengths and limitations |
| of both in a manner that anticipates the audience's knowledge level and concerns. | |
| CC.1.4.9-10.J | sons, and evidence; Use words, phrases, and clauses to link the major |
| CC.1.4.9-10.J Create organization that establishes clear relationships among claim(s), counterclaims, reas | sons, between reasons and evidence, and between claim(s) and |
| CC.1.4.9-10.J Create organization that establishes clear relationships among claim(s), counterclaims, reassections of the text, create cohesion, and clarify the relationships between claim(s) and reascounterclaims; provide a concluding statement or section that follows from and supports the | ne argument presented. |
| CC.1.4.9-10.J Create organization that establishes clear relationships among claim(s), counterclaims, reas sections of the text, create cohesion, and clarify the relationships between claim(s) and reas counterclaims; provide a concluding statement or section that follows from and supports the CC.1.4.9-10.L Demonstrate a grade appropriate command of the conventions of standard English gramma | |
| CC.1.4.9-10.J Create organization that establishes clear relationships among claim(s), counterclaims, reas sections of the text, create cohesion, and clarify the relationships between claim(s) and reas counterclaims; provide a concluding statement or section that follows from and supports the CC.1.4.9-10.L Demonstrate a grade appropriate command of the conventions of standard English gramma CC.1.4.9-10.Q Write with an awareness of the stylistic aspects of writing: Use parallel structure, Use varies | ar and spelling. |
| CC.1.4.9-10.J Create organization that establishes clear relationships among claim(s), counterclaims, reas sections of the text, create cohesion, and clarify the relationships between claim(s) and reas counterclaims; provide a concluding statement or section that follows from and supports the CC.1.4.9-10.L Demonstrate a grade appropriate command of the conventions of standard English gramma CC.1.4.9-10.Q | ar and spelling. |
| CC.1.4.9-10.J Create organization that establishes clear relationships among claim(s), counterclaims, reas sections of the text, create cohesion, and clarify the relationships between claim(s) and reas counterclaims; provide a concluding statement or section that follows from and supports the CC.1.4.9-10.L Demonstrate a grade appropriate command of the conventions of standard English grammate CC.1.4.9-10.Q Write with an awareness of the stylistic aspects of writing: Use parallel structure, Use variation interest. CC.1.4.9-10.R Demonstrate a grade appropriate command of the conventions of standard English grammate. | ar and spelling. ous types of phrases and clauses to convey meaning and add variety |
| CC.1.4.9-10.J Create organization that establishes clear relationships among claim(s), counterclaims, reassections of the text, create cohesion, and clarify the relationships between claim(s) and reacounterclaims; provide a concluding statement or section that follows from and supports the CC.1.4.9-10.L Demonstrate a grade appropriate command of the conventions of standard English grammate CC.1.4.9-10.Q Write with an awareness of the stylistic aspects of writing: Use parallel structure, Use variant and interest. CC.1.4.9-10.R Demonstrate a grade appropriate command of the conventions of standard English grammate CC.1.4.9-10.U | ar and spelling. ous types of phrases and clauses to convey meaning and add variety ar and spelling. |
| CC.1.4.9-10.J Create organization that establishes clear relationships among claim(s), counterclaims, reas sections of the text, create cohesion, and clarify the relationships between claim(s) and reas counterclaims; provide a concluding statement or section that follows from and supports the CC.1.4.9-10.L Demonstrate a grade appropriate command of the conventions of standard English grammate. CC.1.4.9-10.Q Write with an awareness of the stylistic aspects of writing: Use parallel structure, Use variation interest. CC.1.4.9-10.R Demonstrate a grade appropriate command of the conventions of standard English grammate. CC.1.4.9-10.U Use technology, including the Internet, to produce, publish, and update individual or share to other information and to display information flexibly and dynamically. | ar and spelling. ous types of phrases and clauses to convey meaning and add variety ar and spelling. |
| CC.1.4.9-10.J Create organization that establishes clear relationships among claim(s), counterclaims, reassections of the text, create cohesion, and clarify the relationships between claim(s) and reacounterclaims; provide a concluding statement or section that follows from and supports the CC.1.4.9-10.L Demonstrate a grade appropriate command of the conventions of standard English grammater of the stylistic aspects of writing: Use parallel structure, Use varied and interest. CC.1.4.9-10.R Demonstrate a grade appropriate command of the conventions of standard English grammater of the conventions of the conventions of the conventions of the conventions of the conventions of the conventions of the conventions of the conventions of the conventions of the conventions of the conventions of the conventions of the conventions of the conventions of the conventions of the conventions of the conventions of the co | ar and spelling. ous types of phrases and clauses to convey meaning and add variety ar and spelling. |

| | | CC.2.1.HS.F.3 |
|------|--|--|
| | | Apply quantitative reasoning to choose and Interpret units and scales in formulas, graphs and data displays. CC.2.1.HS.F.4 |
| | | Use units as a way to understand problems and to guide the solution of multi-step problems. CC.2.1.HS.F.6 |
| | | Extend the knowledge of arithmetic operations and apply to complex numbers. |
| 13-M | Selects items from an array of similar stimuli based on 4 pairs of relative adjectives (e.g., big- | CC.1.2.9-10.D Determine an author's particular point of view and analyze how rhetoric advances the point of view. |
| | little, long-short) and demonstrates actions based on 4 pairs of relative adverbs (e.g., quiet- | CC.1.2.9-10.E |
| | loud, fast-slow) | Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text. |
| 13-a | Demonstrates 3 pretend emotions on command (e.g., Show me a sad face. Make a happy face.) | CC.1.2.9-10.F |
| 13-b | Identifies (LDs) 10 items based on a subject, adjective, and noun (e.g., Show me the girl's red hair.) | Analyze how words and phrases shape meaning and tone in texts. CC.1.2.9-10.I |
| 13-с | Performs 10 actions based on a subject, preposition, and noun (e.g., Put the horse in the barn.) | Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts. |
| 13-d | Identifies (LDs) 10 items based on a verb, pronoun, and noun (e.g., Brush his hair.) | CC.1.3.9-10.D |
| 13-e | Generalizes a pronoun and a preposition to a new situation (e.g., uses his correctly with a new | Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text. CC.1.3.9-10.F |
| 150 | friend) | Analyze how words and phrases shape meaning and tone in texts. |
| | inclid) | CC.1.3.9-10.H |
| | | Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work. CC.1.3.9-10.I |
| | | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 9-10 reading and content, choosing flexibly from a |
| | | range of strategies and tools. CC.1.3.9-10.J |
| | | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a |
| | | word or phrase important to comprehension or expression. CC.1.3.9-10.K |
| | | Read and comprehend literary fiction on grade level, reading independently and proficiently. CC.1.4.9-10.D |
| | | Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section. |
| | | CC.1.4.9-10.E Write with an awareness of the stylistic aspects of composition: Use precise language and domain-specific vocabulary to manage the complexity of the topic. |
| | | Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. CC.1.4.9-10.F |
| | | Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. CC.1.4.9-10.J |
| | | Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented. |
| | | CC.1.4.9-10.L |
| | | Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. CC.1.4.9-10.M |
| | | Write narratives to develop real or imagined experiences or events. CC.1.4.9-10.Q |
| | | Write with an awareness of the stylistic aspects of writing: Use parallel structure, Use various types of phrases and clauses to convey meaning and add variety |
| | | and interest. |
| | | CC.1.4.9-10.R Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. |
| | | CC.1.4.9-10.S |
| | | Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary |
| | | non-fiction. CC.1.4.9-10.U |
| | | Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. |
| | | CC.1.4.9-10.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.1.5.9-10.A |
| | | Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their |
| | | own clearly and persuasively. CC.1.5.9-10.E |
| L | I | COLIDITION |

| | | Adapt speech to a variety of contexts and tasks. CC.1.5.9-10.F |
|------|---|---|
| | | Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence. CC.2.1.HS.F.3 |
| | | Apply quantitative reasoning to choose and Interpret units and scales in formulas, graphs and data displays. |
| | | CC.2.1.HS.F.4 |
| | | Use units as a way to understand problems and to guide the solution of multi-step problems. CC.2.1.HS.F.5 |
| | | Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. |
| | | CC.2.1.HS.F.6 Extend the knowledge of arithmetic operations and apply to complex numbers. |
| 14-M | Follows 3-step directions for 10 different directions (e.g., Get your coat, hang it up, and sit | CC.1.4.9-10.F |
| | down.) | Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. — CC.1.4.9-10.M |
| 14-a | Performs 10 actions based on a subject, verb, and adverb (e.g., Show me the frog jumping high.) | Write narratives to develop real or imagined experiences or events. |
| 14-b | Performs 10 actions based on a subject, adjective, and verb (e.g., Show me the big bear dancing.) | CC.1.4.9-10.Q |
| 14-c | Discriminates among 6 community helpers by category (e.g., nurse, doctor, mailman, bus driver) | Write with an awareness of the stylistic aspects of writing: Use parallel structure, Use various types of phrases and clauses to convey meaning and add variety and interest. |
| 14-d | Correctly responds to 10 tasks involving "one" vs. "two" vs. "all" of something | CC.1.4.9-10.U |
| | | Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. |
| | | CC.1.5.9-10.E |
| | | Adapt speech to a variety of contexts and tasks. |
| | | CC.2.1.HS.F.3 Apply quantitative reasoning to choose and Interpret units and scales in formulas, graphs and data displays. |
| | | CC.2.1.HS.F.4 |
| | | Use units as a way to understand problems and to guide the solution of multi-step problems. CC.2.1.HS.F.5 |
| | | Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. |
| 15-M | Has a total listener repertoire of 1200 words (nouns, verbs, adjectives, etc.), tested or from an | CC.1.2.9-10.A |
| | accumulated list of known words | Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. |
| 15-a | Discriminates among items given negation words for 10 tasks (e.g., Which one is not a food?) | CC.1.2.9-10.B |
| 15-b | Discriminates 5 attributes of peers in a small group (e.g., Who is wearing blue shoes? Who has red | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject. |
| | hair? Who is wearing glasses?) | CC.1.2.9-10.C |
| 15-c | Correctly responds to 10 singular vs. plural tasks (e.g., Touch the dog. vs. Touch the dogs.) | Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. |
| 15-d | Generalizes 5 adjectives to new nouns (e.g., says, Sticky fly stuff when first encounters a fly trap) | CC.1.2.9-10.D |
| 15-е | Generalizes 5 adverbs to new verbs (e.g., says, Lava moves slow when first encountering lava) | Determine an author's particular point of view and analyze how rhetoric advances the point of view. CC.1.2.9-10. E |
| | | Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text. |
| | | CC.1.2.9-10.F Analyze how words and phrases shape meaning and tone in texts. |
| | | CC.1.2.9-10.G |
| | | Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are |
| | | emphasized in each account. CC.1.2.9-10.H |
| | | Delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence. |
| | | CC.1.2.9-10.I Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts. |
| | | CC.1.2.9-10.J |
| | | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or |
| | | expression. |
| | | CC.1.2.9-10.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.1.2.9-10.L |
| | | Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. CC.1.3.9-10.A |
| | | Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined |
| | | |

by specific details; provide an objective summary of the text.

CC.1.3.9-10.B

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit

CC.1.3.9-10.C

Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text.

Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create an effect.

Analyze how words and phrases shape meaning and tone in texts.

CC.1.3.9-10.G

Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.

Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work.

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 9-10 reading and content, choosing flexibly from a range of strategies and tools.

CC.1.3.9-10.J

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CC.1.3.9-10.K

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

CC.1.4.9-10.A

Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.

CC.1.4.9-10.B

Write with a sharp distinct focus identifying topic, task, and audience.

CC.1.4.9-10.C

Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.

CC.1.4.9-10.D

Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section.

CC.1.4.9-10.E

Write with an awareness of the stylistic aspects of composition: Use precise language and domain-specific vocabulary to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.

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

CC.1.4.9-10.G

Write arguments to support claims in an analysis of substantive topics.

СС.1.4.9-10.Н

Write with a sharp distinct focus identifying topic, task, and audience. Introduce the precise claim.

Distinguish the claim(s) from alternate or opposing claims; develop claim(s) fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

CC.1.4.9-10.J

Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.

CC.1.4.9-10.K

Write with an awareness of the stylistic aspects of composition: Use precise language and domain-specific vocabulary to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.

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

CC.1.4.9-10.M

Write narratives to develop real or imagined experiences or events.

Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple points of view, and introducing a narrator and/or characters.

CC.1.4.9-10.O

Use narrative techniques such as dialogue, description, reflection, multiple plot lines, and pacing, to develop experiences, events, and/or characters; use precise

words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.

CC.1.4.9-10.P

Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Write with an awareness of the stylistic aspects of writing: Use parallel structure, Use various types of phrases and clauses to convey meaning and add variety and interest.

CC.1.4.9-10.R

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

CC.1.4.9-10.S

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

CC.1.4.9-10.T

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

CC.1.4.9-10.U

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation and to display information

CC.1.4.9-10.W

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

CC.1.4.9-10.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.1.5.9-10.A

Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CC.1.5.9-10.B

Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

CC.1.5.9-10.C

Integrate multiple sources of information presented in diverse media or formats (e.g. visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

CC.1.5.9-10.D

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task.

CC.1.5.9-10.E

Adapt speech to a variety of contexts and tasks. CC.1.5.9-10.F

Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.

CC.2.1.HS.F.1

Apply and extend the properties of exponents to solve problems with rational exponents.

CC.2.1.HS.F.2

Apply properties of rational and irrational numbers to solve real world or mathematical problems. CC.2.1.HS.F.3

Apply quantitative reasoning to choose and Interpret units and scales in formulas, graphs and data displays. CC.2.1.HS.F.4

Use units as a way to understand problems and to guide the solution of multi-step problems. CC.2.1.HS.F.5

Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. CC.2.1.HS.F.6

Extend the knowledge of arithmetic operations and apply to complex numbers.

Apply concepts of complex numbers in polynomial identities and quadratic equations to solve problems

| | VISUAL PERCEPTUAL SKILLS AND MATCHING-TO-SAMPLE | | |
|------------|--|--|--|
| | | EVEL 1 | |
| Skill | VB-MAPP Milestones & Supporting Skills | PA Core Standards | |
| 1-M | 1-M Visually tracks moving stimuli for 2 seconds, 5 times | CC.1.5.9-10.B | |
| 1-a | Visually attends to faces and people 5 times | Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. | |
| 1-b | Visually attends to reinforcing objects 5 times | | |
| 2-M | Grasps small objects with thumb and index finger (pincer grasp) 5 times | CC.1.4.9-10.V | |
| 2-a | Reaches for and successfully grabs objects 5 times | Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation and to display information | |
| 2-b | Uses index finger to poke things or for other uses 5 times | flexibly and dynamically. | |
| 2-c | Manipulates toys and objects in a variety of ways for 10 seconds, 5 times | CC.1.4.9-10.W | |
| | | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. CC.1.5.9-10.C | |
| | | Integrate multiple sources of information presented in diverse media or formats (e.g. visually, quantitatively, orally) evaluating the credibility and accuracy of each source. | |
| 3-M | 3-M Visually attends to a toy or book for 30 seconds (not a self-stim item) | CC.1.4.9-10.X | |
| 3-a | Transfers objects from one hand to another 5 times | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences. | |
| 3-b | Looks for an object that has fallen out of sight 5 times | and a described with the second and a described of | |
| | j | | |
| 4-M | Places 3 items in a container, stacks 3 blocks, or places 3 rings on a peg for 2 of these or similar | CC.1.5.9-10.D Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the | |
| | activities | presentation is appropriate to purpose, audience, and task. | |
| 4-a | Dumps things out of containers, or pulls items out of cupboards 5 times | CC.1.5.9-10.E Adapt speech to a variety of contexts and tasks. | |
| 4-b | Pushes and/or pulls objects 5 times | CC.1.5.9-10.G | |
| | | Demonstrate command of the conventions of standard English when speaking based on grade 9-10 level and content. | |
| 5-M | Matches any 10 identical items (e.g., inset puzzles, toys, objects, or pictures) | CC.1.2.9-10.A | |
| 5-a | Visually attends to toys or books for 1 minute, 2 times | Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. | |
| 5-b | Successfully uses a spoon 5 times during a meal | CC.1.2.9-10.B | |
| 5-c | Completes a 3-piece in-set puzzle without physical prompts | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject. | |
| 5-d | Attempts to scribble with any writing instrument | CC.1.2.9-10.C | |
| 5-е | Puts two similar items together 2 times (e.g., picks up a matching toy) | Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. CC.1.2.9-10.D | |
| | | Determine an author's particular point of view and analyze how rhetoric advances the point of view. CC.1.2.9-10.E | |
| | | Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text. CC.1.2.9-10.F | |
| | | Analyze how words and phrases shape meaning and tone in texts. CC.1.2.9-10.G | |
| | | Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account. | |
| | | CC.1.2.9-10.H Delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence. CC.1.2.9-10.I | |
| | | Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts. CC.1.2.9-10.L Read comprehend literary non-fiction and informational tout on any declaration independently and proficiently. | |
| L | I . | Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. | |

| CC.1.3.9-10.A |
|--|
| Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined |
| by specific details; provide an objective summary of the text. |
| CC.1.3.9-10.B |
| Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit |
| assumptions and beliefs about a subject. |
| CC.1.3.9-10.C |
| Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme. |
| CC.1.3.9-10.D |
| Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text. |
| CC.1.3.9-10.E |
| Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create an effect. |
| CC.1.3.9-10.F |
| Analyze how words and phrases shape meaning and tone in texts. |
| CC.1.3.9-10.G |
| Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment. |
| CC.1.3.9-10.H |
| Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work. |
| CC.1.3.9-10.I |
| Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 9-10 reading and content, choosing flexibly from a |
| range of strategies and tools. |
| CC.1.3.9-10.K |
| Read and comprehend literary fiction on grade level, reading independently and proficiently. |
| CC.1.4.9-10.P |
| Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent |
| whole; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. |
| |

| | VISUAL PERCEPTUAL SKILLS AND MATCHING-TO-SAMPLE LEVEL 2 | | |
|-------|--|---|--|
| Skill | | PA Core Standards | |
| 6-M | Matches identical objects or pictures in a messy array of 6, for 25 items | CC.1.4.9-10.P | |
| 6-a | Connects 2 items or toys together (e.g. Duplos) | Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. | |
| 6-b | Nests identical objects in a stack 2 times (e.g., bowls, cups, plates | CC.1.4.9-10.W | |
| 6-c | Turns 2 pages in a book | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard | |
| 6-d | Completes 3 different inset puzzles containing 3-4 pieces without prompts | format for citation. | |
| 6-е | Stacks 4 blocks without help | | |
| 6-f | Matches identical objects or pictures in a neat array of 3, for 10 items (e.g., matches a hat to a hat) | | |
| 6-g | Matches identical objects or pictures that are different sizes in a messy array of 6, for 10 items (e.g., matches a big red ball to a little red ball) | | |
| 6-h | Places 5 items where they belong or in an appropriate context (e.g., puts a cup in the sink) | | |
| 7-M | Matches similar colors and shapes for 10 different colors or shapes given models (e.g., given red, blue, and green bowls and a pile of red, blue, and green bears the child sorts the items by color | CC.1.4.9-10.P Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. CC.1.4.9-10.W | |
| 7-a | Completes 5 different puzzles containing 6 or more pieces without prompts | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard | |
| 7-b | Matches identical objects or pictures in a messy array of 8, for 25 objects | format for citation. | |
| 7-c | Matches identical pictures that have different backgrounds in a messy array of 8, for 25 pictures | | |
| 7-d | Matches identical pictures (2D) to objects (3D) and vice versa, in a messy array of 8, for 10 pairs | | |

| | (e.g., matches a picture of Thomas the Train to a toy Thomas the Train | |
|-----|---|--|
| 7-е | Spontaneously matches 2 items together in play or other situations (e.g., picks up a Hulk figurine and | |
| | selects a matching Hulk from a bin of figurines) | |
| 7-f | Completes identical matches in an array of 8, for 10 matches in less than 20 seconds (fluency) | |
| | | |
| 8-M | Matches identical objects or pictures in a messy array of 8 containing 3 similar stimuli, for 25 | CC.1.2.9-10.K |
| | items (e.g., matches a dog to a dog in an array that also contains a cat, a pig, and a pony | 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. |
| 8-a | Generalizes to 5 new identical matching tasks without formal | CC.1.3.9-10.I |
| 8-b | Matches identical objects or pictures to corresponding items in a book for 25 items | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 9-10 reading and content, choosing flexibly from a range of strategies and tools. |
| 8-c | Matches identical objects or pictures to corresponding items in the natural environment for 25 | CC.1.4.9-10.C |
| 8-d | Selects 3 non-identical, but associated, objects from a bin for 3 play activities (e.g., grabs several farm animals from a bin containing other toys) | Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension. |
| 8-e | Successfully assembles 5 parts of 5 connecting toys (e.g., Duplos, trains, Mr. Potato Head) | CC.1.4.9-10.P Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent |
| 0.0 | Successium assembles 5 parts of 5 connecting toys (e.g., Duplos, trains, im. 1 outo field) | whole; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. |
| | | CC.1.4.9-10.W Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in |
| | | answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard |
| | | format for citation. |
| | | CC.2.1.HS.F.1 Apply and extend the properties of exponents to solve problems with rational exponents. |
| | | CC.2.1.HS.F.2 |
| | | Apply properties of rational and irrational numbers to solve real world or mathematical problems. CC.2.1.HS.F.3 |
| | | Apply quantitative reasoning to choose and Interpret units and scales in formulas, graphs and data displays. |
| | | CC.2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multi-step problems. |
| | | CC.2.1.HS.F.6 |
| | | Extend the knowledge of arithmetic operations and apply to complex numbers. |
| | | CC.2.1.HS.F.7 Apply concepts of complex numbers in polynomial identities and quadratic equations to solve problems. |
| 9-M | Matches non-identical objects or non-identical pictures in a messy array of 10 containing 3 | CC.1.2.9-10.G |
| | similar stimuli, for 25 items (e.g., matches a Ford truck to a Toyota truck) | Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account. |
| 9-a | Matches different colored, but otherwise exactly the same, objects or pictures in a messy array of 8 | CC.1.2.9-10.I |
| | for 25 items (e.g., a red Ford Mustang to a blue Ford Mustang | Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts. |
| 9-b | Matches non-identical objects or pictures in a messy array of 8 containing 2 similar stimuli, for 25 | CC.1.2.9-10.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 |
| | items | range of strategies and tools. |
| 9-c | Matches non-identical objects or pictures to corresponding items in a book for 25 items | CC.1.3.9-10.G Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment. |
| 9-d | Matches non-identical objects or pictures to corresponding items in the natural environment for 25 | CC.1.3.9-10.H |
| | items | Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work. |
| 9-e | Demonstrates spontaneous functional matching-to-sample in the natural environment 2 times (e.g., | CC.1.3.9-10.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 9-10 reading and content, choosing flexibly from a |
| | finds a matching shoe) | range of strategies and tools. |
| | | CC.1.4.9-10.C Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and |
| | | examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension. |
| | | CC.1.4.9-10.W Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in |
| | | answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard |
| | | format for citation. |
| | | CC.1.5.9-10.C Integrate multiple sources of information presented in diverse media or formats (e.g. visually, quantitatively, orally) evaluating the credibility and accuracy of |
| | | each source. |
| | | CC.1.5.9-10.F |
| | | Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence. |

| | | GGA4VGF4 |
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| | | CC.2.1.HS.F.1 Apply and extend the properties of exponents to solve problems with rational exponents. |
| | | CC.2.1.HS.F.2 |
| | | Apply properties of rational and irrational numbers to solve real world or mathematical problems. CC.2.1.HS.F.3 |
| | | Apply quantitative reasoning to choose and Interpret units and scales in formulas, graphs and data displays. |
| | | CC.2.1.HS.F.4 |
| | | Use units as a way to understand problems and to guide the solution of multi-step problems. |
| | | CC.2.1.HS.F.6 Extend the knowledge of arithmetic operations and apply to complex numbers. |
| | | CC.2.1.HS.F.7 |
| | | Apply concepts of complex numbers in polynomial identities and quadratic equations to solve problems. |
| 10-M | 10-M Matches non-identical objects (3D) to pictures (2D) and/or vice versa, in a messy array of | CC.1.2.9-10.G |
| | 10 containing 3 similar stimuli, for 25 items | Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are |
| 10-a | Assembles, collects, or groups 5 different toys, characters, or items that go together (e.g., a tea set) | emphasized in each account. CC.1.2.9-10.I |
| 10-b | Matches a picture of a body part to his own body part for 5 body parts | Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts. CC.1.2.9-10.K |
| 10-c | Matches a picture of an action to a non-identical picture of the same action for 10 actions (e.g., | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a |
| 100 | matches a picture of a girl swimming to a picture of a boy swimming in a different pool) | range of strategies and tools. |
| 10-d | Colors pictures in a coloring book although doesn't always stay in the | CC.1.3.9-10.G |
| | | Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment. CC.1.3.9-10.H |
| 10-е | Matches 10 different items that are associated with each other (e.g., a shoe to a sock) | Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work. |
| | | CC.1.3.9-10.I |
| | | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 9-10 reading and content, choosing flexibly from a |
| | | range of strategies and tools. CC.1.4.9-10.I |
| | | Distinguish the claim(s) from alternate or opposing claims; develop claim(s) fairly, supplying evidence for each while pointing out the strengths and limitations |
| | | of both in a manner that anticipates the audience's knowledge level and concerns. |
| | | CC.1.4.9-10.J |
| | | Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and |
| | | counterclaims; provide a concluding statement or section that follows from and supports the argument presented. |
| | | CC.1.4.9-10.P |
| | | Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent |
| | | whole; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. CC.1.4.9-10.W |
| | | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in |
| | | answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard |
| | | format for citation. |
| | | CC.1.5.9-10.C Integrate multiple sources of information presented in diverse media or formats (e.g. visually, quantitatively, orally) evaluating the credibility and accuracy of |
| | | each source. |
| | | CC.2.1.HS.F.2 |
| | | Apply properties of rational and irrational numbers to solve real world or mathematical problems. |
| | | CC.2.1.HS.F.3 Apply quantitative reasoning to choose and Interpret units and scales in formulas, graphs and data displays. |
| | | CC.2.1.HS.F.4 |
| | | Use units as a way to understand problems and to guide the solution of multi-step problems. |
| | | CC.2.1.HS.F.6 |
| | | Extend the knowledge of arithmetic operations and apply to complex numbers. CC.2.1.HS.F.7 |
| | | Apply concepts of complex numbers in polynomial identities and quadratic equations 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.1.2.9-10.G Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are | |
| 11-a | Completes 5 different interlocking puzzles with 10 pieces | emphasized in each account. CC.1.3.9-10.G | |
| 11-b | Completes a 4-component block design with a 2D sample and 3D blocks for 4 designs | Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment. | |
| 11-c | Uses glue to make things stick together without physical prompts 2 times | CC.1.4.9-10.Q Write with an awareness of the stylistic aspects of writing: Use parallel structure, Use various types of phrases and clauses to convey meaning and add variety | |
| 11-d | Matches a picture of a location to a non-identical picture of the same location for 10 locations (e.g., | and interest. CC.1.4.9-10.U | |
| | matches one playground to another non-identical playground) | Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. | |
| | | CC.1.5.9-10.A Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. | |
| 12-M | Demonstrates generalized non-identical matching in a messy array of 10 with 3 similar stimuli, for 25 items (i.e., matches new items on the first trial) | CC.1.2.9-10.G Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account. | |
| 12-a | Sorts 5 related items from 3 different categories with a sample (e.g., pulls all the vehicles out of a bin of toys) | CC.1.2.9-10.I Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts. | |
| 12-b | Matches non-identical items with a 5 second delay to the comparison in a messy array of 6 (e.g., show | CC.1.2.9-10.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 | |
| | the child a tiger, then remove the tiger, wait 5 seconds, and present the array | range of strategies and tools. | |
| 12-c | Completes a 6-component block design with a 2D sample and 3D blocks for 8 designs | CC.1.3.9-10.C Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme. | |
| 12-d | Matches a 3D block design with 4 blocks (e.g., a house, tower) | CC.1.3.9-10.G | |
| | | Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment. CC.1.3.9-10.H | |
| | | Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work. CC.1.3.9-10.I | |
| | | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 9-10 reading and content, choosing flexibly from a range of strategies and tools. CC.1.4.9-10.C | |
| | | Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension. CC.1.4.9-10.D | |
| | | Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section. CC.1.4.9-10.G | |
| | | Write arguments to support claims in an analysis of substantive topics. CC.1.4.9-10.I | |
| | | Distinguish the claim(s) from alternate or opposing claims; develop claim(s) fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. CC.1.4.9-10.J | |
| | | Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) | |
| | | and counterclaims; provide a concluding statement or section that follows from and supports the argument presented. CC.1.4.9-10.0 Use reporting techniques such as dialogue, description, reflection, multiple plot lines, and regime to develop experiences, events, and/or characters use | |
| | | Use narrative techniques such as dialogue, description, reflection, multiple plot lines, and pacing, to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters. CC.1.4.9-10.P | |
| | | Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. CC.1.4.9-10.0 | |
| | | Write with an awareness of the stylistic aspects of writing: Use parallel structure, Use various types of phrases and clauses to convey meaning and add variety and interest. | |

| | | CC.1.4.9-10.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction. CC.1.4.9-10.T |
|------|---|---|
| | | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. CC.1.4.9-10.U |
| | | Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. CC.1.4.9-10.V |
| | | Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation and to display information flexibly and dynamically. CC.1.4.9-10.W |
| | | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. CC.1.5.9-10.C |
| | | Integrate multiple sources of information presented in diverse media or formats (e.g. visually, quantitatively, orally) evaluating the credibility and accuracy of each source. CC.1.5.9-10.D |
| | | Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task. CC.1.5.9-10.F |
| | | Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence. CC.2.1.HS.F.1 Apply and extend the properties of exponents to solve problems with rational exponents. |
| | | CC.2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems. |
| | | CC.2.1.HS.F.3 Apply quantitative reasoning to choose and Interpret units and scales in formulas, graphs and data displays. CC.2.1.HS.F.4 |
| | | Use units as a way to understand problems and to guide the solution of multi-step problems. CC.2.1.HS.F.6 |
| | | Extend the knowledge of arithmetic operations and apply to complex numbers. CC.2.1.HS.F.7 Apply concepts of complex numbers in polynomial identities and quadratic equations to solve problems. |
| 13-M | Completes 20 different block designs, parquetry, shape puzzles, or similar tasks with at least 8 different pieces | CC.1.2.9-10.C Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. |
| 13-a | Uses scissors to cut out 5 different patterns or items without physical prompts | CC.1.4.9-10.P |
| 13-b | Sets a table for two people with 6 dishes and utensils | Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. |
| 13-с | Place 3 sets of items in order by size (seriation) | CC.1.5.9-10.D |
| 13-d | Imitates a model block structure or similar assembly of objects with at least 6 parts | Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task. |
| | | CC.2.1.HS.F.2 Apply and extend the properties of exponents to solve problems with rational exponents. CC.2.1.HS.F.2 |
| | | Apply properties of rational and irrational numbers to solve real world or mathematical problems. CC.2.1.HS.F.3 |
| | | Apply quantitative reasoning to choose and Interpret units and scales in formulas, graphs and data displays. CC.2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multi-step problems. |
| 14-M | Sorts 5 items from 5 different categories without a model (e.g., animals, clothing, furniture) | CC.1.2.9-10.C |
| 14-a | Successfully completes a human figure puzzle with at least 6 parts | Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. |
| 14-b | Matches 25 items that are associated with each other in a messy array of 6 with 3 similar stimuli | CC.1.2.9-10.I |
| 14-c | Completes 10 different seriation tasks (i.e., part-to-whole, small-to-large, etc.) | Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts. CC.1.2.9-10.K |
| | Plays a short "concentration" or memory game with identical pictures | 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.1.3.9-10.A

Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

CC.1.3.9-10.C

Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

CC.1.3.9-10.D

Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text.

CC.1.3.9-10.E

Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create an effect.

CC.1.3.9-10.H

Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work.

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 9-10 reading and content, choosing flexibly from a range of strategies and tools.

CC.1.4.9-10.D

Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section.

CC.1.4.9-10.F

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

CC.1.4.9-10.G

Write arguments to support claims in an analysis of substantive topics.

CC.1.4.9-10.H

Write with a sharp distinct focus identifying topic, task, and audience. Introduce the precise claim.

CC.1.4.9-10.I

Distinguish the claim(s) from alternate or opposing claims; develop claim(s) fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

CC.1.4.9-10.J

Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.

CC.1.4.9-10.O

Use narrative techniques such as dialogue, description, reflection, multiple plot lines, and pacing, to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.

CC.1.4.9-10.P

Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

CC.1.4.9-10.Q

Write with an awareness of the stylistic aspects of writing: Use parallel structure, Use various types of phrases and clauses to convey meaning and add variety and interest.

CC.1.4.9-10.S

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

CC.1.4.9-10.T

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

CC.1.4.9-10.U

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

CC.1.4.9-10.V

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation and to display information flexibly and dynamically.

CC.1.4.9-10.W

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

CC.1.5.9-10.C

Integrate multiple sources of information presented in diverse media or formats (e.g. visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

CC.1.5.9-10.D

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the

| | | presentation is appropriate to purpose, audience, and task. CC.1.5.9-10.F |
|--------------|---|--|
| | | Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence. CC.2.1.HS.F.1 |
| | | Apply and extend the properties of exponents to solve problems with rational exponents. CC.2.1.HS.F.2 |
| | | Apply properties of rational and irrational numbers to solve real world or mathematical problems. CC.2.1.HS.F.3 |
| | | Apply quantitative reasoning to choose and Interpret units and scales in formulas, graphs and data displays. CC.2.1.HS.F.4 |
| | | Use units as a way to understand problems and to guide the solution of multi-step problems. CC.2.1.HS.F.6 |
| 15 35 | | Extend the knowledge of arithmetic operations and apply to complex numbers. CC.1.2.9-10.C |
| 15-M | Continues 20 three-step patterns, sequences, or seriation tasks (e.g., star, triangle, heart, star, triangle) | Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. |
| 15-a | Completes an A-B pattern for 5 different color or shape patterns | CC.1.2.9-10.L |
| 15-b | Completes an A-B pattern for 5 different picture patterns | Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. CC.1.3.9-10.A |
| 15-c 15-d | Places 3 pictures in the correct sequential order for 5 sets Constructs 5 felt (or similar material) scenes with 5 parts (e.g., farm, party) | Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. |
| 13-u | Constructs 3 left (of similar material) scenes with 3 parts (e.g., farm, party) | CC.1.3.9-10.E Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create an effect. |
| | | CC.1.3.9-10.G Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment. |
| | | CC.1.4.9-10.M Write narratives to develop real or imagined experiences or events. |
| | | CC.1.4.9-10.N Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple points of view, and introducing a narrator and/or |
| | | characters. CC.1.4.9-10.O |
| | | Use narrative techniques such as dialogue, description, reflection, multiple plot lines, and pacing, to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters. CC.1.4.9-10.P |
| | | Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. |
| | | CC.1.4.9-10.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction. |
| | | CC.1.4.9-10.U Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to |
| | | link to other information and to display information flexibly and dynamically. CC.1.4.9-10.V |
| | | Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation and to display information flexibly and dynamically. |
| | | CC.1.4.9-10.W Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. |
| | | CC.1.4.9-10.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.1.5.9-10.C Integrate multiple sources of information presented in diverse media or formats (e.g. visually, quantitatively, orally) evaluating the credibility and accuracy of each source. |
| | | CC.1.5.9-10.D Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the |
| | | presentation is appropriate to purpose, audience, and task. CC.2.1.HS.F.1 |
| | | Apply and extend the properties of exponents to solve problems with rational exponents. CC.2.1.HS.F.2 |

| Apply properties of rational and irrational numbers to solve real world or mathematical problems. |
|--|
| CC.2.1.HS.F.3 |
| Apply quantitative reasoning to choose and Interpret units and scales in formulas, graphs and data displays. |
| CC.2.1.HS.F.4 |
| Use units as a way to understand problems and to guide the solution of multi-step 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.1.4.9-10.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. | |
| 1-a | Has a favorite comfort item that he might sleep with or carry (e.g., a blanket, stuffed animal) | | |
| 1-b | Reaches for objects of interest (e.g., keys, cup, ball) | | |
| 1-c | Transfers items from one hand to another | | |
| 1-d | Looks at a toy when it is picked up by an adult | | |
| 2-M | Shows variation in play by independently interacting with 5 different items (e.g., plays with rings, then a ball, then a block) | CC.1.4.9-10.V Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation and to display | |
| 2-a | Points to a toy or object of interest | information flexibly and dynamically. | |
| 2-b | Drops items to watch them fall, or demonstrates other interests in cause-and-effect | CC.1.4.9-10.W | |
| 2-c | Opens cupboard doors, toy boxes, or reaches in a toy container | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard | |
| 2-d | Repeats a play behavior that produces an auditory sound (e.g., squeezes toys, bangs items) | format for citation. | |
| 2-е | Makes eye contact with others 3 times during play | CC.1.5.9-10.C Integrate multiple sources of information presented in diverse media or formats (e.g. visually, quantitatively, orally) evaluating the credibility and accuracy of | |
| | | each source. | |
| 3-M | Demonstrates generalization by engaging in exploratory movement and playing with the toys in a novel environment for 2 minutes (e.g., in a new playroom) | CC.1.5.9-10.D Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task. | |
| 3-a | Brings a toy or object of interest to an adult | CC.1.5.9-10.E | |
| 3-b | Dumps containers of items on floor | Adapt speech to a variety of contexts and tasks. CC.1.5.9-10.G | |
| 3-c | Transfers items in or out of a container | Demonstrate command of the conventions of standard English when speaking based on grade 9-10 level and content. | |
| 3-d | Generalizes known play behaviors to a novel environment | | |
| 3-е | Carries toys or objects from one place to another | | |
| 4-M | Independently engages in movement play for 2 minutes (e.g., swinging, dancing, rocking, jumping, climbing) | CC.1.4.9-10.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences. | |
| 4-a | Enters a playhouse or similar play structure without adult verbal prompting | | |
| 4-b | Learns to work a toy correctly after an adult demonstrates its use (e.g., push buttons on a pop-up toy) | | |
| 4-c | Mands to an adult for assistance with an item (e.g., child holds up something he can't open) | | |
| 4-d | Spontaneously dances when music is played | | |
| 4-e | Enjoys being pulled or pushed in a wagon, on a tricycle, or other toy vehicle | | |
| 5-M | Independently engages in cause-and-effect play for 2 minutes (e.g., dumping containers, playing with pop-up toys, pulling toys, etc.) | CC.1.4.9-10.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 | |

| 5-a | Takes pieces of a set apart (e.g., Duplos, Bristle blocks) | discipline-specific tasks, purposes and audiences. |
|-----|--|--|
| 5-b | Spontaneously pulls and pushes items around | CC.2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems. |
| 5-c | Carries a large play object to a new location (e.g., a toy car garage) | CC.2.1.HS.F.4 |
| 5-d | Emits sounds or words associated with toys (e.g., says vroom vroom with a car) | Use units as a way to understand problems and to guide the solution of multi-step problems. |
| 5-e | Connects things or puts them together (e.g., a car on a track, Duplos) | |

| | INDEPENDENT PLAY | | |
|-------|---|---|--|
| | LEVEL 2 | | |
| Skill | VB-MAPP Milestones & Supporting Skills | PA Core Standards | |
| 6-M | Searches for a missing or corresponding toy or part of a set for 5 items or sets (e.g., a puzzle piece, a ball for a drop-in toy, a bottle for a baby doll) | CC.1.4.9-10.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences. | |
| 6-a | Carries 2 or more toys while walking | CC.2.1.HS.F.2 | |
| 6-b | Independently plays with in-set puzzles for 1 minute | Apply properties of rational and irrational numbers to solve real world or mathematical problems. CC.2.1.HS.F.3 | |
| 6-c | Engages in sensory play for 2 minutes (e.g., scoops sand, or rice from a tray, plays in shaving cream) | Apply quantitative reasoning to choose and Interpret units and scales in formulas, graphs and data displays. | |
| 6-d | Splashes water and plays with objects in a swimming or wading pool | | |
| 6-е | Plays with sets of toys that have multiple parts for 2 minutes (e.g., farm animals, form ball) | | |
| 7-M | Independently demonstrates the use of toys or objects according to their function for 5 items (e.g., placing a train on a track, pulling a wagon, holding a telephone to the ear) | CC.1.4.9-10.M Write narratives to develop real or imagined experiences or events. | |
| 7-a | Scribbles on a Magna Doodle, white board, or paper | | |
| 7-b | Waits while an activity is being set up | | |
| 7-с | Independently plays for 2 minutes without adult interaction | | |
| 7-d | Sorts or separates preferred toy items from others in a bin (e.g., pulls out the Thomas trains) | | |
| 7-е | Spontaneously imitates an adult's use of objects (e.g., brushing hair) | | |
| 8-M | Plays with everyday items in creative ways 2 times (e.g., uses a bowl as a drum or a box as an imaginary car) | CC.1.4.9-10.M Write narratives to develop real or imagined experiences or events. | |
| 8-a | Independently plays on a playground for 2 minutes without adult prompts | | |
| 8-b | Observes, then imitates other children on play structures (e.g., going down a slide) | | |
| 8-c | Strings large beads, laces, or similar fine motor leisure activities for 1 minute | | |
| 8-d | Plays with 2 toy sets as designed (e.g., hammer and tool bench set, kitchen set) | | |
| 9-M | Independently engages in play on structures and playground equipment for a total of 5 minutes (e.g., going down a slide, swinging) | CC.1.5.9-10.D Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task. | |
| 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) | CC.1.5.9-10.E Adapt speech to a variety of contexts and tasks. | |
| 9-b | Completes 5 inset puzzles with 5 or more pieces | CC.1.5.9-10.G Demonstrate command of the conventions of standard English when speaking based on grade 9-10 level and content. | |
| 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) | 2 the contentions of standard English when speaking cased on grade 7 to 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.1.4.9-10.U |
|-------------|---|--|
| 10-a | Plays with toy sets as designed (e.g., birthday set, tea set) | Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. |
| 10-b | Allows others to play in close proximity | CC.1.4.9-10.W |
| 10-с | Demonstrates interest in a peer's completed project (e.g., a sand castle, Lego structure) | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in |
| 10-d | Mands to peers to not disturb his structure or toy assembly | answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. |
| 10-е | Improvises when parts are missing (e.g., still plays with a car that is missing a wheel) | CC.1.5.9-10.A |
| 10-f | Helps to pick up toys after an activity with adult prompts | Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their |
| | | own clearly and persuasively. CC.1.5.9-10.B |
| | | Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. |
| | | CC.1.5.9-10.C |
| | | Integrate multiple sources of information presented in diverse media or formats (e.g. visually, quantitatively, orally) evaluating the credibility and accuracy of each source. |

| | INDEPENDENT PLAY | | |
|--------------|--|---|--|
| | LEVEL 3 | | |
| Skill | VB-MAPP Milestones & Supporting Skills | PA Core Standards | |
| 11-M | Spontaneously engages in pretend or imaginary play on 5 occasions (e.g., dressing up, a pretend party with stuffed animals, pretends to cook) | CC.1.4.9-10.M Write narratives to develop real or imagined experiences or events. CC.1.4.9-10.X | |
| 11-a 11-b | Navigates a riding toy around obstructions (e.g., moving a tricycle or big wheel around a pole) Demonstrates 1 to 1 correspondence in play activities (e.g., places plastic eggs in an egg carton, a doll in a bed with a bottle) | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences. | |
| 11-c 11-d | Will get toys and play independently for 2 minutes Sings, hums, or recites a few words to familiar songs while engaged in an activity | | |
| 12-M | Repeats a gross motor behavior to obtain a better effect for 2 activities (e.g., throwing a ball in a basket, swinging a bat at a T-ball, foot stomping to launch a rocket, pumping a swing) | CC.1.2.9-10.A Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. | |
| 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) | CC.1.2.9-10.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's | |
| 12-b 12-c | Colors in a picture in a coloring book or on paper Independently sits and looks at a book for 5 minutes | explicit assumptions and beliefs about a subject. CC.1.2.9-10.C Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the | |
| 12-d | Accepts direction from a peer when playing in the same area | points are made, how they are introduced and developed, and the connections that are drawn between them. CC.1,2.9-10.D Determine an author's particular point of view and analyze how rhetoric advances the point of view. | |
| | | CC.1.2.9-10.E Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text. CC.1.2.9-10.F Analyze how words and phrases shape meaning and tone in texts. | |
| | | CC.1.2.9-10.G Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account. CC.1.2.9-10.H | |
| | | Delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence. CC.1.2.9-10.I Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts. CC.1.2.9-10.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. | |

| | | CC.1.3.9-10.A |
|------|---|--|
| | | Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. |
| | | CC.1.3.9-10.B |
| 1 | | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's |
| | | explicit assumptions and beliefs about a subject. CC.1.3.9-10.C |
| | | Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme. CC.1.3.9-10.D |
| | | Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text. CC.1.3.9-10.E |
| | | Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create an effect. CC.1.3.9-10.F |
| | | Analyze how words and phrases shape meaning and tone in texts. CC.1.3.9-10.G |
| | | Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment. CC.1.3.9-10.H |
| | | Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work. CC.1.3.9-10.I |
| | | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 9-10 reading and content, choosing flexibly from a range of strategies and tools. |
| | | CC.1.3.9-10.K Read and comprehend literary fiction on grade level, reading independently and proficiently. |
| | | CC.1.4.9-10.G |
| | | Write arguments to support claims in an analysis of substantive topics. CC.1.4.9-10.J |
| | | Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) |
| | | and counterclaims; provide a concluding statement or section that follows from and supports the argument presented. |
| | | CC.1.4.9-10.T |
| | | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. CC.1.4.9-10.W |
| | | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in |
| | | answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. |
| | | CC.1.4.9-10.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.1.5.9-10.A |
| 1 | | Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
| 13-M | Independently engages in arts and crafts type activities for 5 minutes (e.g., drawing, coloring, | CC.1.4.9-10.X |
| | painting, cutting, pasting) | 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 |
| 13-a | Uses arts and crafts materials as intended (e.g., cuts with scissors, uses glue) | discipline-specific tasks, purposes and audiences. |
| 13-b | Waits for a turn at an activity (e.g., waits for another child to get off a swing, or a turn at an activity | |
| | table) | |
| 13-с | Independently draws recognizable items | |
| 13-d | Shows a completed project to an adult or peer (e.g., an art project) | |
| 13-е | Colors items mostly within their boundaries in a coloring book | |
| 4477 | | CO1 2.0 10 V |
| 14-M | Independently engages in sustained play activities for 10 minutes without adult prompts or | CC.1.3.9-10.K Read and comprehend literary fiction on grade level, reading independently and proficiently. |
| 4.4 | reinforcement (e.g., playing with an Etch-a-sketch, playing dress-up) | CC.1.4.9-10.M |
| 14-a | Demonstrates an appropriate response when an activity is interrupted or stopped (e.g., the child will | Write narratives to develop real or imagined experiences or events. |
| | stop playing when told to do so by an adult) | CC.1.4.9-10.U Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to |
| 14-b | Follows safety rules (e.g., does not throw objects at other children or climb too high on play | link to other information and to display information flexibly and dynamically. |
| | structures) | CC.1.4.9-10.X |

| 14-c | Will pretend to write a note | 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 |
|------|---|--|
| 14-d | Independently gets, sets-up, completes, and (with prompts) puts away a play activity | discipline-specific tasks, purposes and audiences. |
| | | |
| 15-M | Independently draws or writes in pre-academic activity books for 5 minutes (e.g., dot-to-dot, | CC.1.3.9-10.K |
| | matching games, mazes, tracing letters and numbers) | Read and comprehend literary fiction on grade level, reading independently and proficiently. CC.1.4.9-10.N |
| 15-a | Demonstrates a willingness to try physical activities that are more challenging (e.g., ride a bike with | Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple points of view, and introducing a narrator and/or |
| | training wheels, in-line skates, hitting a golf ball with a club) | characters. |
| 15-b | Spontaneously assists in daily activities (e.g., setting the table, planting seeds in a garden, sorting | CC.1.4.9-10.O Use narrative techniques such as dialogue, description, reflection, multiple plot lines, and pacing, to develop experiences, events, and/or characters; use |
| | socks) | precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters. |
| 15-c | Will engage in a non-preferred activity to earn a preferred activity | CC.1.4.9-10.P |
| 15-d | Plays computer or video games and properly operates the equipment | Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. |
| 15-e | Will independently solve problems encountered in play (e.g., pulling on a toy that is stuck) | whole; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. CC.1.4.9-10.T |
| 13 0 | with independently solve problems encountered in play (e.g., paining on a toy that is stack) | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant |
| | | for a specific purpose and audience. CC.1.4.9-10.U |
| | | Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to |
| | | link to other information and to display information flexibly and dynamically. |
| | | CC.1.4.9-10.V |
| | | Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation and to display |
| | | information flexibly and dynamically. |
| | | CC.1.4.9-10.W |
| | | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard |
| | | format for citation. |
| | | CC.1.4.9-10.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.1.5.9-10.C |
| | | Integrate multiple sources of information presented in diverse media or formats (e.g. visually, quantitatively, orally) evaluating the credibility and accuracy of |
| | | each source. |
| | | CC.1.5.9-10.D Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the |
| | | presentation is appropriate to purpose, audience, and task. |
| | | CC.1.5.9-10.F |
| | | Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence. CC.2.1.HS.F.1 |
| | | Apply and extend the properties of exponents to solve problems with rational exponents. |
| | | CC.2.1.HS.F.2 Apply proportion of rational and irrational numbers to solve real world or mathematical problems |
| | | Apply properties of rational and irrational numbers to solve real world or mathematical problems. CC.2.1.HS.F.4 |
| | | Use units as a way to understand problems and to guide the solution of multi-step problems. |
| | | CC.2.1.HS.F.7 |
| | 1 | Apply concepts of complex numbers in polynomial identities and quadratic equations to solve problems. |

| SOCIAL BEHAVIOR AND SOCIAL PLAY | | |
|---------------------------------|--|---|
| | LEVEL 1 | |
| Skill | VB-MAPP Milestones & Supporting Skills | PA Core Standards |
| 1-M | Makes eye contact as a type of mand 5 times | CC.1.4.9-10.I |
| 1-a | Smiles when hearing familiar voices 3 times (e.g., his mom or dad's voice) | Distinguish the claim(s) from alternate or opposing claims; develop claim(s) fairly, supplying evidence for each while pointing out the strengths and |

| 1-b | Looks at the faces of familiar people at least 3 times | limitations of both in a manner that anticipates the audience's knowledge level and concerns. |
|------------|--|--|
| 1-c | Orients towards or makes eye contact with familiar people 5 times | CC.1.5.9-10.A |
| 1 0 | Offents towards of makes eye conduct with furnitual people's times | Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
| | | CC.1.5.9-10.B |
| | | Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. CC.1.5.9-10.D |
| | | Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the |
| | | presentation is appropriate to purpose, audience, and task. |
| | | CC.1.5.9-10.E Adapt speech to a variety of contexts and tasks. |
| 2-M | Indicates that he wants to be held or physically played with 2 times (e.g., climbs up on his | CC.1.5.9-10.A |
| 2-1VI | mom's lap) | Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing |
| 2 - | | their own clearly and persuasively. |
| 2-a | Smiles or laughs during physical play 5 times | CC.1.5.9-10.B Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. |
| 2-b | Participates and smiles in reciprocal social play 2 times (e.g., patty cake, peek-a-boo) | CC.1.5.9-10.E |
| 2-c | Seeks out adult attention using eye gaze, sounds, or gestures 3 times (e.g., pointing) | Adapt speech to a variety of contexts and tasks. |
| 3-M | Spontaneously makes eye contact with other children 5 times | CC.1.4.9-10.C |
| 3-a | Takes a desired item from an adult 3 times (e.g., takes a toy when offered) | Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension. |
| 3-b | Reacts positively to being approached by other children 2 times (can be siblings) | CC.1.4.9-10.I |
| 3-c | Responds to greetings from others with 2 seconds of eye contact 2 times | Distinguish the claim(s) from alternate or opposing claims; develop claim(s) fairly, supplying evidence for each while pointing out the strengths and |
| | | limitations of both in a manner that anticipates the audience's knowledge level and concerns. CC.1.5.9-10.A |
| | | Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing |
| | | their own clearly and persuasively. |
| | | CC.1.5.9-10.B Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. |
| | | CC.1.5.9-10.E |
| | | Adapt speech to a variety of contexts and tasks. |
| 4-M | Spontaneously engages in parallel play near other children for a total of 2 minutes (e.g., sits in | CC.1.4.9-10.Q |
| | the sandbox near other children) | Write with an awareness of the stylistic aspects of writing: Use parallel structure, Use various types of phrases and clauses to convey meaning and add variety and interest. |
| 4-a | Approaches other children 2 times with an adult prompt | CC.1.4.9-10.X |
| 4-b | Appropriately stands close by other children in group activities 2 times | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of |
| 4-c | Imitates a wave "bye-bye" to others when prompted 2 times | discipline- specific tasks, purposes and audiences. CC.1.5.9-10.A |
| 4-d | Sits next to other children in group activities 2 times when prompted by an adult | Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing |
| | | their own clearly and persuasively. |
| 5-M | Spontaneously follows peers or imitates their motor behavior 2 times (e.g., follows a peer into a | CC.1.5.9-10.A |
| | playhouse) | Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
| 5-a | Spontaneously follows another child 2 times | CC.1.5.9-10.B |
| 5-b | Spontaneously imitates the behavior of another child 2 times | Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. |
| 5-c | Laughs or smiles when others engage in silly, fun, or entertaining behavior 2 times | |

| | SOCIAL BEHAVIOR AND SOCIAL PLAY | | |
|---|---|--|--|
| | LEVEL 2 | | |
| 5 | Skill VB-MAPP Milestones & Supporting Skills | PA Core Standards | |
| 6 | Initiates a physical interaction with a peer 2 times (e.g., a push in a wagon, hand holding, Around the Rosy) | Ring CC.1.4.9-10.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 | |

| 6-a | Looks at a peer when he talks 2 times | discipline-specific tasks, purposes and audiences. |
|-------|---|---|
| 6-b | Chases peers in play with adult prompts 2 times | CC.1.5.9-10.A Initiate and participate affectively in a range of collaborative discussions on grades level topics, tayts, and issues, building on others' ideas and expressing their |
| 6-c | Sits with peers in a group activity (e.g., music) without disruptive behavior for 2 minutes | Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
| 6-d | Engages in physical play with peers (e.g., rolling down a hill) with adult prompts 2 times | CC.1.5.9-10.B |
| 6-е | Spontaneously imitates 5 different behaviors of peers | Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. CC.1.5.9-10.D |
| | | Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the |
| | | presentation is appropriate to purpose, audience, and task. CC.1.5.9-10.G |
| | | Demonstrate command of the conventions of standard English when speaking based on grade 9-10 level and content. |
| 7-M | Spontaneously mands to peers 5 times (e.g., My turn. Push me. Look! Come on.) | CC.1.4.9-10.T |
| 7-a | Mands to peers with adult prompts 5 times (e.g., Ask Katie for a cookie.) | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
| 7-b | Echoes a peer's sounds or words with adult prompts 2 times (e.g., What did he say?) | CC.1.4.9-10.X |
| 7-c | Spontaneously joins other children in a play activity 2 times (e.g., a playhouse) | 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 |
| 7-d | Spontaneously offers a reinforcer to a peer 1 time | discipline-specific tasks, purposes and audiences. CC.1.5.9-10.A |
| | | Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their |
| | | own clearly and persuasively. CC.1.5.9-10.B |
| | | Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. |
| | | CC.1.5.9-10.E |
| | | Adapt speech to a variety of contexts and tasks. CC.1.5.9-10.G |
| | | Demonstrate command of the conventions of standard English when speaking based on grade 9-10 level and content. |
| 8-M | Engages in sustained social play with peers for 3 minutes without adult prompts or | CC.1.4.9-10.T |
| | reinforcement (e.g., cooperatively setting up a play set, water play) | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
| 8-a | Spontaneously greets others with a wave or vocal response 1 time | CC.1.4.9-10.X |
| 8-b | Spontaneously imitates a peer's actions with objects 2 times (e.g., blowing a pinwheel) | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline- specific tasks, purposes and audiences. |
| 8-c | Responds to the mands of peers with adult prompts 2 times (e.g., Give him the car.) | CC.1.5.9-10.A |
| 8-d | Spontaneously echoes a peer's words 2 times | Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their |
| | | own clearly and persuasively. CC.1.5.9-10.B |
| | | Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. |
| | | CC.1.5.9-10.E Adapt speech to a variety of contexts and tasks. |
| 9-M | Spontaneously responds to the mands from peers 5 times (e.g., Pull me in the wagon. I want | CC.1.4.9-10.C |
| 7 1,1 | the train.) | Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and |
| 9-a | Spontaneously copies a peer's assembly of toys or other items 1 time (e.g., Duplo) | examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension. CC.1.4.9-10.T |
| 9-b | Responds appropriately to mands from peers for an object 2 times (e.g., Give me the truck.) | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant |
| 9-c | Responds appropriately to mands from peers for an action 2 times (e.g., Push me.) | for a specific purpose and audience. CC.1.4.9-10.X |
| 9-d | Responds to the mands of peers to stop a behavior 1 time (e.g., Stop pushing me.) | 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 |
| 9-е | Spontaneously mands for help from adults 1 time | discipline-specific tasks, purposes and audiences. |
| 9-f | Tacts items for the benefit of peers with adult prompts, 2 times (e.g., There's your car.) | — CC.1.5.9-10.A Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their |
| | | own clearly and persuasively. |
| | | CC.1.5.9-10.B |
| | | Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. CC.1.5.9-10.E |
| | | Adapt speech to a variety of contexts and tasks. |
| | | CC.1.5.9-10.G Demonstrate command of the conventions of standard English when speaking based on grade 0.10 level and content |
| 10-M | Spontaneously mands to peers to participate in games, social play, etc., 2 times (e.g., Come on | Demonstrate command of the conventions of standard English when speaking based on grade 9-10 level and content. CC.1.4.9-10.X |
| 10-11 | vou guys. Let's dig a hole.) | 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 |
| 10-a | Spontaneously mands to peers to follow directions 2 times (e.g., Put the bike here.) | discipline-specific tasks, purposes and audiences. CC.1.5.9-10.A |
| 10 a | spontaneously mands to peers to ronow anections 2 times (e.g., 1 at the bike note.) | CC/IN/7-IV/A |

| 10-b | Spontaneously mands for others to attend to what he is attending to (e.g., Look at this!) | Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their |
|------|---|--|
| 10-с | Spontaneously mands for others to attend to his behavior 2 times (e.g., Watch me.) | own clearly and persuasively. CC.1.5.9-10.D |
| 10-d | Mands for attention from peers 2 times (e.g., Hey Johnny!) | Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the |
| 10-е | Spontaneously imitates a peer riding on a tricycle, toy car, or other riding toy 2 times | presentation is appropriate to purpose, audience, and task. |
| | | CC.1.5.9-10.E |
| | | Adapt speech to a variety of contexts and tasks. |
| | | CC.1.5.9-10.G |
| | | Demonstrate command of the conventions of standard English when speaking based on grade 9-10 level and content. |

| | SOCIAL BEHAVIOR AND SOCIAL PLAY LEVEL 3 | | |
|--|--|---|--|
| Skill | VB-MAPP Milestones & Supporting Skills | PA Core Standards | |
| 11-M 11-a 11-b 11-c 11-d 11-e | 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) Participates in cooperation activities with adult prompts 2 times (e.g., parachute holding) Appropriately mands to peers to stop an undesirable behavior 2 times Waits for a turn with a reinforcer without negative behavior 2 times Accepts an invitation to join a social play activity with a peer 2 times Mands to peers with a WH question 2 times (e.g., Where the shovel? What's you name?) | CC.1.4.9-10.T Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. CC.1.4.9-10.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.1.5.9-10.A Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. CC.1.5.9-10.C Integrate multiple sources of information presented in diverse media or formats (e.g. visually, quantitatively, orally) evaluating the credibility and accuracy of each source. CC.1.5.9-10.D Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task. CC.1.5.9-10.E | |
| 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?) | Adapt speech to a variety of contexts and tasks. CC.1.5.9-10.G Demonstrate command of the conventions of standard English when speaking based on grade 9-10 level and content. CC.1.4.9-10.C Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension. | |
| 12-a 12-b 12-c 12-d 12-e 12-f | Spontaneously imitates a peer's behavior in a pretend play activity 2 times Spontaneously mands using where for the location of a missing peer 2 times Spontaneously mands using what related to the behavior of a peer 2 times Spontaneously mands using who evoked by an unknown person 2 times Has a "best friend" (i.e., will repeatedly play with a specific child) Engages in at least 3 verbal exchanges with a peer | CC.1.4.9-10.1 Distinguish the claim(s) from alternate or opposing claims; develop claim(s) fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. CC.1.4.9-10.0 Use narrative techniques such as dialogue, description, reflection, multiple plot lines, and pacing, to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters. CC.1.4.9-10.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.1.5.9-10.A Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. CC.1.5.9-10.B Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. CC.1.5.9-10.C Integrate multiple sources of information presented in diverse media or formats (e.g. visually, quantitatively, orally) evaluating the credibility and accuracy of each source. CC.1.5.9-10.D Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task. | |

| | | CC.1.5.9-10.E |
|--------------|---|--|
| | | Adapt speech to a variety of contexts and tasks. |
| | | CC.1.5.9-10.G |
| 13-M | Intraverbally responds to 5 different questions or statements from peers (e.g., verbally | Demonstrate command of the conventions of standard English when speaking based on grade 9-10 level and content. CC.1.4.9-10.C |
| 13-1/1 | responds to What do you want to play?) | Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and |
| 12 0 | | examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension. |
| 13-a | Spontaneously uses please and thank you with an adult or peer 2 times | CC.1.4.9-10.I Distinguish the claim(s) from alternate or opposing claims; develop claim(s) fairly, supplying evidence for each while pointing out the strengths and limitations |
| 13-b | Demonstrates any reciprocal verbal exchanges with a peer 2 times | of both in a manner that anticipates the audience's knowledge level and concerns. |
| 13-c | Follows directions given by a peer in a social play activity 2 times | CC.1.4.9-10.T |
| 13-d | Gives directions to a peer in a social play activity 2 times | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
| 13-е | Spontaneously offers a reinforcer (sharing) to a peer 2 times | CC.1.5.9-10.A |
| | | Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
| | | CC.1.5.9-10.C Integrate multiple sources of information presented in diverse media or formats (e.g. visually, quantitatively, orally) evaluating the credibility and accuracy of |
| | | each source. |
| | | CC.1.5.9-10.D |
| | | Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task. |
| | | CC.1.5.9-10.E |
| | | Adapt speech to a variety of contexts and tasks. |
| | | CC.1.5.9-10.G Demonstrate command of the conventions of standard English when speaking based on grade 9-10 level and content. |
| 14-M | Engages in pretend social play activities with peers for 5 minutes without adult prompts or | CC.1.4.9-10.0 |
| 14-1/1 | reinforcement (e.g., dress up play, acting out videos, playing house) | Use narrative techniques such as dialogue, description, reflection, multiple plot lines, and pacing, to develop experiences, events, and/or characters; use precise |
| 14-a | Participates in a social play game directed by a peer (e.g., red light/green light) 2 times | words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters CC.1.4.9-10.P |
| 14-a 14-b | Spontaneously mands for a new or unfamiliar child's name 1 time | Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent |
| | Takes turns and shares reinforcers with peers without prompts 2 times | whole; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. |
| 14-c | | CC.1.5.9-10.A Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their |
| 14-d | Laughs or smiles at the jokes or humor of peers 2 times | own clearly and persuasively. |
| 14-e | Asks questions about the interests of peers 1 time | - CC.1.5.9-10.E |
| 15-M | Engages in 4 yearhol evaluations on 1 tonic with many for 5 tonics (e.g., the shildren as healt and | Adapt speech to a variety of contexts and tasks. CC.1.4.9-10.C |
| | 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) | Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension. |
| 15-a | Engages in at least 3 verbal exchanges with a peer 2 times | CC.14.9-10.I |
| 15-b | Engages in a verbal exchange with two or more peers in one setting 2 times | Distinguish the claim(s) from alternate or opposing claims; develop claim(s) fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. |
| 15-c | Demonstrates coping behavior when a peer takes a reinforcer 2 times | CC.1.4.9-10.0 |
| 15-d | Attends to a peer telling a story for 10 seconds, 2 times | Use narrative techniques such as dialogue, description, reflection, multiple plot lines, and pacing, to develop experiences, events, and/or characters; use precise |
| 15-е | Narrates the activity of a peer with at least 2 tacts, 2 times | words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters. CC.1.4.9-10.P |
| 15-f | Spontaneously provides sympathy to a peer when hurt 2 times | Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent |
| 15-g | Negotiates time with a reinforcer with a peer 2 times | whole; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. CC.1.4.9-10.T |
| | | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. CC.1.4.9-10.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.1.5.9-10.A Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. CC.1.5.9-10.B |
| | | Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. CC.1.5.9-10.C |
| | | Integrate multiple sources of information presented in diverse media or formats (e.g. visually, quantitatively, orally) evaluating the credibility and accuracy of |

| | each source. CC.1.5.9-10.D Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task. CC.1.5.9-10.E Adapt speech to a variety of contexts and tasks. CC.1.5.9-10.G Demonstrate command of the conventions of standard English when speaking based on grade 9-10 level and content. |
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| | MOTOR IMITATION LEVEL 1 | | |
|----------------|--|--|--|
| Skill | VB-MAPP Milestones & Supporting Skills | PA Core Standards | |
| 1-M 1-a | 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) | CC.1.4.9-10.M Write narratives to develop real or imagined experiences or events. | |
| 1-b | Imitates 1 motor movement of another person on demand (i.e., will imitate when asked) | | |
| 2-M | Imitates 4 gross motor movements when prompted with, Do this | CC.1.5.9-10.D | |
| 2-a | Imitates 2 actions with an object (e.g., pounding with a toy hammer, rolling a ball) | Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task. | |
| 2-b | Spontaneously imitates 2 different fun activities (e.g., peek-a boo, patty cake) | CC.1.5.9-10.E | |
| 2-c | Makes eye contact while imitating 3 times | Adapt speech to a variety of contexts and tasks. CC.1.5.9-10.G | |
| | | Demonstrate command of the conventions of standard English when speaking based on grade 9-10 level and content. | |
| 3-M | Imitates 8 motor movements, 2 of which involve objects (e.g., shaking a maraca, tapping sticks together) | CC.1.4.9-10.M Write narratives to develop real or imagined experiences or events. | |
| 3-a | Imitates 2 fine motor movements (e.g., wiggles fingers, opens and closes fist) | | |
| 3-b | Spontaneously imitates 2 gross motor movements of another person (e.g., arms up) | | |
| 3-с | Imitates side-to-side body rocking | | |
| 3-d | Generalizes known imitation responses to 2 additional people (e.g., claps for 2 new adults) | | |
| 4.7.5 | | 0014040 | |
| 4-M | Spontaneously imitates the motor behaviors of others on 5 occasions | CC.1.4.9-10.M Write narratives to develop real or imagined experiences or events. | |
| 4-a | Imitates pointing at people or objects Imitates transferring an object from one hand to another | | |
| 4-b 4-c | Imitates 5 actions that produce an outcome (e.g., pushing buttons on a pop-up toy) | | |
| 4-c 4-d | Imitates 2 head movements (e.g., nods yes and no) | | |
| T-u | minutes 2 near movements (e.g., nous yes and no) | | |
| 5-M | Imitates 20 motor movements of any type (e.g., fine motor, gross motor, imitation with objects) | CC.1.4.9-10.M | |
| 5-a | Imitates 5 different fine motor movements (e.g., pokes clay with index finger, a pincer grasp) | Write narratives to develop real or imagined experiences or events. | |
| 5-b | Imitates the gross motor behavior of other children 2 times when prompted (e.g., running) | | |
| 5-c | Spontaneously imitates the behavior of others on 2 occasions (e.g., filling containers) | | |
| 5-d | Demonstrates generalization of 10 imitative responses to 3 new people | | |

| | MOTOR IMITATION | | |
|---------------------------------|--|--|--|
| | LEVEL 2 | | |
| Skill | VB-MAPP Milestones & Supporting Skills | PA Core Standards | |
| 6-M | Imitates 10 actions that require selecting a specific object from an array (e.g., selects a drumstick from an array also containing a horn and a bell, and imitates an adult's drumming) | CC.1.4.9-10.M Write narratives to develop real or imagined experiences or events. CC.1.5.9-10.D Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the | |
| 6-a 6-b 6-c 6-d | Imitates blowing 2 times (e.g., bubbles, candles, balloons) Imitates 5 common gestures (e.g., shrugging shoulders, thumbs up, finger to closed lips) Imitates turning a page in a book 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) Imitates pulling 5 different items apart (e.g., Duplos, Kid K'Nex, lids on containers) | presentation is appropriate to purpose, audience, and task. CC.1.5.9-10.E Adapt speech to a variety of contexts and tasks. CC.1.5.9-10.G Demonstrate command of the conventions of standard English when speaking based on grade 9-10 level and content. | |
| 7-M 7-a 7-b 7-c 7-d 7-e 7-f 7-g | Imitates 20 different fine motor actions when prompted, Do this (e.g., wiggling fingers, pinching, making a fist, making a butterfly) Imitates 3 play behaviors in the natural environment (e.g., pushing a car down a ramp) Imitates 5 two-step behaviors (e.g., touch head and touch shoulders) Spontaneously imitates a behavior observed on a TV or video (e.g., dancing, hopping) Imitates 5 facial expressions (e.g., kissing, opening mouth, shutting eyes, scrunching nose) Maintains a newly acquired imitative behavior after 24 hours without training Imitates a new behavior correctly on the first trial Imitates 5 examples of finger play (e.g., pretend walking on two fingers, finger dancing) | CC.1.4.9-10.M Write narratives to develop real or imagined experiences or events. CC.1.5.9-10.D Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task. CC.1.5.9-10.E Adapt speech to a variety of contexts and tasks. CC.1.5.9-10.G Demonstrate command of the conventions of standard English when speaking based on grade 9-10 level and content. | |
| 8-M 8-a 8-b 8-c 8-d 8-e 8-f 8-g | Imitates 10 different three-component sequences of actions when prompted, Do this (e.g., clapping, jumping, touching toes; pick up a doll, place her in a crib and rock the crib) Imitates 5 actions in a 10-second fluency test Imitates drawing a circle on 2 occasions Imitates 5 pretend play activities (e.g., a monster, pouring tea, shooting spider webs) Spontaneously imitates 5 fine motor arts and crafts activities (e.g., cutting, pasting, drawing) Acquires 5 new listener skills through transfer of control from imitation to listener (e.g., the child learns to cast a toy fishing pole by first being shown how, then told how) Imitates other children during daily activities on 2 occasions (e.g., lining up, pulling a wagon) Repeats a fun behavior previously observed (delayed imitation) (e.g., squirting water) | CC.1.4.9-10.M Write narratives to develop real or imagined experiences or events. CC.1.5.9-10.D Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task. CC.1.5.9-10.E Adapt speech to a variety of contexts and tasks. CC.1.5.9-10.G Demonstrate command of the conventions of standard English when speaking based on grade 9-10 level and content. | |
| 9-M 9-a 9-b 9-c 9-d | Spontaneously imitates 5 functional skills in the natural environment (e.g., eating with a spoon, putting on a coat, removing shoes) Imitates a socio-dramatic play activity modeled by peers on 2 occasions Spontaneously imitates 5 behaviors in a group activity (e.g., sits when other children sit) Imitates 10 two-component actions (e.g., pretend pouring and drinking) Imitates the same behavior going fast and slow for 5 behaviors (e.g., arms up fast then slow) | CC.1.4.9-10.M Write narratives to develop real or imagined experiences or events. CC.1.4.9-10.Q Write with an awareness of the stylistic aspects of writing: Use parallel structure, Use various types of phrases and clauses to convey meaning and add variety and interest. | |
| 10-M | Imitates (or attempts to with approximations) any novel motor action modeled by an adult with and without objects (i.e., a "generalized imitative repertoire") | CC.1.4.9-10.M Write narratives to develop real or imagined experiences or events. | |

| 10-a 10-b | Imitates 5 sequences of multi-step functional self-care skills (e.g., brushing teeth, washing face, | CC.1.4.9-10.Q Write with an awareness of the stylistic aspects of writing: Use parallel structure, Use various types of phrases and clauses to convey meaning and add variety and interest. CC.1.5.9-10.A |
|--------------|---|---|
| 10-с | Imitates 5 functional activities of daily living skills (e.g., setting the table, sweeping the floor) | Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing |
| 10-d | Demonstrates delayed imitation of adult behavior in pretend play (e.g., driving a car, typing) | their own clearly and persuasively. |
| 10-е | Imitates 50 different motor behaviors on command | |

| | ECHOIC | |
|-------|--|--|
| | LEVEL 1 | |
| Skill | VB-MAPP Milestones & Supporting Skills | PA Core Standards |
| | Intentionally left blank | CC.1.5.9-10.D Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task. CC.1.5.9-10.E Adapt speech to a variety of contexts and tasks. CC.1.5.9-10.G Demonstrate command of the conventions of standard English when speaking based on grade 9-10 level and content. |

| | ECHOIC LEVEL 2 | |
|-------|--|---|
| Skill | VB-MAPP Milestones & Supporting Skills | PA Core Standards |
| | Intentionally left blank | CC.1.5.9-10.D Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task. |
| | | CC.1.5.9-10.E Adapt speech to a variety of contexts and tasks. CC.1.5.9-10.G |
| | | Demonstrate command of the conventions of standard English when speaking based on grade 9-10 level and content. |

| SPONTANEOUS VOCAL BEHAVIOR | | | |
|----------------------------|--|--|--|
| | LEVEL 1 | | |
| Skill | VB-MAPP Milestones & Supporting Skills | PA Core Standards | |
| | Intentionally left blank | CC.1.5.9-10.D Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of | |

reasoning; ensure that the presentation is appropriate to purpose, audience, and task. CC.1.5.9-10.E

Adapt speech to a variety of contexts and tasks. CC.1.5.9-10.G

Demonstrate command of the conventions of standard English when speaking based on grade 9-10 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.1.3.9-10.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 9-10 reading and content, choosing flexibly from a range of strategies and tools. | |
| 6-a | Selects an animal from an array of 3 for 5 different sounds made by animals (e.g., Meow says a) | CC.1.4.9-10.E | |
| 6-b | Selects an object from an array of 3 for 5 different sounds made by objects (e.g., Toot, toot goes the) | Write with an awareness of the stylistic aspects of composition: Use precise language and domain-specific vocabulary to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. CC.1.4.9-10.J | |
| 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) | Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented. CC.1.4.9-10.S | |
| | | Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction. CC.1.5.9-10.E Adapt speech to a variety of contexts and tasks. | |
| 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.1.3.9-10.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 9-10 reading and content, choosing flexibly from a | |
| 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) | range of strategies and tools. CC.1.4.9-10.E Write with an awareness of the stylistic aspects of composition: Use precise language and domain-specific vocabulary to manage the complexity of the topic. | |
| 7-b | Selects an item from an array of 5 for 5 different spoken associated sets of words (e.g., Shoes and) | Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. CC.1.4.9-10.J Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; Use words, phrases, and clauses to link the major | |
| 7-c | Reverses 5 previously acquired associations in an LRFFC format (e.g., Shoes and, Socks and) | sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and | |
| 7-d | Generalizes 10 known LRFFC responses to different tones of voice, volumes, prosody, etc. | counterclaims; provide a concluding statement or section that follows from and supports the argument presented. CC.1.4.9-10.S | |
| 7-е | Generalizes 10 known LRFFC responses to new carrier phrases without training (e.g., Let's sit on aTime to sit on a) | Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction. | |
| 7-f | Generalizes 10 known LRFFC responses to 2 different pictures or objects (e.g., two different shoes) | CC.1.5.9-10.E Adapt speech to a variety of contexts and tasks. CC.2.1.HS.F.5 | |
| | | Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. | |
| 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.1.2.9-10.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject. | |
| 8-a | Selects an item from an array of 8 for 10 fill-in function statements (e.g., You draw with a) | CC.1.2.9-10.C | |
| 8-b | Selects an item from an array of 8 for 10 fill-in feature statements (e.g., You find wheels on a) | Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the | |
| 8-c | Selects an item from an array of 8 for 10 fill-in class statements (e.g., A kind of animal is a) | points are made, how they are introduced and developed, and the connections that are drawn between them. CC.1.2.9-10.E | |
| 8-d | Selects an item from an array of 8 for 10 different what questions (e.g., What do you eat?) | Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text. | |
| 8-e | Selects an item from an array of 8 for 10 different which questions (e.g., which one flies?) | CC.1.2.9-10.F Analyze how words and phrases shape meaning and tone in texts. CC.1.2.9-10.G | |

| 8-f | Selects an item from an array of 8 for 10 different who questions (e.g., Who builds a nest?) | Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are |
|-----|--|---|
| 0-1 | Selects an item from an array of 8 for 10 different who questions (e.g., who builds a nest?) | emphasized in each account. |
| | | CC.1.2.9-10.H Delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence. |
| | | CC.1.2.9-10.I |
| | | Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts. CC.1.2.9-10.J |
| | | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and |
| | | career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| | | CC.1.2.9-10.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.1.2.9-10.L |
| | | Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. CC.1.3.9-10.A |
| | | Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. CC.1.3.9-10.B |
| | | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject. |
| | | CC.1.3.9-10.C Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme. |
| | | CC.1.3.9-10.D |
| | | Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text. CC.1.3.9-10.E |
| | | Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create an effect. |
| | | CC.1.3.9-10.F Analyze how words and phrases shape meaning and tone in texts. |
| | | CC.1.3.9-10.G |
| | | Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment. CC.1.3.9-10.H |
| | | Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work. CC.1.3.9-10.1 |
| | | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 9-10 reading and content, choosing flexibly from a range of strategies and tools. |
| | | CC.1.4.9-10.B Write with a sharp distinct focus identifying topic, task, and audience. |
| | | CC.1.4.9-10.C |
| | | Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension. CC.1.4.9-10.D |
| | | Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of |
| | | the text; include formatting when useful to aiding comprehension; provide a concluding statement or section. CC.1.4.9-10.E |
| | | Write with an awareness of the stylistic aspects of composition: Use precise language and domain-specific vocabulary to manage the complexity of the topic. |
| | | Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. |
| | | CC.1.4.9-10.F Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. |
| | | CC.1.4.9-10.H |
| | | Write with a sharp distinct focus identifying topic, task, and audience. Introduce the precise claim. CC.1.4.9-10.J |
| | | Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; Use words, phrases, and clauses to link the major |
| | | sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented. |
| | | CC.1.4.9-10.R Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. |
| | | CC.1.4.9-10.S |
| | | Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction. |
| | | CC.1.5.9-10.E |
| | | Adapt speech to a variety of contexts and tasks. |

| CC.2.1.HS.F.1 Apply and extend the properties of exponents to solve problems with rational exponents. CC.2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems. CC.2.1.HS.F.3 Apply quantitative reasoning to choose and Interpret units and scales in formulas, graphs and data displays. CC.2.1.HS.F.3 Apply quantitative reasoning to choose and Interpret units and scales in formulas, graphs and data displays. CC.2.1.HS.F.3 Apply quantitative reasoning to choose and Interpret units and scales in formulas, graphs and data displays. CC.2.1.HS.F.5 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. 9-M Selects an item given 3 different verbal statements about each item when independently presented (e.g., Find an animal. What barks? What has paws?) for 25 items 9-a Demonstrates LRFFC class generalization with 5 examples (e.g., 5 different animals) for 10 classes 9-b Emits 10 known LRFFC responses in an array of 10 in less than 1 minute (fluency) 9-c Selects an item given 2 different verbal statements about each item when independently presented (e.g., Find a food. What do you eat?) for 10 different items CC.1.2.1.B.F.5 CC.2.1.HS.F.5 Apply quantitative reasoning to choose and Interpret units and scales in formulas, graphs and data displays. CC.2.1.HS.F.5 CC.2.1.HS.F.1 Use units as a way to understand problems and to guide the solution of multi-step problems. CC.2.1.HS.F.6 CC.2.1.HS.F.1 Apply and extend the properties of exponents to solve real world or mathematical problems. CC.2.1.HS.F.1 Apply quantitative reasoning to choose and Interpret units and scales in formulas, graphs and data displays. CC.2.1.HS.F.1 CC.2.1.HS.F | nedia), determining which details are and concepts. |
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| P-M Selects an item given 3 different verbal statements about each item when independently presented (e.g., Find an animal. What barks? What has paws?) for 25 items 9-a Demonstrates LRFFC class generalization with 5 examples (e.g., 5 different animals) for 10 classes 9-b Emits 10 known LRFFC responses in an array of 10 in less than 1 minute (fluency) 9-c Selects an item given 2 different verbal statements about each item when independently presented (e.g., Find a food. What do you eat?) for 10 different items CC.1.1.HS.F.5 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. CC.1.2.9-10.G Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multim emphasized in each account. CC.1.2.9-10.I Analyze seminal U.S. documents of historical and literary significance, including how they address related themes CC.1.2.9-10.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level readir range of strategies and tools. CC.1.3.9-10.B CC.1.2.9-10.C CC.1.2.9-10.C CC.1.2.9-10.C CC.1.2.9-10.C Analyze seminal U.S. documents of historical and literary significance, including how they address related themes CC.1.2.9-10.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level readir range of strategies and tools. CC.1.3.9-10.B CC.1.2.9-10.C CC.1.2.9-10.C CC.1.2.9-10.C Analyze seminal U.S. documents of historical and literary significance, including how they address related themes CC.1.2.9-10.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level readir range of strategies and tools. CC.1.3.9-10.B | and concepts. |
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| Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. | and concepts. |
| Selects an item given 3 different verbal statements about each item when independently presented (e.g., Find an animal. What barks? What has paws?) for 25 items | and concepts. |
| presented (e.g., Find an animal. What barks? What has paws?) for 25 items 9-a Demonstrates LRFFC class generalization with 5 examples (e.g., 5 different animals) for 10 classes 9-b Emits 10 known LRFFC responses in an array of 10 in less than 1 minute (fluency) 9-c Selects an item given 2 different verbal statements about each item when independently presented (e.g., Find a food. What do you eat?) for 10 different items Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multiments are mappeared in each account. CC.1.2.9-10.I Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multiments are mappeared in each account. CC.1.2.9-10.I Analyze seminal U.S. documents of historical and literary significance, including how they address related themes CC.1.2.9-10.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading range of strategies and tools. CC.1.3.9-10.B CC.1.3.9-10.B CC.1.3.9-10.B CC.1.3.9-10.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences of the strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences of the strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences of the strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences of the strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences of the strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences of the strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences of the strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferenc | and concepts. |
| 9-a Demonstrates LRFFC class generalization with 5 examples (e.g., 5 different animals) for 10 classes 9-b Emits 10 known LRFFC responses in an array of 10 in less than 1 minute (fluency) 9-c Selects an item given 2 different verbal statements about each item when independently presented (e.g., Find a food. What do you eat?) for 10 different items emphasized in each account. CC.1.2.9-10.I Analyze seminal U.S. documents of historical and literary significance, including how they address related themes CC.1.2.9-10.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level readin range of strategies and tools. CC.1.3.9-10.B CC.1.3.9-10.B CC.1.3.9-10.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences of the country | and concepts. |
| 9-a Demonstrates LRFFC class generalization with 5 examples (e.g., 5 different animals) for 10 classes 9-b Emits 10 known LRFFC responses in an array of 10 in less than 1 minute (fluency) 9-c Selects an item given 2 different verbal statements about each item when independently presented (e.g., Find a food. What do you eat?) for 10 different items CC.1.2.9-10.I Analyze seminal U.S. documents of historical and literary significance, including how they address related themes CC.1.2.9-10.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading range of strategies and tools. CC.1.3.9-10.B CC.1.2.9-10.I CC.1.2.9-10.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading of the property of the property and thorough textual evidence to support analysis of what the text says explicitly as well as inferences as the property and thorough textual evidence to support analysis of what the text says explicitly as well as inferences as the property and thorough textual evidence to support analysis of what the text says explicitly as well as inferences as the property and thorough textual evidence to support analysis of what the text says explicitly as well as inferences as the property and thorough textual evidence to support analysis of what the text says explicitly as well as inferences as the property and thorough textual evidence to support analysis of what the text says explicitly as well as inferences as the property and thorough textual evidence to support analysis of what the text says explicitly as well as inferences as the property and thorough textual evidence to support analysis of what the text says explicitly as well as inferences as the property and the property and the property and the property and the property and the property and the property as the property and the property and the property and the property and the property and the property and the property as the property and the pro | |
| 9-b Emits 10 known LRFFC responses in an array of 10 in less than 1 minute (fluency) 9-c Selects an item given 2 different verbal statements about each item when independently presented (e.g., Find a food. What do you eat?) for 10 different items CC.1.2.9-10.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading range of strategies and tools. CC.1.3.9-10.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences as the same of the strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences as the same of the | |
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| 9-c Selects an item given 2 different verbal statements about each item when independently presented (e.g., Find a food. What do you eat?) for 10 different items CC.1.3.9-10.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and tools. | ig and content, choosing nexion from a |
| (e.g., Find a food. What do you eat?) for 10 different items CC.1.3.9-10.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and thorough textual evidence to support analysis of what the text says explicitly as well as inferences are the contract of the contrac | |
| Late ctrong and thorough textual evidence to cumport analysis of what the text save explicitly as well as interences a | |
| | and conclusions based on an author's explicit |
| 9-d Selects an item from an array of 10 for 10 different LRFFC where questions (e.g., Where do you assumption and beliefs about a subject. | |
| find the milk?) CC.1.3.9-10.C Analyze how complex characters develop over the course of a text, interact with other characters, and advance the | plot or develop the theme |
| 9-e Demonstrates 10 LRFFC responses in the natural environment Analyze how complex characters develop over the course of a text, interact with other characters, and advance the particular of the course of a text, interact with other characters, and advance the particular of the course of a text, interact with other characters, and advance the particular of the course of a text, interact with other characters, and advance the particular of the course of a text, interact with other characters, and advance the particular of the course of a text, interact with other characters, and advance the particular of the course of a text, interact with other characters, and advance the particular of the course of a text, interact with other characters, and advance the particular of the course of a text, interact with other characters, and advance the particular of the course of a text, interact with other characters, and advance the particular of the course of the co | plot of develop the theme. |
| Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from so | ource material in a specific work. |
| CC.1.4.9-10.H | |
| Write with a sharp distinct focus identifying topic, task, and audience. Introduce the precise claim. CC.1.4.9-10.J | |
| Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; Use | words, phrases, and clauses to link the major |
| sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons an | |
| counterclaims; provide a concluding statement or section that follows from and supports the argument presented. | |
| CC.1.4.9-10.R Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. | |
| CC.1.4.9-10.S | |
| Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade leve | el reading standards for literature and literary |
| non-fiction. | |
| CC.1.5.9-10.E Adapt speech to a variety of contexts and tasks. | |
| CC.1.5.9-10.F | |
| Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning | ng, and evidence. |
| CC.2.1.HS.F.1 | |
| Apply and extend the properties of exponents to solve problems with rational exponents. CC.2.1.HS.F.2 | |
| Apply properties of rational and irrational numbers to solve real world or mathematical problems. | |
| CC.2.1.HS.F.3 | |
| Apply quantitative reasoning to choose and Interpret units and scales in formulas, graphs and data displays. | |
| CC.2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multi-step problems. | |
| CC.2.1.HS.F.7 | |
| Apply concepts of complex numbers in polynomial identities and quadratic equations to solve problems. | |
| 10-M Spontaneously tacts the item on 50% of the LRFFC trials (e.g., says Dog given the verbal CC.1.2.9-10.A | |
| Statement Find on spirmed and a visual energy containing a picture of a dog) Determine a central idea of a text and analyze its development over the course of the text, including how it emerges | s and is shaped and refined by specific |
| 10-a Selects an item from an array of 10 given the class and a function (e.g., Find something you wear | |
| on your feet.) for 25 items Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences a | and conclusions based on an author's explicit |
| 10 h Sologie are item from an array of 10 given the class and a facture (a.g. Find an animal with wings) assumptions and beliefs about a subject. | |
| CC.1.2.7-10.C | |
| | of events, including the order in which the |
| 10-c Demonstrates 5 untrained LRFFC responses in the natural environment points are made, how they are introduced and developed, and the connections that are drawn between them. | |

| 10-d | Generalizes to 25 novel 2-component LRFFC tasks without training (e.g., Do you see a red fruit.) | CC.1.2.9-10.E |
|------|--|--|
| 10-e | Spontaneously emits 5 LRFFC responses (e.g., gets a broom after hearing, There's dirt on the | Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text. |
| | floor.) | CC.1.2.9-10.F Analyze how words and phrases shape meaning and tone in texts. |
| | | CC.1.2.9-10.G |
| | | Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account. |
| | | CC.1.2.9-10.H |
| | | Delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence. |
| | | CC.1.2.9-10.I Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts. |
| | | CC.1.2.9-10.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.1.2.9-10.L |
| | | Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. |
| | | CC.1.3.9-10.A |
| | | Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. |
| | | CC.1.3.9-10.B |
| 1 | | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit |
| | | assumptions and beliefs about a subject. CC.1.3.9-10.C |
| | | Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme. |
| | | CC.1.3.9-10.F |
| | | Analyze how words and phrases shape meaning and tone in texts. CC.1.3.9-10.G |
| | | Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment. |
| | | CC.1.3.9-10.H |
| | | Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work. CC.1.3.9-10.I |
| | | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 9-10 reading and content, choosing flexibly from a |
| | | range of strategies and tools. |
| | | CC.1.4.9-10.A Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. |
| | | CC.1.4.9-10.B |
| | | Write with a sharp distinct focus identifying topic, task, and audience. |
| | | CC.1.4.9-10.D Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of |
| | | the text; include formatting when useful to aiding comprehension; provide a concluding statement or section. |
| | | CC.1.4.9-10.E |
| | | Write with an awareness of the stylistic aspects of composition: Use precise language and domain-specific vocabulary to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. |
| | | CC.1.4.9-10.F |
| | | Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. |
| | | CC.1.4.9-10.G Write arguments to support claims in an analysis of substantive topics. |
| | | СС.1.4.9-10.Н |
| | | Write with a sharp distinct focus identifying topic, task, and audience. Introduce the precise claim. |
| | | CC.1.4.9-10.I Distinguish the claim(s) from alternate or opposing claims; develop claim(s) fairly, supplying evidence for each while pointing out the strengths and limitations |
| | | of both in a manner that anticipates the audience's knowledge level and concerns. |
| | | CC.1.4.9-10.J |
| | | Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and |
| | | counterclaims; provide a concluding statement or section that follows from and supports the argument presented. |
| | | CC.1.4.9-10.K |
| | | Write with an awareness of the stylistic aspects of composition: Use precise language and domain-specific vocabulary to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. |
| | | CC.1.4.9-10.L |
| 1 | | Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. |
| ı | 1 | CC.1.4.9-10.0 |

| Use narrative techniques such as dialogue, description, reflection, multiple plot lines, and pacing, to develop experiences, events, and/or characters; use precise |
|--|
| words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters. |
| CC.1.4.9-10.P |
| Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent |
| whole; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. |
| CC.1.4.9-10.R |
| Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. |
| CC.1.4.9-10.S |
| Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary |
| |
| non-fiction. |
| CC.2.1.HS.F.1 |
| Apply and extend the properties of exponents to solve problems with rational exponents. |
| CC.2.1.HS.F.2 |
| Apply properties of rational and irrational numbers to solve real world or mathematical problems. |
| CC.2.1.HS.F.3 |
| Apply quantitative reasoning to choose and Interpret units and scales in formulas, graphs and data displays. |
| CC.2.1.HS.F.4 |
| Use units as a way to understand problems and to guide the solution of multi-step problems. |
| CC.2.1.HS.F.6 |
| Extend the knowledge of arithmetic operations and apply to complex numbers. |
| CC2.1.H.S.F.7 |
| Apply concepts of complex numbers in polynomial identities and quadratic equations to solve problems. |
| Apply concepts of complex numbers in polynomian identities and quadratic equations to solve problems. |

| | LISTENER RESPONDING BY FUNCTION, FEATURE, & CLASS | | |
|-------|---|--|--|
| | LEVEL 3 | | |
| Skill | VB-MAPP Milestones & Supporting Skills | PA Core Standards | |
| 11-M | Selects the correct item from an array of 10 that contains 3 similar stimuli (e.g., similar color, shape, or class, but they are the wrong choices), for 25 different WH question LRFFC tasks | CC.1.2.9-10.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject. | |
| 11-a | Selects 2 members of a class (e.g., Find two body parts.) from an array of 10, for 25 classes | CC.1.2.9-10.C | |
| 11-b | Selects 50 items from a book given any type of LRFFC task | Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. | |
| 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.1.2.9-10.E Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text. | |
| 11-d | Demonstrates 200 different LRFFC response, tested or obtained from an accumulated list of known responses | CC.1.2.9-10.F Analyze how words and phrases shape meaning and tone in texts. CC.1.2.9-10.G | |
| 11-e | Selects a picture for the next step in a sequence (e.g., First you turn on the water in the tub, then you) for 10 sequences | Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account. CC.1.2.9-10.H | |
| 11-f | Selects a picture from an array of 10 given a general time question (e.g., when asked, What time do | Delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence. | |
| | you go to bed? the child selects a picture of nighttime) for 5 items | CC.1.2.9-10.I Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts. CC.1.2.9-10.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.1.2.9-10.L | |
| | | Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. | |
| | | CC.1.3.9-10.A Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. CC.1.3.9-10.B | |

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.

CC.1.3.9-10.C

Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

CC 1 3 9-10 D

Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text.

CC.1.3.9-10.E

Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create an effect.

CC.1.3.9-10.F

Analyze how words and phrases shape meaning and tone in texts.

CC.1.3.9-10.G

Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.

CC.1.3.9-10.H

Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work.

CC 1 2 0 10 T

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 9-10 reading and content, choosing flexibly from a range of strategies and tools.

CC.1.4.9-10.D

Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section.

CC.1.4.9-10.F

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

CC.1.4.9-10.G

Write arguments to support claims in an analysis of substantive topics.

CC.1.4.9-10.H

Write with a sharp distinct focus identifying topic, task, and audience. Introduce the precise claim.

CC.1.4.9-10.I

Distinguish the claim(s) from alternate or opposing claims; develop claim(s) fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

CC.1.4.9-10.J

Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.

CC.1.4.9-10.P

Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

CC.1.4.9-10.Q

Write with an awareness of the stylistic aspects of writing: Use parallel structure, Use various types of phrases and clauses to convey meaning and add variety and interest.

CC.1.4.9-10.R

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

CC.1.4.9-10.S

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

CC.1.4.9-10.V

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation and to display information flexibly and dynamically.

CC.1.4.9-10.W

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

CC.1.5.9-10.C

Integrate multiple sources of information presented in diverse media or formats (e.g. visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

CC.1.5.9-10.E

Adapt speech to a variety of contexts and tasks.

CC.1.5.9-10.F

Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.

CC.2.1.HS.F.1

Apply and extend the properties of exponents to solve problems with rational exponents.

CC.2.1.HS.F.2

| | | Apply properties of rational and irrational numbers to solve real world or mathematical problems. |
|------|--|---|
| | | CC.2.1.HS.F.3 |
| | | Apply quantitative reasoning to choose and Interpret units and scales in formulas, graphs and data displays. CC.2.1.HS.F.4 |
| | | Use units as a way to understand problems and to guide the solution of multi-step problems. CC.2.1.HS.F.5 |
| | | Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. CC.2.1.HS.F.7 |
| | | Apply concepts of complex numbers in polynomial identities and quadratic equations to solve problems. |
| 12-M | Selects an item from a book based on 2 verbal components: either a feature (e.g., color), | CC.1.2.9-10.A |
| | 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?) | Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. CC.1.2.9-10.B |
| 12-a | Selects an item from an array of 10 given a color and class (e.g., a yellow animal) for 25 items | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit |
| 12-b | Selects an item from an array of 10 given a shape and class (e.g., a round food) for 25 items | assumptions and beliefs about a subject. CC.1.2.9-10.C |
| 12-c | Selects an item from an array of 10 given a function (e.g., color on it) and a class (e.g., art | Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the |
| | supplies) for 25 LRFFC tasks (e.g., Find something to color on from the art cabinet.) | points are made, how they are introduced and developed, and the connections that are drawn between them. |
| 12-d | Selects an item from an array of 10 given a feature (e.g., wheels, wings) and a class (e.g., animals, | CC.1.2.9-10.E Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text. |
| | vehicles) for 25 LRFFC tasks (e.g., Where's a vehicle with wheels? Where's a vehicle with | CC.1.2.9-10.F |
| | wings?) | Analyze how words and phrases shape meaning and tone in texts. |
| 12-е | Selects an item from an array of 10 given any adjective (but not color or shape) and a function | CC.1.2.9-10.G Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are |
| | (e.g., It's hot and you eat it spaghetti) for 25 LRFFC tasks | emphasized in each account. |
| 12-f | Selects an item from an array of 10 given any adjective (but not color or shape) and a feature (e.g., | СС.1.2.9-10.Н |
| 1-1 | It's soft and has ears rabbit) for 25 LRFFC tasks | Delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence. CC.1.2.9-10.I |
| | The port with this distance and the property of the property o | Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts. CC.1.2.9-10.J |
| | | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and |
| | | career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or |
| | | expression. CC.1.2.9-10.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.1.2.9-10.L |
| | | Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. CC.1.3.9-10.A |
| | | Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. CC.1.3.9-10.B |
| | | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject. |
| | | CC.1.3.9-10.C Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme. CC.1.3.9-10.D |
| | | Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text. CC.1.3.9-10.F |
| | | Analyze how words and phrases shape meaning and tone in texts. CC.1.3.9-10.H |
| | | Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work. CC.1.3.9-10.I |
| | | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 9-10 reading and content, choosing flexibly from a range of strategies and tools. |
| | | CC.1.4.9-10.B Write with a sharp distinct focus identifying topic, task, and audience. CC.1.4.9-10.C |
| | | Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and |
| | | examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension. |
| | | CC.1.4.9-10.D Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of |
| | l . | organize rucas, concepts, and information to make important connections and distinctions, use appropriate and varied transitions to link the major sections of |

| | | the text; include formatting when useful to aiding comprehension; provide a concluding statement or section. CC.1.4.9-10.E Write with an awareness of the stylistic aspects of composition: Use precise language and domain-specific vocabulary to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. CC.1.4.9-10.F Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. CC.1.4.9-10.G Write arguments to support claims in an analysis of substantive topics. CC.1.4.9-10.H Write with a sharp distinct focus identifying topic, task, and audience. Introduce the precise claim. CC.1.4.9-10.I Distinguish the claim(s) from alternate or opposing claims; develop claim(s) fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. CC.1.4.9-10.J Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented. |
|------|--|--|
| | | Write with an awareness of the stylistic aspects of writing: Use parallel structure, Use various types of phrases and clauses to convey meaning and add variety and interest. CC.1.4.9-10.R Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. CC.1.4.9-10.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary |
| | | non-fiction. CC.1.4.9-10.V Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation and to display information flexibly and dynamically. CC.1.4.9-10.W Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in |
| | | answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. CC.1.5.9-10.C Integrate multiple sources of information presented in diverse media or formats (e.g. visually, quantitatively, orally) evaluating the credibility and accuracy of each source. CC.1.5.9-10.E Adapt speech to a variety of contexts and tasks. |
| | | CC.1.5.9-10.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence. CC.2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multi-step problems. CC.2.1.HS.F.5 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. |
| 13-M | Selects items from a page in a book or in the natural environment based on 3 verbal components (e.g. verb, adjective, preposition, pronoun), for 25 WH-question LRFFC tasks (e.g. Which fruit grows on trees?) | CC.1.2.9-10.A Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. CC.1.2.9-10.B |
| 13-a | Selects an item from a book after being read a short passage (10+ words) and given an LRFFC question (e.g., Who blew the house down?) | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject. |
| 13-b | Selects an item from an array of 10 given a preposition and any LRFFC question (e.g., What's above a roof?) for 25 items | CC.1.2.9-10.C Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. |
| 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.1.2.9-10.D Determine an author's particular point of view and analyze how rhetoric advances the point of view CC.1.2.9-10.E |
| 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 | Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text. CC.1.2.9-10.F Analyze how words and phrases shape meaning and tone in texts. |
| 13-е | Selects 10 community helpers from a book when asked what they do (e.g., Who helps you when you are sick?) | CC.1.2.9-10.G Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are |

| 12.6 | | amphasized in each account |
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| 13-f | Selects 2 different items from an array of 10 given 2 different classes or functions (e.g., Can you | emphasized in each account. CC.1.2.9-10.H |
| 10 | find a fruit and a meat?) for 25 sets | Delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence. |
| 13-g | Selects a location from an array of 10 given 2 items from that location (e.g., You buy meat and | CC.1.2.9-10.I Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts. |
| 10.1 | bread at thestore) for 10 locations | CC.1.2.9-10.J |
| 13-h | Selects an item in the natural environment that contains 3 similar stimuli when given an LRFFC | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and |
| | question for 25 tasks (e.g., Get something to sweep with. Find something to make this stick.) | career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| | | CC.1.2.9-10.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.1.2.9-10.L |
| | | Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. |
| | | CC.1.3.9-10.A |
| | | Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. |
| | | CC.1.3.9-10.B |
| | | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit |
| | | assumptions and beliefs about a subject. CC.1.3.9-10.C |
| | | Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme. |
| | | CC.1.3.9-10.D |
| | | Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text. CC.1.3.9-10.E |
| | | Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create an effect. CC.1.3.9-10.F |
| | | Analyze how words and phrases shape meaning and tone in texts. CC.1.3.9-10.G |
| | | Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment. CC.1.3.9-10.H |
| | | Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work. CC.1.3.9-10.I |
| | | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 9-10 reading and content, choosing flexibly from a range of strategies and tools. |
| | | CC.1.4.9-10.B Write with a sharp distinct focus identifying topic, task, and audience. |
| | | CC.1.4.9-10.C |
| | | Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension. |
| | | CC.1.4.9-10.D Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of |
| | | the text; include formatting when useful to aiding comprehension; provide a concluding statement or section. |
| | | CC.1.4.9-10.E Write with an awareness of the stylistic aspects of composition: Use precise language and domain-specific vocabulary to manage the complexity of the topic. |
| | | Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. CC.1.4.9-10.F |
| | | Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. CC.1.4.9-10.G |
| | | Write arguments to support claims in an analysis of substantive topics. CC.1.4.9-10.H |
| | | Write with a sharp distinct focus identifying topic, task, and audience. Introduce the precise claim. |
| | | CC.1.4.9-10.I |
| | | Distinguish the claim(s) from alternate or opposing claims; develop claim(s) fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. |
| | | CC.1.4.9-10.J Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; Use words, phrases, and clauses to link the major |
| | | sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented. |
| | | CC.1.4.9-10.Q |
| | | Write with an awareness of the stylistic aspects of writing: Use parallel structure, Use various types of phrases and clauses to convey meaning and add variety |
| | | and interest. |

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| | | CC.1.4.9-10.R Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. |
| | | CC.1.4.9-10.S |
| | | Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction. |
| | | CC.1.4.9-10.V |
| | | Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the |
| | | inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation and to display information flexibly and dynamically. |
| | | CC.1.4.9-10.W |
| | | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in |
| | | answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. |
| | | CC.1.5.9-10.C |
| | | Integrate multiple sources of information presented in diverse media or formats (e.g. visually, quantitatively, orally) evaluating the credibility and accuracy of |
| | | each source. |
| | | CC.1.5.9-10.E Adapt speech to a variety of contexts and tasks. |
| | | CC.1.5.9-10.F |
| | | Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence. |
| | | CC.2.1.HS.F.3 Apply quantitative reasoning to choose and Interpret units and scales in formulas, graphs and data displays. |
| | | CC.2.1.HS.F.4 |
| | | Use units as a way to understand problems and to guide the solution of multi-step problems. |
| | | CC.2.1.HS.F.5 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. |
| 14-M | Selects the correct items from a book or the natural environment given 4 different rotating | CC.1.2.9-10.A |
| 14-1/1 | LRFFC questions about a single topic (Where does the cow live? What does the cow eat? | Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific |
| | Who milks the cow?) for 25 different topics | details; provide an objective summary of the text. |
| 14-a | Selects all members of a class from an array of 10 when asked (e.g., Find all the clothing.) for 3 | CC.1.2.9-10.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit |
| 14-a | members of 25 classes | assumptions and beliefs about a subject. |
| 14-b | | CC.1.2.9-10.C |
| | Selects an item from a book given a when question (e.g., When do you need a towel?) for 10 items Selects an item from a book given a how question (e.g., How do you get to school?) for 10 items | Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. |
| 14-c 14-d | | CC.1.2.9-10.D |
| 14-0 | Selects an item from an array of 10 given a preposition after a verb (e.g., eat with, eat at, write on, write with) for 25 verb-preposition combinations | Determine an author's particular point of view and analyze how rhetoric advances the point of view. CC.1.2.9-10.E |
| 14-e | | Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text. |
| 14-6 | 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 | CC.1.2.9-10.F |
| 14-f | , | Analyze how words and phrases shape meaning and tone in texts. CC.1.2.9-10.G |
| 14-1 | Selects an item from an array of 10 when asked What is missing? from a picture (e.g., a car | Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are |
| | without wheels, an airplane without wings) for 25 items | emphasized in each account. |
| | | CC.1.2.9-10.H Delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence. |
| | | CC.1.2.9-10.I |
| | | Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts. |
| | | CC.1.2.9-10.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and |
| | | career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or |
| | | expression. |
| | | CC.1.2.9-10.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.1.2.9-10.L |
| | | Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. |
| | | CC.1.3.9-10.A Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined |
| | | by specific details; provide an objective summary of the text. |
| | | CC.1.3.9-10.B |
| <u> </u> | | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit |

assumptions and beliefs about a subject.

CC.1.3.9-10.C

Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

CC.1.3.9-10.D

Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text.

CC.1.3.9-10.E

Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create an effect.

CC.1.3.9-10.F

Analyze how words and phrases shape meaning and tone in texts.

CC.1.3.9-10.G

Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment. CC.1.3.9-10.H

Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work.

CC.1.3.9-10.I

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 9-10 reading and content, choosing flexibly from a range of strategies and tools.

CC.1.4.9-10.C

Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.

Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section.

Write with an awareness of the stylistic aspects of composition: Use precise language and domain-specific vocabulary to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.

CC.1.4.9-10.G

Write arguments to support claims in an analysis of substantive topics.

СС.1.4.9-10.Н

Write with a sharp distinct focus identifying topic, task, and audience. Introduce the precise claim.

CC.1.4.9-10.I

Distinguish the claim(s) from alternate or opposing claims; develop claim(s) fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

CC.1.4.9-10.J

Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.

CC.1.4.9-10.K

Write with an awareness of the stylistic aspects of composition: Use precise language and domain-specific vocabulary to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.

Write with an awareness of the stylistic aspects of writing: Use parallel structure, Use various types of phrases and clauses to convey meaning and add variety

CC.1.4.9-10.R

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

CC.1.4.9-10.S

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

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

CC.1.4.9-10.V

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation and to display information flexibly and dynamically.

CC.1.4.9-10.W

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

CC.1.4.9-10.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.1.5.9-10.C

| | | Integrate multiple sources of information presented in diverse media or formats (e.g. visually, quantitatively, orally) evaluating the credibility and accuracy of each source. |
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| | | CC.1.5.9-10.D |
| | | Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the |
| | | presentation is appropriate to purpose, audience, and task. |
| | | CC.1.5.9-10.E Adapt speech to a variety of contexts and tasks. |
| | | CC.1.5.9-10.F |
| | | Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence. CC.2.1.HS.F.1 |
| | | Apply and extend the properties of exponents to solve problems with rational exponents. CC.2.1.HS.F.2 |
| | | Apply properties of rational and irrational numbers to solve real world or mathematical problems. CC.2.1.HS.F.3 |
| | | Apply quantitative reasoning to choose and Interpret units and scales in formulas, graphs and data displays. CC.2.1.HS.F.4 |
| | | Use units as a way to understand problems and to guide the solution of multi-step problems. CC.2.1.HS.F.5 |
| | | Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. CC.2.1.HS.F.7 |
| 4535 | D 4 4 4000 1166 41 DEEG | Apply concepts of complex numbers in polynomial identities and quadratic equations to solve problems. CC.1.2.9-10.A |
| 15-M | Demonstrates 1000 different LRFFC responses, tested or obtained from an accumulated list of known responses | Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. |
| 15-a | Selects an item from an array of 10 relating to past events (e.g., Where did you go yesterday?) for | CC.1.2.9-10.B |
| 1.7.1 | 5 events | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject. |
| 15-b | Selects an item relating to future events (e.g., What's happening tomorrow?) for 5 events | CC.1.2.9-10.C |
| 15-c | Selects an item from an array of 10 when asked Which one can't? in an LRFFC format for 10 items (e.g., Which one can't fly?) | Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. |
| 15-d | Selects an item from an array of 10 when asked Which one is not? in an LRFFC format (e.g., | — CC.1.2.9-10.D Determine an author's particular point of view and analyze how rhetoric advances the point of view. |
| | Which one is not a musical instrument?) for 25 functions, features, or classes | CC.1.2.9-10.E |
| 15-е | Selects items from a page in a book or in the natural environment based on 4 verbal components | Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text. CC.1.2.9-10.F |
| | (e.g., verb, adjective, preposition, pronoun) for 25 LRFFC tasks (e.g., Whose bed did Goldilocks sleep in?) | Analyze how words and phrases shape meaning and tone in texts. CC.1.2.9-10.G |
| | steep in:) | Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account. |
| | | CC.1.2.9-10.H Delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence. CC.1.2.9-10.I |
| | | Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts. CC.1.2.9-10.J |
| | | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and |
| | | career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. CC.1.2.9-10.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.1.2.9-10.L |
| | | Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. CC.1.3.9-10.A |
| | | Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. |
| | | CC.1.3.9-10.B |
| | | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject. |
| | | CC.1.3.9-10.C Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme. |
| | | CC.1.3.9-10.D Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text. |
| | | Determine the point of the text and until the the impact the point of the finding of the text. |

CC.1.3.9-10

Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create an effect.

CC.1.3.9-10.F

Analyze how words and phrases shape meaning and tone in texts.

CC 1 3 9-10 C

Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.

CC.1.3.9-10.I

Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work.

CC.1.3.9-10.I

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 9-10 reading and content, choosing flexibly from a range of strategies and tools.

CC.1.3.9-10.J

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CC.1.4.9-10.A

Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.

CC.1.4.9-10.B

Write with a sharp distinct focus identifying topic, task, and audience.

CC.1.4.9-10.C

Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.

CC.1.4.9-10.D

Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section.

CC.1.4.9-10.E

Write with an awareness of the stylistic aspects of composition: Use precise language and domain-specific vocabulary to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.

CC 1 4 9-10 F

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

CC.1.4.9-10.G

Write arguments to support claims in an analysis of substantive topics.

СС.1.4.9-10.Н

Write with a sharp distinct focus identifying topic, task, and audience. Introduce the precise claim.

CC.1.4.9-10.I

Distinguish the claim(s) from alternate or opposing claims; develop claim(s) fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

CC.1.4.9-10.J

CC.1.4.9-10.

Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.

CC.1.4.9-10.K

Write with an awareness of the stylistic aspects of composition: Use precise language and domain-specific vocabulary to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.

CC.1.4.9-10.L

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

CC.1.4.9-10.M

Write narratives to develop real or imagined experiences or events.

CC.1.4.9-10.N

Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple points of view, and introducing a narrator and/or characters.

CC.1.4.9-10.O

Use narrative techniques such as dialogue, description, reflection, multiple plot lines, and pacing, to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.

CC.1.4.9-10.F

Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

CC.1.4.9-10.O

Write with an awareness of the stylistic aspects of writing: Use parallel structure, Use various types of phrases and clauses to convey meaning and add variety and interest.

CC.1.4.9-10.R

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

CC.1.4.9-10.S

| Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary |
|--|
| non-fiction. |
| CC.1.4.9-10.T |
| Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant |
| for a specific purpose and audience. |
| CC.1.4.9-10.U |
| Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link |
| to other information and to display information flexibly and dynamically. |
| CC.1.4.9-10.V |
| Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the |
| inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation and to display information |
| flexibly and dynamically. |
| CC.1.4.9-10.W |
| |
| Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in |
| answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard |
| format for citation. |
| CC.1.4.9-10.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.1.5.9-10.B |
| Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. |
| CC.1.5.9-10.C |
| Integrate multiple sources of information presented in diverse media or formats (e.g. visually, quantitatively, orally) evaluating the credibility and accuracy of |
| each source. |
| CC.1.5.9-10.D |
| Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the |
| presentation is appropriate to purpose, audience, and task. |
| CC.1.5.9-10.E |
| Adapt speech to a variety of contexts and tasks. |
| CC.1.5.9-10.F |
| Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence. |
| CC.2.1.HS.F.1 |
| Apply and extend the properties of exponents to solve problems with rational exponents. |
| CC.2.1.HS.F.2 |
| Apply properties of rational and irrational numbers to solve real world or mathematical problems. |
| CC.2.1.HS.F.3 |
| Apply quantitative reasoning to choose and Interpret units and scales in formulas, graphs and data displays. |
| CC.2.1.HS.F.4 |
| Use units as a way to understand problems and to guide the solution of multi-step problems. |
| CC.2.1.HS.F.7 |
| Apply concepts of complex numbers in polynomial identities and quadratic equations to solve problems. |

| | INTRAVERBAL LEVEL 2 | | |
|-------|--|--|--|
| Skill | VB-MAPP Milestones & Supporting Skills | PA Core Standards | |
| 6-M | Completes 10 different fill-in-the-blank phrases of any type (e.g., song fill-ins, social games and fun fill-ins, animal or object sounds) | CC.1.5.9-10.G Demonstrate command of the conventions of standard English when speaking based on grade 9-10 level and content. | |
| 6-a | Provides the sound made by 2 animals or objects (e.g., A dog says A horn goes) | | |
| 6-b | Gives 2 animal names when given the sounds they make (e.g., Meow says a) | | |
| 6-c | Completes 5 different song fill-ins (e.g., The wheels on the Twinkle, twinkle little) | | |
| 6-d | Completes 2 different verbal fill-ins involving fun activities (e.g., Peek-a Ready, set) | | |

| 7-M | Provides first name when asked, What is your name? (T) | CC.1.3.9-10.I |
|-------|---|---|
| 7-a | Completes 5 different in-context fill-ins (e.g., You sleep in your while at his bed) | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 9-10 reading and content, choosing flexibly from a |
| 7-b | Correctly responds to 5 in-context fill-ins when they are reversed (e.g., In your bed you go to) | range of strategies and tools CC.1.4.9-10.C |
| 7-c | Completes 5 different out of context fill-in-the-blank phrases (e.g., You wash your) | Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and |
| 7-d | Generalizes 10 known intraverbal responses to a different adult and setting | examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension. CC.1.4.9-10.I |
| | | Distinguish the claim(s) from alternate or opposing claims; develop claim(s) fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. CC.1.5.9-10.G Demonstrate command of the conventions of standard English when speaking based on grade 9-10 level and content. |
| 8-M | Completes 25 different fill-in-the-blank phrases (not including songs) (e.g., You eat You | CC.1.3.9-10.I |
| J -:- | sleep in a Shoes and) | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 9-10 reading and content, choosing flexibly from a range of strategies and tools. |
| 8-a | Completes 2 eat and 2 drink classification fill-ins (e.g., You eat You drink) | CC.1.4.9-10.D |
| 8-b | Completes 5 different noun-noun association fill-in-the-blank phrases (e.g., mommy and) | Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of |
| 8-c | Completes 5 song fill-ins with 2 or more words (e.g., Old McDonald had a farm) | the text; include formatting when useful to aiding comprehension; provide a concluding statement or section. CC.1.4.9-10.E |
| 8-d | Generalizes 10 intraverbal responses to new carrier phrases (e.g., We bounce a Let's bounce a) | Write with an awareness of the stylistic aspects of composition: Use precise language and domain-specific vocabulary to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. CC.1.4.9-10.J |
| | | Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented. CC.1.5.9-10.G |
| | | Demonstrate command of the conventions of standard English when speaking based on grade 9-10 level and content. |
| 9-M | Answers 25 different what questions (e.g., What do you brush?) | CC.1.2.9-10.A |
| 9-a | Completes 10 different verb-noun fill-in-the-blank phrases (e.g., You ride the You play in) | Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. |
| 9-b | Spontaneously emits (no additional verbal prompts) 2 intraverbal responses | CC.1.2.9-10.B |
| 9-c | Answers 10 different what questions with a verb as the primary SD (e.g., What do you brush?) | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject. |
| 9-d | Answers 10 different what questions with a noun as the primary SD (e.g., What's in the barn?) | assumptions and benefit about a subject. CC.1.2.9-10.C |
| 9-е | When asked What do you eat (or drink)? provides 2 or more members of each category | Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the |
| 9-f | Provides 5 novel responses to previously acquired questions (response generalization) (e.g., when | points are made, how they are introduced and developed, and the connections that are drawn between them. CC.1.2.9-10.D |
| | asked to name an animal the child answers bear for the first time without receiving training on bear) | Determine an author's particular point of view and analyze how rhetoric advances the point of view. CC.1.2.9-10.E |
| | | Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text. CC.1.2.9-10.F |
| | | Analyze how words and phrases shape meaning and tone in texts. CC.1.2.9-10.G |
| | | Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account. CC.1.2.9-10.H |
| | | Delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence. CC.1.2.9-10.I |
| | | Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts. CC.1.2.9-10.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and |
| | | career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| | | CC.1.2.9-10.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.1.2.9-10.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. CC.1.3.9-10.A |
| | | Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. CC.1.3.9-10.B |
| | | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit |

assumptions and beliefs about a subject.

CC.1.3.9-10.C

Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

CC.1.3.9-10.D

Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text.

CC.1.3.9-10.F

Analyze how words and phrases shape meaning and tone in texts.

CC.1.3.9-10.G

Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.

СС.1.3.9-10.Н

Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work.

CC.1.3.9-10.I

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 9-10 reading and content, choosing flexibly from a range of strategies and tools.

CC.1.3.9-10.J

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CC.1.3.9-10.K

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

CC.1.4.9-10.A

Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.

CC.1.4.9-10.B

Write with a sharp distinct focus identifying topic, task, and audience.

CC.1.4.9-10.C

Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.

CC.1.4.9-10.D

Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section.

CC.1.4.9-10.E

Write with an awareness of the stylistic aspects of composition: Use precise language and domain-specific vocabulary to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.

CC.1.4.9-10.F

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

CC.1.4.9-10.G

Write arguments to support claims in an analysis of substantive topics. СС.1.4.9-10.Н

Write with a sharp distinct focus identifying topic, task, and audience. Introduce the precise claim.

CC.1.4.9-10.I

Distinguish the claim(s) from alternate or opposing claims; develop claim(s) fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.

CC.1.4.9-10.K

Write with an awareness of the stylistic aspects of composition: Use precise language and domain-specific vocabulary to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.

CC.1.4.9-10.L

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

CC.1.4.9-10.M

Write narratives to develop real or imagined experiences or events.

CC.1.4.9-10.N

Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple points of view, and introducing a narrator and/or characters.

CC.1.4.9-10.O

Use narrative techniques such as dialogue, description, reflection, multiple plot lines, and pacing, to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.

CC.1.4.9-10.R

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

CC.1.4.9-10.S

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

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| Present information, findings, and appointed in proper, considerer, and note, the content of presentation for proper and properties or purpose, and energy, considerly, and beginning the school find interest case follow the face of exaconing; ensure that the presentation of contents and tasks. C.1.5.P.18. | | | |
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| CC.2.H.Fs.F4 Use units as a way to understand problems and to guide the solution of multi-step problems. CC.2.H.Bs.F.6 CC.2.H.Bs.F.6 CC.2.H.Bs.F.6 Extend the knowledge of arithmetic operations and apply to complex numbers. CC.2.H.Bs.F.7 Apply concepts of complex numbers in polynomial identities and quadratic equations to solve problems. CC.1.2.9-10.A Answers 25 different who or where questions (e.g., Whose your friend? Where is your pillow?) Do-b Answers 5 different where questions (e.g., Where are your videos?). CC.1.2.9-10.B Oemonstrates 2 untrained intraverbal responses (e.g., responds flower when someone says daisy) Do-d Answers 10 different class questions (e.g., What animals do you like?) Do-d Answers 10 different class questions (e.g., What animals do you like?) Answers 10 different function questions (e.g., What animals do you like?) Answers 10 different function questions (e.g., What animals do you like?) Answers 10 different function questions (e.g., What do you do with a toolthbrush?) CC.1.2.9-10.F Answers 10 different function questions (e.g., What do you do with a toolthbrush?) CC.1.2.9-10.F Answers 10 different function questions (e.g., What do you do with a toolthbrush?) CC.1.2.9-10.F Answers 10 different function questions (e.g., What do you do with a toolthbrush?) CC.1.2.9-10.F Answers 10 different function questions (e.g., Dad says It's hot. and the child says Let's go swimming.) CC.1.2.9-10.F Analyze how words and phrases shape meaning and tone in texts. CC.1.2.9-10.F Analyze how words and phrases shape meaning and tone in texts. CC.1.2.9-10.F Analyze how words and phrases shape meaning and tone in texts. CC.1.2.9-10.F Analyze how words and phrases shape meaning and tone in texts. CC.1.2.9-10.F Analyze how words and phrases shape meaning and tone in texts. CC.1.2.9-10.F Analyze how words and phrases shape meaning and tone in texts. CC.1.2.9-10.F Analyze how words and phrases shape meaning and tone in texts. CC.1.2.9-10.F Analyze how words and phrases shape meaning and tone in texts. CC.1.2. | | | |
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| CC2.LINS.F.5 | | | |
| CC.2.1.HS.F.6 | | | CC.2.1.HS.F.5 |
| Extend the knowledge of arithmetic operations and apply to complex numbers. CC2.LH.SE.7 Apply concepts of complex numbers in polynomial identities and quadratic equations to solve problems. CC1.2.9-10.A Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. CC1.2.9-10.B Answers 5 different where questions (e.g., Where are your videos?). CC1.2.9-10.B Answers 5 different who guestions (e.g., Where are your videos?). CC1.2.9-10.B Demonstrates 2 untrained intraverbal responses (e.g., responds flower when someone says daisy) Answers 10 different class questions (e.g., What the text support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject. CC1.2.9-10.B Answers 10 different function questions (e.g., What do you like? What color is it?) 10-e Answers 10 different function questions (e.g., What do you do with a toothbrush?) CC1.2.9-10.B Spontaneously emits 5 intraverbal-mands (e.g., Dad says It's hot, and the child says Let's go swimming.) Spontaneously emits 5 intraverbal-mands (e.g., Dad says It's hot, and the child says Let's go swimming.) CC1.2.9-10.B Analyze mental under the properties of an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text. CC1.2.9-10.B Analyze mental under the properties of an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text. CC1.2.9-10.B Analyze mental under the properties of an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text. CC1.2.9-10.B Analyze mental under the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence. CC1.2.9-10.B Defined and intervent and properties of a subject to did i | | | |
| 10-M Answers 25 different who or where questions (e.g., Whose your friend? Where is your pillow?) 10-a Answers 5 different where questions (e.g., Where are your videos?). 10-b Answers 5 different who questions (e.g., Who is your teacher?) 10-c Demonstrates 2 untrained intraverbal responses (e.g., responds flower when someone says daisy) 10-d Answers 10 different class questions (e.g., What is your deacher?) 10-e Answers 10 different function questions about 10 visible items (e.g., What is it? What color is it?) 10-f Answers 10 different function questions (e.g., What do you do with a toothbrush?) 10-g Spontaneously emits 5 intraverbal-mands (e.g., Dad says It's hot, and the child says Let's go swimming.) 10-g Summing.) 10-g Answers 10 different function questions (e.g., What is it? What color is it?) 10-f Answers 10 different duss of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. 10-c1.29-10.8 10-d Answers 20 different who questions (e.g., What is your teacher?) 10-d Answers 10 different class questions (e.g., What is it? What color is it?) 10-f Answers 10 different function questions about 10 visible items (e.g., What is it? What color is it?) 10-g Spontaneously emits 5 intraverbal-mands (e.g., Dad says It's hot, and the child says Let's go swimming.) 10-g Spontaneously emits 5 intraverbal-mands (e.g., Dad says It's hot, and the child says Let's go swimming.) 10-g Answers 10 different function questions de.g., What deal how an advaluate the analyze interpret, and evaluate the valuate how an author's ideas or claims are developed, and the connections that are drawn between them. 10-c1.29-10.F 10-pl. Analyze indeal how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text. 10-c1.29-10.F 10-c1.29-10.F 10-c2.19-10.F 10-c3-10-c3-10-c3-10-c3-10-c3-10-c3-10-c3-10-c3-10-c3-10-c3-10-c3-10-c3-10-c3-10-c3 | | | |
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| expression. | 1 | | |
| CC.1.2.9-10.K | | | UU.1.2.9-10.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.1.2.9-10.L

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

CC.1.3.9-10.A

Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

CC.1.3.9-10.B

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.

Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

CC.1.3.9-10.D

Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text. CC.1.3.9-10.F

Analyze how words and phrases shape meaning and tone in texts.

CC.1.3.9-10.G

Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.

CC.1.3.9-10.H

Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work.

CC.1.3.9-10.J

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CC.1.3.9-10.K

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

CC.1.4.9-10.A

Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.

CC.1.4.9-10.B

Write with a sharp distinct focus identifying topic, task, and audience.

CC.1.4.9-10.C

Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.

CC.1.4.9-10.D

Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section.

Write with an awareness of the stylistic aspects of composition: Use precise language and domain-specific vocabulary to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.

CC.1.4.9-10.F

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

CC.1.4.9-10.G

Write arguments to support claims in an analysis of substantive topics. CC.1.4.9-10.H

Write with a sharp distinct focus identifying topic, task, and audience. Introduce the precise claim.

CC.1.4.9-10.I

Distinguish the claim(s) from alternate or opposing claims; develop claim(s) fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.

Write with an awareness of the stylistic aspects of composition: Use precise language and domain-specific vocabulary to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.

CC.1.4.9-10.L Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.

CC.1.4.9-10.M

Write narratives to develop real or imagined experiences or events.

CC.1.4.9-10.N

Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple points of view, and introducing a narrator and/or characters.

CC.1.4.9-10.O

| Use narrative techniques such as dialogue, description, reflection, multiple plot lines, and pacing, to develop experiences, events, and/or characters; use precise |
|--|
| words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters. |
| CC.1.4.9-10.R |
| Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. |
| CC.1.4.9-10.S |
| Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary |
| non-fiction. |
| CC.1.4.9-10.V |
| Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the |
| inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation and to display information |
| flexibly and dynamically. |
| CC.1.4.9-10.W |
| Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in |
| answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard |
| format for citation. |
| CC.1.5.9-10.B |
| Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. |
| CC.1.5.9-10.C |
| Integrate multiple sources of information presented in diverse media or formats (e.g. visually, quantitatively, orally) evaluating the credibility and accuracy of |
| each source. |
| CC.1.5.9-10.D |
| Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the |
| presentation is appropriate to purpose, audience, and task. |
| CC.1.5.9-10.E |
| Adapt speech to a variety of contexts and tasks. |
| CC.1.5.9-10.G |
| Demonstrate command of the conventions of standard English when speaking based on grade 9-10 level and content. |
| CC.2.1.HS.F.1 |
| Apply and extend the properties of exponents to solve problems with rational exponents. |
| CC.2.1.HS.F.2 |
| Apply properties of rational and irrational numbers to solve real world or mathematical problems. |
| CC.2.1.HS.F.3 |
| Apply quantitative reasoning to choose and Interpret units and scales in formulas, graphs and data displays. |
| CC.2.1.HS.F.4 |
| Use units as a way to understand problems and to guide the solution of multi-step problems. |
| CC.2.1.HS.F.7 |
| |
| Apply concepts of complex numbers in polynomial identities and quadratic equations to solve problems. |
| |

| | INTRAVERBAL LEVEL 3 | | |
|--------------|---|---|--|
| Skill | VB-MAPP Milestones & Supporting Skills | PA Core Standards | |
| 11-M | | CC.1.2.9-10.C Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. | |
| 11-a | Completes 10 two-component (noun-verb) fill-ins (e.g., For breakfast you eat For lunch you eat) | CC.1.2.9-10.D Determine an author's particular point of view and analyze how rhetoric advances the point of view. | |
| 11-b | Answers 25 two-component where questions (e.g., Where do you find the milk? Where's your wagon?) | CC.1.2.9-10.E Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text. CC.1.2.9-10.F | |
| 11-c | Answers 25 two-component who questions (e.g., Who takes you to school? Who do you play with?) | Analyze how words and phrases shape meaning and tone in texts. CC.1.2.9-10.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.1.3.9-10.A | |
| 11-d 11-e | Answers 25 what questions involving function (e.g., What do you do with crayons?) Answers 25 what questions when given the function (e.g., What gets you clean?) | | |

| 11-f | Demonstrates 10 untrained intraverbals (e.g., retells what happened in a video without any specific training) | Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. CC.1.3.9-10.B |
|------|---|--|
| 11-g | Demonstrates 5 new intraverbals with just tact training (e.g., tact of computerDaddy has a computer.) | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject. |
| 11-h | Answers I don't know to questions that the child cannot answer | CC.1.3.9-10.C Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme. |
| | | CC.1.3.9-10.D Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text. CC.1.3.9-10.F |
| | | Analyze how words and phrases shape meaning and tone in texts. |
| | | CC.1.3.9-10.G Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment. CC.1.3.9-10.H |
| | | Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work. CC.1.3.9-10.I |
| | | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 9-10 reading and content, choosing flexibly from a range of strategies and tools. CC.1.3.9-10.J |
| | | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a |
| | | word or phrase important to comprehension or expression. CC.1.4.9-10.B |
| | | Write with a sharp distinct focus identifying topic, task, and audience. CC.1.4.9-10.C |
| | | Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension. CC.1.4.9-10.D |
| | | Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section. CC.1.4.9-10.E |
| | | Write with an awareness of the stylistic aspects of composition: Use precise language and domain-specific vocabulary to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. CC.1.4.9-10.F |
| | | Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. |
| | | CC.1.4.9-10.H Write with a sharp distinct focus identifying topic, task, and audience. Introduce the precise claim. |
| | | CC.1.4.9-10.I Distinguish the claim(s) from alternate or opposing claims; develop claim(s) fairly, supplying evidence for each while pointing out the strengths and limitations |
| | | of both in a manner that anticipates the audience's knowledge level and concerns. CC.1.4.9-10.J |
| | | Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and |
| | | counterclaims; provide a concluding statement or section that follows from and supports the argument presented. CC.1.4.9-10.K |
| | | Write with an awareness of the stylistic aspects of composition: Use precise language and domain-specific vocabulary to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. CC.1.4.9-10.L |
| | | Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. CC.1.4.9-10.M |
| | | Write narratives to develop real or imagined experiences or events. |
| | | CC.1.4.9-10.O Use narrative techniques such as dialogue, description, reflection, multiple plot lines, and pacing, to develop experiences, events, and/or characters; use precise |
| | | words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters. CC.1.4.9-10.Q |
| | | Write with an awareness of the stylistic aspects of writing: Use parallel structure, Use various types of phrases and clauses to convey meaning and add variety and interest. |
| | | CC.1.4.9-10.R |
| | | Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. CC.1.4.9-10.S |
| | | Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction. CC.1.4.9-10.V |

| | | Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the |
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| | | inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation and to display information |
| | | flexibly and dynamically. |
| i | | CC.1.5.9-10.A |
| | | Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
| | | CC.1.5.9-10.B |
| | | Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. |
| | | CC.1.5.9-10.C |
| | | Integrate multiple sources of information presented in diverse media or formats (e.g. visually, quantitatively, orally) evaluating the credibility and accuracy of |
| | | each source. |
| | | CC.1.5.9-10.E |
| | | Adapt speech to a variety of contexts and tasks. |
| | | CC.1.5.9-10.G |
| | | Demonstrate command of the conventions of standard English when speaking based on grade 9-10 level and content. CC.2.1.HS.F.1 |
| | | Apply and extend the properties of exponents to solve problems with rational exponents. |
| | | CC.2.1.HS.F.2 |
| | | Apply properties of rational and irrational numbers to solve real world or mathematical problems. |
| | | CC.2.1.HS.F.3 |
| | | Apply quantitative reasoning to choose and Interpret units and scales in formulas, graphs and data displays. |
| | | CC.2.1.HS.F.4 |
| | | Use units as a way to understand problems and to guide the solution of multi-step problems. |
| | | CC.2.1.HS.F.5 |
| | | Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. CC.2.1.HS.F.6 |
| | | Extend the knowledge of arithmetic operations and apply to complex numbers. |
| | | CC.2.1.HS.F.7 |
| | | Apply concepts of complex numbers in polynomial identities and quadratic equations to solve problems. |
| 12-M | Demonstrates 300 different intraverbal responses, tested or obtained from an accumulated | CC.1.2.9-10.A |
| 12-111 | list of known intraverbals | Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific |
| 10 | | details; provide an objective summary of the text. |
| 12-a | Provides at least 3 members of 10 classes (e.g., What do you see on a playground?) | CC.1.2.9-10.B |
| 12-b | Answers 25 multiple choice questions (e.g., Does a fish live in the water or in trees?) | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit |
| 12-c | Provides 10 categories when given several members (e.g., a horse, cow, and pig are all) | assumptions and beliefs about a subject. CC.1.2.9-10.C |
| 12-d | Provides the name of 25 items when given a specific feature (e.g., What has wheels?) | Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the |
| 12-e | Provides 2 features of 10 items when given their names (e.g., What's on a fire truck?) | points are made, how they are introduced and developed, and the connections that are drawn between them. |
| | | CC.1.2.9-10.D |
| 12-f | Provides an answer to 3 emotion questions (e.g., What makes you sad? What makes you happy?) | Determine an author's particular point of view and analyze how rhetoric advances the point of view. |
| 12-g | Provides at least 25 3+ word responses to questions (e.g., when asked What do you like to play? | CC.1.2.9-10.E |
| | the child responds I like to play with cars) | Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text. |
| | The state of the s | CC.1.2.9-10.F Analyze how words and phrases shape meaning and tone in texts. |
| | | CC.1.2.9-10.G |
| | | Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are |
| | | emphasized in each account. |
| | | CC.1.2.9-10.H |
| | | Delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence. |
| | | CC.1.2.9-10.I |
| | | Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts. CC.1.2.9-10.J |
| | | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and |
| | | career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or |
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| | | expression. |
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| | | expression. CC.1.2.9-10.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 |
| | | expression. CC.1.2.9-10.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. |
| | | expression. CC.1.2.9-10.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.1.2.9-10.L |
| | | expression. CC.1.2.9-10.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.1.2.9-10.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. |
| | | expression. CC.1.2.9-10.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.1.2.9-10.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. CC.1.3.9-10.A |
| | | expression. CC.1.2.9-10.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.1.2.9-10.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. |

by specific details; provide an objective summary of the text.

CC.1.3.9-10.B

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit

CC.1.3.9-10.C

Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

CC.1.3.9-10.D

Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text.

Analyze how words and phrases shape meaning and tone in texts.

CC.1.3.9-10.G

Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.

CC.1.3.9-10.H

Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work.

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 9-10 reading and content, choosing flexibly from a range of strategies and tools.

CC.1.3.9-10.J

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CC.1.3.9-10.K

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

CC.1.4.9-10.A

Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.

CC.1.4.9-10.B

Write with a sharp distinct focus identifying topic, task, and audience.

CC.1.4.9-10.C

Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.

CC.1.4.9-10.D

Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section.

CC.1.4.9-10.E

Write with an awareness of the stylistic aspects of composition: Use precise language and domain-specific vocabulary to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.

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

CC.1.4.9-10.G

Write arguments to support claims in an analysis of substantive topics. СС.1.4.9-10.Н

Write with a sharp distinct focus identifying topic, task, and audience. Introduce the precise claim.

Distinguish the claim(s) from alternate or opposing claims; develop claim(s) fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented. CC.1.4.9-10.K

Write with an awareness of the stylistic aspects of composition: Use precise language and domain-specific vocabulary to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.

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

CC.1.4.9-10.M

Write narratives to develop real or imagined experiences or events.

CC.1.4.9-10.N

Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple points of view, and introducing a narrator and/or characters.

Use narrative techniques such as dialogue, description, reflection, multiple plot lines, and pacing, to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.

| | | Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. |
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| | | CC.1.4.9-10.Q |
| Í | | Write with an awareness of the stylistic aspects of writing: Use parallel structure, Use various types of phrases and clauses to convey meaning and add variety |
| Í | | and interest. CC.1.4.9-10.R |
| i | | Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. |
| Í | | CC.1.4.9-10.S |
| i | | Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary |
| | | non-fiction. CC.1.4.9-10.T |
| | | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant |
| • | | for a specific purpose and audience. |
| • | | CC.1.4.9-10.U |
| | | Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. |
| | | CC.1.4.9-10.V |
| | | Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the |
| | | inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation and to display information flexibly and dynamically. |
| | | CC.1.4.9-10.W |
| | | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in |
| | | answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard |
| | | format for citation. CC.1.5.9-10.A |
| | | Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their |
| | | own clearly and persuasively. |
| | | CC.1.5.9-10.B Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. |
| | | CC.1.5.9-10.C |
| | | Integrate multiple sources of information presented in diverse media or formats (e.g. visually, quantitatively, orally) evaluating the credibility and accuracy of |
| | | each source. |
| | | CC.1.5.9-10.E Adapt speech to a variety of contexts and tasks. |
| | | CC.1.5.9-10.G |
| | | Demonstrate command of the conventions of standard English when speaking based on grade 9-10 level and content. |
| | | CC.2.1.HS.F.1 Apply and extend the properties of exponents to solve problems with rational exponents. |
| | | CC.2.1.HS.F.3 |
| | | Apply quantitative reasoning to choose and Interpret units and scales in formulas, graphs and data displays. |
| | | CC.2.1.HS.F.4 |
| 12 M | Anguage 2 questions often being read short negacing (15 words) from books, for 25 negacing | Use units as a way to understand problems and to guide the solution of multi-step problems. CC.1.2.9-10.A |
| 13-M | Answers 2 questions after being read short passages (15+ words) from books, for 25 passages | Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific |
| 12 . | (e.g., Who blew the house down?) | details; provide an objective summary of the text. |
| 13-a | Answers 25 questions with yes or no (e.g., Is a shoe good to eat?) | CC.1.2.9-10.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit |
| 13-b | Describes 5 locations not in view (e.g., Tell me about your bedroom?) | assumptions and beliefs about a subject. |
| 13-c | Answers 25 intraverbal questions involving adjectives (e.g., Can you tell me a big animal?) | CC.1.2.9-10.C |
| 13-d | Answers a question about a single sentence just read, for 10 sentences | Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. |
| 13-е | Correctly answers the question How old are you? | points are made, now they are introduced and developed, and the connections that are drawn between them. - CC.1.2.9-10.D |
| 13-f | Answers 2 time questions with general responses (e.g., What time do you go to bed?at | Determine an author's particular point of view and analyze how rhetoric advances the point of view. |
| | nighttime) | CC.1.2.9-10.E |
| 13-g | Completes a story sequence for 5 stories (e.g., Then what happened to the three little pigs?) | Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text. CC.1.2.9-10.F |
| 13-h | Engages in 5 different conversations that contain at least 3 intraverbal exchanges on a single topic | Analyze how words and phrases shape meaning and tone in texts. |
| 13-i | Describes 2 attributes about himself (e.g., I have brown hair. I have blue eyes.) | CC.1.2.9-10.G |
| | | Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account. |
| | | CC.1.2.9-10.H |
| Ĺ | | Delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence. |
| | | |
| | | |

Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.

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.1.2.9-10.L

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

Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.

CC.1.3.9-10.C

Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

CC.1.3.9-10.D

Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text

CC.1.3.9-10.E

Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create an effect.

CC.1.3.9-10.F

Analyze how words and phrases shape meaning and tone in texts..

CC.1.3.9-10.G

Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.

Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work.

CC.1.3.9-10.I

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 9-10 reading and content, choosing flexibly from a range of strategies and tools.

CC.1.3.9-10.J

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CC.1.3.9-10.K

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

CC.1.4.9-10.A

Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.

CC.1.4.9-10.B

Write with a sharp distinct focus identifying topic, task, and audience.

CC.1.4.9-10.C

Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.

CC.1.4.9-10.D

Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section.

CC.1.4.9-10.E

Write with an awareness of the stylistic aspects of composition: Use precise language and domain-specific vocabulary to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.

CC.1.4.9-10.F

Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. CC.1.4.9-10.G

Write arguments to support claims in an analysis of substantive topics.

СС.1.4.9-10.Н

Write with a sharp distinct focus identifying topic, task, and audience. Introduce the precise claim.

Distinguish the claim(s) from alternate or opposing claims; develop claim(s) fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.

CC.1.4.9-10.K

Write with an awareness of the stylistic aspects of composition: Use precise language and domain-specific vocabulary to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.

| | | CC.1.4.9-10.M Write narratives to develop real or imagined experiences or events. |
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| | | CC.1.4.9-10.N |
| | | Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple points of view, and introducing a narrator and/or |
| | | characters. |
| | | CC.1.4.9-10.0 |
| | | Use narrative techniques such as dialogue, description, reflection, multiple plot lines, and pacing, to develop experiences, events, and/or characters; use precise |
| | | words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters. CC.1.4.9-10.P |
| | | Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent |
| | | whole; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. |
| | | CC.1.4.9-10.Q |
| | | Write with an awareness of the stylistic aspects of writing: Use parallel structure, Use various types of phrases and clauses to convey meaning and add variety |
| | | and interest. |
| | | CC.1.4.9-10.S |
| | | Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction. |
| | | CC.1.4.9-10.T |
| | | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant |
| | | for a specific purpose and audience. |
| | | CC.1.4.9-10.V |
| | | Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the |
| | | inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation and to display information |
| | | flexibly and dynamically. CC.1.4.9-10.W |
| | | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in |
| | | answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard |
| | | format for citation. |
| | | CC.1.4.9-10.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.1.5.9-10.B Evaluate a grapher's parametric responsing and was of avidence and photonic identifying any following responsing or average rated as distorted avidence. |
| | | Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. CC.1.5.9-10.C |
| | | Integrate multiple sources of information presented in diverse media or formats (e.g. visually, quantitatively, orally) evaluating the credibility and accuracy of |
| | | each source. |
| | | CC.1.5.9-10.E |
| | | Adapt speech to a variety of contexts and tasks. |
| | | CC.1.5.9-10.F |
| | | Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence. CC.1.5.9-10.G |
| | | Demonstrate command of the conventions of standard English when speaking based on grade 9-10 level and content. |
| | | CC.2.1.HS.F.1 |
| | | Apply and extend the properties of exponents to solve problems with rational exponents. |
| | | CC.2.1.HS.F.2 |
| | | Apply properties of rational and irrational numbers to solve real world or mathematical problems. |
| | | CC.2.1.HS.F.3 |
| | | Apply quantitative reasoning to choose and Interpret units and scales in formulas, graphs and data displays. CC.2.1.HS.F.4 |
| | | Use units as a way to understand problems and to guide the solution of multi-step problems. |
| | | CC.2.1.HS.F.5 |
| | | Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. |
| | | CC.2.1.HS.F.6 |
| | | Extend the knowledge of arithmetic operations and apply to complex numbers. |
| | | CC.2.1.HS.F.7 Apply concepts of complex numbers in polynomial identities and quadratic equations to solve problems. |
| 14 14 | Describes 25 different events videos stories etc. with 9 words (c. a. Tell melet | Apply concepts of complex numbers in polynomial identities and quadratic equations to solve problems. CC.1.2.9-10.A |
| 14-M | Describes 25 different events, videos, stories, etc. with 8+ words (e.g., Tell me what | Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific |
| | happened The big monster scared everybody and they all ran into the house.) | details; provide an objective summary of the text. |
| 14-a | Answers 25 different who, what, or where questions that contain 3 or more elements (e.g., What | CC.1.2.9-10.B |
| | color is a fire truck?) | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit |
| | · · · · · · · · · · · · · · · · · · · | |

| 1.4.1 | D 11 (1 (2 1 COT) (WH) 1 (1 1 1 10) | |
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| 14-b | Provides at least 3 members of 25 categories (e.g., What do you find on a playground?) | assumptions and beliefs about a subject. CC.1.2.9-10.C |
| 14-c | Answers 5 questions about daily or current events (e.g., Where are you going with dad?) | Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the |
| 14-d | Intraverbally responds at least 25 times in a day to the verbal questions or statements from peers | points are made, how they are introduced and developed, and the connections that are drawn between them. |
| 14-e | Shows generalization by giving the same answer to 10 questions presented in 3 different ways | CC.1.2.9-10.G Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are |
| | (e.g., answers my house to Where do you live? Where is your dog? and Where do play?) | emphasized in each account. |
| 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.1.2.9-10.I |
| 14-g | Provides 3 pieces of personal information (e.g., Where do you live? What's your brother's name?) | Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts. CC.1.2.9-10.K |
| 14-h | Answers 25 intraverbal questions involving prepositions (e.g., What's under your bed?) | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a |
| 14-i | Answers 25 intraverbal questions involving pronouns (e.g., Who has a brown dog?) | range of strategies and tools. CC.1.2.9-10.L |
| 14-j | Provides 25 answers to sequence questions (e.g., What do you do after you get to school?) | Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. |
| 14-k | Answers 10 when questions (e.g., When do you take a bath?) | CC.1.3.9-10.A |
| | | Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. CC.1.3.9-10.B |
| | | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject. CC.1.3.9-10.C |
| | | Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme. CC.1.3.9-10.D |
| | | Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text. CC.1.3.9-10.E |
| | | Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create an effect. CC.1.3.9-10.G |
| | | Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment. CC.1.3.9-10.H |
| | | Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work. CC.1.3.9-10.J |
| | | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. CC.1.3.9-10.K |
| | | Read and comprehend literary fiction on grade level, reading independently and proficiently. CC.1.4.9-10.A |
| | | Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. CC.1.4.9-10.B |
| | | Write with a sharp distinct focus identifying topic, task, and audience. CC.1.4.9-10.C |
| | | Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension. CC.1.4.9-10.D |
| | | Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section. CC.1.4.9-10.E |
| | | Write with an awareness of the stylistic aspects of composition: Use precise language and domain-specific vocabulary to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. CC.1.4.9-10.F |
| | | Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. CC.1.4.9-10.G |
| | | Write arguments to support claims in an analysis of substantive topics. CC.1.4.9-10.H |
| | | Write with a sharp distinct focus identifying topic, task, and audience. Introduce the precise claim. CC.1.4.9-10.I |
| | | Distinguish the claim(s) from alternate or opposing claims; develop claim(s) fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. CC.1.4.9-10.J |
| | | Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; Use words, phrases, and clauses to link the major |
| | | sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented. |
| | | CC.1.4.9-10.K |

Write with an awareness of the stylistic aspects of composition: Use precise language and domain-specific vocabulary to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. CC.1.4.9-10.M Write narratives to develop real or imagined experiences or events. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple points of view, and introducing a narrator and/or characters. CC.1.4.9-10.O Use narrative techniques such as dialogue, description, reflection, multiple plot lines, and pacing, to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters. Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. CC.1.4.9-10.O Write with an awareness of the stylistic aspects of writing: Use parallel structure, Use various types of phrases and clauses to convey meaning and add variety and interest. CC.1.4.9-10.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction. CC.1.4.9-10.T Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. CC.1.4.9-10.V Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation and to display information flexibly and dynamically. CC.1.4.9-10.W Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. CC.1.4.9-10.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.1.5.9-10.A Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. CC.1.5.9-10.B Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. CC.1.5.9-10.D Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task. CC.1.5.9-10.E Adapt speech to a variety of contexts and tasks. CC.1.5.9-10.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence. CC.1.5.9-10.G Demonstrate command of the conventions of standard English when speaking based on grade 9-10 level and content. Apply and extend the properties of exponents to solve problems with rational exponents. CC.2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems. CC.2.1.HS.F.3 Apply quantitative reasoning to choose and Interpret units and scales in formulas, graphs and data displays. Use units as a way to understand problems and to guide the solution of multi-step problems. Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. CC.2.1.HS.F.6 Extend the knowledge of arithmetic operations and apply to complex numbers. CC.2.1.HS.F.7 Apply concepts of complex numbers in polynomial identities and quadratic equations to solve problems. CC.1.2.9-10.A

Answers 4 different rotating WH questions about a single topic for 10 topics (e.g., Who takes

| | you to school? Where do you go to school? What do you take to school?) | Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific |
|------|---|--|
| 15-a | Answers 10 questions about community helpers (e.g., What does a doctor do?) | details; provide an objective summary of the text. CC.1.2.9-10.B |
| 15-b | Answers 25 different questions that contain 4 or more parts of speech (e.g., What tool do you need to pound nails?) | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject. |
| 15-c | Takes turns adding to a story started by others (e.g., And then he saw a boat) | CC.1.2.9-10.C Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the |
| 15-d | Answers 5 different how questions (e.g., How do you fix the hole?) | points are made, how they are introduced and developed, and the connections that are drawn between them. |
| 15-е | Provides last name when asked (e.g., Harrison) | CC.1.2.9-10.D Determine an author's particular point of view and analyze how rhetoric advances the point of view. |
| 15-f | Answers 25 intraverbal questions involving adverbs (e.g., What animal moves slow?) | CC.1.2.9-10.G |
| 15-g | Shows response generalization by describing the same 10 objects, events, pets, people, etc. in 3 | Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are |
| | different ways (e.g., in reference to a pet dog Toby, the child says at different times a dog, an | emphasized in each account. CC.1.2.9-10.H |
| | animal, Toby) | Delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence. |
| 15-h | Describes 5 events that happened in the past | CC.1.2.9-10.I Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts. |
| 15-i | Describes 5 events that will happen in the future | CC.1.2.9-10.J |
| 15-j | Summarizes 5 different stories with at least 10 words | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and |
| 15-k | Suggests a possible solution when presented with a problem | career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| | | CČ.1.2.9-10.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.1.2.9-10.L |
| | | Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. CC.1.3.9-10.A |
| | | Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. CC.1.3.9-10.B |
| | | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject. CC.1.3.9-10.C |
| | | Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme. CC.1.3.9-10.D |
| | | Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text. CC.1.3.9-10.E |
| | | Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create an effect. CC.1.3.9-10.G |
| | | Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment CC.1.3.9-10.H Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work. |
| | | CC.1.3.9-10.I |
| | | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 9-10 reading and content, choosing flexibly from a range of strategies and tools. CC.1.3.9-10.J |
| | | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. CC.1.3.9-10.K |
| | | Read and comprehend literary fiction on grade level, reading independently and proficiently. CC.1.4.9-10.A |
| | | Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. CC.1.4.9-10.B |
| | | Write with a sharp distinct focus identifying topic, task, and audience. CC.1.4.9-10.C |
| | | Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension. |
| | | CC.1.4.9-10.D Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section. |
| | | CC.1.4.9-10.E Write with an awareness of the stylistic aspects of composition: Use precise language and domain-specific vocabulary to manage the complexity of the topic. |

Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.

CC.1.4.9-10.F

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

CC.1.4.9-10.G

Write arguments to support claims in an analysis of substantive topics.

CC.1.4.9-10.H

Write with a sharp distinct focus identifying topic, task, and audience. Introduce the precise claim.

Distinguish the claim(s) from alternate or opposing claims; develop claim(s) fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.

CC.1.4.9-10.K

Write with an awareness of the stylistic aspects of composition: Use precise language and domain-specific vocabulary to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.

CC.1.4.9-10.M

Write narratives to develop real or imagined experiences or events.

CC.1.4.9-10.N

Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple points of view, and introducing a narrator and/or

Use narrative techniques such as dialogue, description, reflection, multiple plot lines, and pacing, to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.

CC.1.4.9-10.P

Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

CC.1.4.9-10.Q

Write with an awareness of the stylistic aspects of writing: Use parallel structure, Use various types of phrases and clauses to convey meaning and add variety and interest

CC.1.4.9-10.S

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

CC.1.4.9-10.T

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

CC.1.4.9-10.U

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

CC.1.4.9-10.V

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation and to display information flexibly and dynamically.

CC.1.4.9-10.W

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

CC.1.4.9-10.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.1.5.9-10.A

Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CC.1.5.9-10.B

Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

CC.1.5.9-10.C

Integrate multiple sources of information presented in diverse media or formats (e.g. visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

CC.1.5.9-10.D

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task.

| CC.1.5.9-10.E |
|--|
| Adapt speech to a variety of contexts and tasks. |
| CC.1.5.9-10.F |
| Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence. |
| CC.1.5.9-10.G |
| Demonstrate command of the conventions of standard English when speaking based on grade 9-10 level and content. |
| CC.2.1.HS.F.1 |
| Apply and extend the properties of exponents to solve problems with rational exponents. |
| CC.2.1.HS.F.2 |
| Apply properties of rational and irrational numbers to solve real world or mathematical problems. |
| CC.2.1.HS.F.3 |
| Apply quantitative reasoning to choose and Interpret units and scales in formulas, graphs and data displays. |
| CC.2.1.HS.F.4 |
| Use units as a way to understand problems and to guide the solution of multi-step problems. |
| CC.2.1.HS.F.6 |
| Extend the knowledge of arithmetic operations and apply to complex numbers. |
| CC.2.1.HS.F.7 |
| Apply concepts of complex numbers in polynomial identities and quadratic equations to solve problems. |

| | 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.1.5.9-10.D | |
| 6-a | Adjusts to separation from parents (e.g., does not cry when parents leave) | Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task. | |
| 6-b | Sits at a snack or lunch table when physically prompted for 1 minute | CC.1.5.9-10.E | |
| 6-c | Lines up with other children when physically prompted | Adapt speech to a variety of contexts and tasks. CC.1.5.9-10.G | |
| 6-d | Demonstrates general compliance for all classroom aides | Demonstrate command of the conventions of standard English when speaking based on grade 9-10 level and content. | |
| | | | |
| 7-M | Puts away personal items, lines up, and comes to a table with only 1 verbal prompt | | |
| 7-a | Does not attempt to move away from a peer when seated next to him | | |
| 7-b | Puts away personal items (e.g., coat, backpack, lunch box) with gestural and verbal prompts | | |
| 7-c | Goes to and sits at a table with other children with only verbal prompts | | |
| 7-d | Cooperates with hand washing with physical assistance | | |
| 7-е | Does not engage in negative behavior toward a peer when seated next to him | | |
| 0.75 | | | |
| 8-M | Transitions between classroom activities with no more than 1 gestural or verbal prompt | | |
| 8-a | Goes to a circle group and sits with only verbal prompts | | |
| 8-b | Goes to and sits at a table or work station with only verbal prompts | | |
| 8-c | Waits while seated at a table, without touching materials, until allowed to do so | | |
| 8-d | Sits in a circle group for 2 minutes without disruptive behavior or prompts to remain seated | | |
| 0.35 | | | |
| 9-M | Sits in a small group for 5 minutes without disruptive behavior or attempting to leave the group | | |
| 9-a | Comes inside after recess with only verbal prompts | | |
| 9-b | Participates in group movement and song activities with only verbal prompts (e.g., Ring Around the | | |

| | Rosy, Duck-Duck Goose, Hokey Pokey) | |
|------|---|--|
| 9-c | Imitates group activities with objects (e.g., tapping sticks together, shaking a maraca) | |
| 9-d | Sings songs with the group with only verbal prompts (e.g., Head, shoulders, knees and toes) | |
| | | |
| 10-M | Sits in a small group for 10 minutes, attends to the teacher or material for 50% of the period, | |
| | and responds to 5 of a teacher's SDs | |
| 10-a | Gets lunch with only verbal prompts | |
| 10-b | Puts away backpack, lunch box, or coat upon entering the classroom with group prompts | |
| 10-c | Imitates group activities with objects (e.g., tapping sticks together, shaking a maraca) | |
| 10-d | Gets out and opens most snack/lunch items independently | |
| 10-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 | VB-MAPP Milestones & Supporting Skills | PA Core Standards | |
| 11-M 11-a 11-b 11-c 11-d | Uses the toilet and washes hands with only verbal prompts Sits or stands at an arts and crafts or activity table for 5 minutes without disruptive behavior Responds to 1 group instruction without additional prompts (e.g., Everybody stand up Works independently on a task or activity for 1 minute without prompts or reinforcement Comes to the front of the group with 1 verbal prompt | CC.1.2.9-10.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. CC.1.2.9-10.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. CC.1.3.9-10.K Read and comprehend literary fiction on grade level, reading independently and proficiently. CC.1.4.9-10.A Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. CC.1.4.9-10.G Write arguments to support claims in an analysis of substantive topics. CC.1.4.9-10.H Write with a sharp distinct focus identifying topic, task, and audience. Introduce the precise claim. CC.1.4.9-10.T Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. CC.1.4.9-10.U Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. CC.1.4.9-10.W Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. CC.1.4.9-10.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.1.1.9-10.X Write routinely over extended time frames (time for research, | |

| | | Apply properties of rational and irrational numbers to solve real world or mathematical problems. CC.2.1.HS.F.3 |
|------------------|---|---|
| | | Apply quantitative reasoning to choose and Interpret units and scales in formulas, graphs and data displays. |
| | | CC.2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multi-step problems. |
| | | CC.2.1.HS.F.6 |
| | | Extend the knowledge of arithmetic operations and apply to complex numbers. CC.2.1.HS.F.7 |
| | | Apply concepts of complex numbers in polynomial identities and quadratic equations to solve problems. |
| 12-M | Responds to 5 different group instructions or questions without direct prompts in a group of | CC.1.4.9-10.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 |
| 1.5 | 3 or more children (e.g., Everybody stand up. Does anyone have a red shirt on?) | discipline-specific tasks, purposes and audiences. |
| 12-a | Raises hand to take a turn in a group setting (e.g., Who wants to pick a song?) | CC.1.5.9-10.A |
| 12-b | Uses classroom materials as designed (e.g., glue, scissors, crayons, paper) | Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
| 12-c | Puts away toys and material when prompted to do so | |
| 12-d | Stays on task for 1 minute during an arts and crafts activity when an adult leaves the table | |
| 12 N/ | Works independently for 5 minutes in a group and store as tool for 500/ of the second | CC.1.4.9-10.X |
| 13-M 13-a | Works independently for 5 minutes in a group, and stays on task for 50% of the period Gets necessary materials to complete an activity when verbally prompted (e.g., Get some glue.) | 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 |
| 13-a 13-b | Independently transitions between classroom activities with only group verbal prompts | discipline-specific tasks, purposes and audiences. |
| | | CC.1.5.9-10.A Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their |
| 13-c 13-d | Responds to group questions without a direct prompt (e.g., What happened to Simba?) Mands to use the toilet and has minimal accidents | own clearly and persuasively. |
| 13-u | Ivianus to use the tonet and has minimal accidents | |
| 14-M | Acquires 2 new behaviors in a 15-minute group-teaching format involving 5 or more children | CC.1.5.9-10.A |
| 14-a | Takes turns and shares items with peers | Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their |
| 14-b | Discriminates and follows two-component group instructions (e.g., All the boys line up) | own clearly and persuasively. |
| 14-c | Follows safety rules in a classroom (e.g., No running. No pushing.) | |
| 14-d | Leads 2 different group activities involving 3 other children (e.g., red-light, green-light game) | |
| 14-e | Mands for a specific activity in a group setting (e.g., Let's play tag!) | |
| 14-f | Assists in picking up after an activity with only 1 verbal prompt | |
| | | |
| 15-M | Sits in a 20-minute group session involving 5 children without disruptive behaviors, and | CC.1.2.9-10.J |
| | answers 5 intraverbal questions | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or |
| 15-a | Focuses on a task despite disruptions in the room | expression. |
| 15-b | Meets some of his own self-care needs without prompts (e.g., wipes nose, puts on coat) | CC.1.2.9-10.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. |
| 15-c | Verbally interacts with peers 3 times in a table-top group activity | CC.1.3.9-10.K |
| 15-d | Sits back down when his turn is over without prompts | Read and comprehend literary fiction on grade level, reading independently and proficiently. CC.1.4.9-10.G |
| 15-е | Keeps hands to self in a group setting | Write arguments to support claims in an analysis of substantive topics. |
| 15-f | Raises hand to indicate he knows the answer to a question during a group | CC.1.4.9-10.S |
| 15-g | Completes 2 independent worksheets without prompts at a table with 3 other children | Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction. |
| 15-h | Sits in a school assembly for 20 minutes without disruptive behavior | CC.1.4.9-10.T |
| | | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant |
| | | for a specific purpose and audience. CC.1.4.9-10.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.1.5.9-10.A |
| | | Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their |
| | | own clearly and persuasively. CC.1.5.9-10.B |
| | | Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. |
| L | | |

| CC1 50 10 D |
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| CC.1.5.9-10.D |
| Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the |
| presentation is appropriate to purpose, audience, and task. |
| CC.2.1.HS.F.1 |
| Apply and extend the properties of exponents to solve problems with rational exponents. |
| CC.2.1.HS.F.2 |
| Apply properties of rational and irrational numbers to solve real world or mathematical problems. |
| CC.2.1.HS.F.3 |
| Apply quantitative reasoning to choose and Interpret units and scales in formulas, graphs and data displays. |
| CC.2.1.HS.F.4 |
| Use units as a way to understand problems and to guide the solution of multi-step problems. |
| CC.2.1.HS.F.6 |
| Extend the knowledge of arithmetic operations and apply to complex numbers. |
| CC.2.1.HS.F.7 |
| Apply concepts of complex numbers in polynomial identities and quadratic equations to solve problems. |

| | LINGUISTIC STRUCTURE | | |
|-------|--|---|--|
| | LEVEL 2 | | |
| Skill | VB-MAPP Milestones & Supporting Skills | PA Core Standards | |
| 6-M | The child's articulation of 10 tacts can be understood by familiar adults who cannot see the item tacted | CC.1.5.9-10.A Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. CC.1.5.9-10.D Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task. CC.1.5.9-10.E Adapt speech to a variety of contexts and tasks. | |
| 7-M | Has a total listener vocabulary of 100 words (e.g., Touch nose. Jump. Find keys.) | CC.1.2.9-10.A | |
| 7-a | Uses recognizable words more frequently than jargon | Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. | |
| 7-b | Emits 2-3 word carrier phrases without "understanding" each word (e.g., It's a cat. Go for a ride?) | CC.1.2.9-10.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit | |
| 7-c | Has a total speaker vocabulary size of 50 words (all verbal operants except echoic) | assumptions and beliefs about a subject. CC.1.2.9-10.C Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. CC.1.2.9-10.D Determine an author's particular point of view and analyze how rhetoric advances the point of view. CC.1.2.9-10.E Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text. CC.1.2.9-10.F Analyze how words and phrases shape meaning and tone in texts. CC.1.2.9-10.G Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account. CC.1.2.9-10.H Delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence. CC.1.2.9-10.I Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts. CC.1.2.9-10.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. CC.1.2.9-10.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.1.2.9-10.L

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

CC.1.3.9-10.A

Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.

CC.1.3.9-10.C

Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme. CC.1.3.9-10.D

Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text.

CC.1.3.9-10.E

Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create an effect.

CC.1.3.9-10.F

Analyze how words and phrases shape meaning and tone in texts.

CC.1.3.9-10.G

Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment. СС.1.3.9-10.Н

Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work.

CC.1.3.9-10.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 9-10 reading and content, choosing flexibly from a

range of strategies and tools. CC.1.3.9-10.J

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CC.1.3.9-10.K

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

CC.1.4.9-10.D

Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section.

CC.1.4.9-10.E

Write with an awareness of the stylistic aspects of composition: Use precise language and domain-specific vocabulary to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.

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

CC.1.4.9-10.G

Write arguments to support claims in an analysis of substantive topics. СС.1.4.9-10.Н

Write with a sharp distinct focus identifying topic, task, and audience. Introduce the precise claim.

Distinguish the claim(s) from alternate or opposing claims; develop claim(s) fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.

CC.1.4.9-10.K

Write with an awareness of the stylistic aspects of composition: Use precise language and domain-specific vocabulary to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.

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

CC.1.4.9-10.M

Write narratives to develop real or imagined experiences or events.

CC.1.4.9-10.N

Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple points of view, and introducing a narrator and/or characters.

Use narrative techniques such as dialogue, description, reflection, multiple plot lines, and pacing, to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.

CC.1.4.9-10.O

| | | Write with an awareness of the stylistic aspects of writing: Use parallel structure, Use various types of phrases and clauses to convey meaning and add variety |
|-----|---|--|
| | | and interest. |
| | | CC.1.4.9-10.R Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. |
| | | CC.1.4.9-10.S |
| | | Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction. |
| | | CC.1.4.9-10.T |
| | | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. CC.1.4.9-10.U |
| | | Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. |
| | | CC.1.5.9-10.A Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
| | | CC.1.5.9-10.B Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. |
| | | CC.1.5.9-10.C |
| | | Integrate multiple sources of information presented in diverse media or formats (e.g. visually, quantitatively, orally) evaluating the credibility and accuracy of |
| | | each source. |
| | | CC.1.5.9-10.E Adapt speech to a variety of contexts and tasks. |
| | | CC.1.5.9-10.G |
| | | Demonstrate command of the conventions of standard English when speaking based on grade 9-10 level and content. |
| 8-M | Emits 10 different 2-word utterances per day of any type except echoic (e.g., mand, tact) | CC.1.2.9-10.F Analyze how words and phrases shape meaning and tone in texts. |
| 8-a | Emits 2-word mands for recurrence (e.g., more tickle) | CC.1.2.9-10.J |
| 8-b | Emits 2-word noun-verb or verb-noun mands or tacts (e.g., Pour juice. Baby crying.) | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and |
| 8-c | Adjusts volume of voice on command (e.g., whispers and uses loud voice) | career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or |
| 8-d | Echoes 10 different rhythms, intonations, or pitches | expression. CC.1.3.9-10.F |
| | | Analyze how words and phrases shape meaning and tone in texts. CC.1.3.9-10.J |
| | | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a |
| | | word or phrase important to comprehension or expression. |
| | | CC.1.4.9-10.E Write with an awareness of the stylistic aspects of composition: Use precise language and domain-specific vocabulary to manage the complexity of the topic. |
| | | Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. CC.1.4.9-10.F |
| | | Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. CC.1.4.9-10.J |
| | | Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented. |
| | | CC.1.4.9-10.0 |
| | | Use narrative techniques such as dialogue, description, reflection, multiple plot lines, and pacing, to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters. |
| | | CC.1.4.9-10.Q Write with an awareness of the stylistic aspects of writing: Use parallel structure, Use various types of phrases and clauses to convey meaning and add variety |
| | | and interest. |
| | | CC.1.4.9-10.T Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant |
| | | for a specific purpose and audience. CC.1.5.9-10.A |
| | | Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
| | | CC.1.5.9-10.E Adapt speech to a variety of contexts and tasks. |
| | | CC.1.5.9-10.G |
| | | Demonstrate command of the conventions of standard English when speaking based on grade 9-10 level and content. |
| 9-M | Emits functional prosody (i.e., rhythm, stress, intonation) on 5 occasions in one day (e.g., pu | ts CC.1.2.9-10.F |

| Consistently emits the initial consonants of words Emits 2-word mands for possession (e.g., My cookie. That's mine.) Emits 2-word mands or tacts for location (e.g., Come here. There's Thomas.) Emits 2-word mands for negation or refusal (e.g., No Barney. No shoes. No more.) Combines 2 words to make a novel word or phrase (e.g., Miss Betty) | CC.1.2.9-10.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. CC.1.3.9-10.F Analyze how words and phrases shape meaning and tone in texts. CC.1.3.9-10.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 9-10 reading and content, choosing flexibly from a range of strategies and tools. CC.1.3.9-10.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a |
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| Emits 2-word mands for possession (e.g., My cookie. That's mine.) Emits 2-word mands or tacts for location (e.g., Come here. There's Thomas.) Emits 2-word mands for negation or refusal (e.g., No Barney. No shoes. No more.) | career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. CC.1.3.9-10.F Analyze how words and phrases shape meaning and tone in texts. CC.1.3.9-10.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 9-10 reading and content, choosing flexibly from a range of strategies and tools. CC.1.3.9-10.J |
| Emits 2-word mands or tacts for location (e.g., Come here. There's Thomas.) Emits 2-word mands for negation or refusal (e.g., No Barney. No shoes. No more.) | expression. CC.1.3.9-10.F Analyze how words and phrases shape meaning and tone in texts. CC.1.3.9-10.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 9-10 reading and content, choosing flexibly from a range of strategies and tools. CC.1.3.9-10.J |
| Emits 2-word mands for negation or refusal (e.g., No Barney. No shoes. No more.) | Analyze how words and phrases shape meaning and tone in texts. CC.1.3.9-10.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 9-10 reading and content, choosing flexibly from a range of strategies and tools. CC.1.3.9-10.J |
| · · | CC.1.3.9-10.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 9-10 reading and content, choosing flexibly from a range of strategies and tools. CC.1.3.9-10.J |
| Combines 2 words to make a novel word of pinase (e.g., 141135 Betty) | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 9-10 reading and content, choosing flexibly from a range of strategies and tools. CC.1.3.9-10.J |
| | CC.1.3.9-10.J |
| | |
| | Trequire and use accuracy grade appropriate general accuseme and commit specific words and phrases, gamer vocas and phrases, |
| | word or phrase important to comprehension or expression |
| | CC.1.4.9-10.D |
| | Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section. |
| | CC.1.4.9-10.E |
| | Write with an awareness of the stylistic aspects of composition: Use precise language and domain-specific vocabulary to manage the complexity of the topic. |
| | Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. CC.1.4.9-10.F |
| | Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. |
| | CC.1.4.9-10.J |
| | Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and |
| | counterclaims; provide a concluding statement or section that follows from and supports the argument presented. |
| | CC.1.4.9-10.O |
| | Use narrative techniques such as dialogue, description, reflection, multiple plot lines, and pacing, to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters. |
| | CC.1.4.9-10.Q |
| | Write with an awareness of the stylistic aspects of writing: Use parallel structure, Use various types of phrases and clauses to convey meaning and add variety |
| | and interest. CC.1.4.9-10.T |
| | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant |
| | for a specific purpose and audience. |
| | CC.1.5.9-10.A Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their |
| | own clearly and persuasively. |
| | CC.1.5.9-10.D |
| | Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task. |
| | CC.1.5.9-10.E |
| | Adapt speech to a variety of contexts and tasks. |
| | CC.1.5.9-10.G Demonstrate command of the conventions of standard English when speaking based on grade 9-10 level and content. |
| Has a total speaker vocabulary of 300 words (all verbal operants except echoic) | CC.1.2.9-10.A |
| | Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific |
| | details; provide an objective summary of the text. CC.1.2.9-10.B |
| | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit |
| | assumptions and beliefs about a subject. |
| V | CC.1.2.9-10.C Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the |
| Emits a mean length of utterance (MLO) of 2 1/2 morphemes (e.g., Push car. where mommy go?) | Apply appropriate strategies to analyze, interpret, and evaluate now an author unfolds an analysis of series of ideas of events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. |
| | CC.1.2.9-10.D |
| | Determine an author's particular point of view and analyze how rhetoric advances the point of view. |
| | CC.1.2.9-10.E Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text. |
| | CC.1.2.9-10.F |
| | Analyze how words and phrases shape meaning and tone in texts. |
| | CC.1.2.9-10.G Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are |
| | emphasized in each account. |
| | Has a total speaker vocabulary of 300 words (all verbal operants except echoic) Echoes most words or approximations to words on command (generalized echoic repertoire) but still has articulation errors Strangers can understand at least 50% of the words emitted by the child Emits a total listener vocabulary size of 400 words Emits a mean length of utterance (MLU) of 2 1/2 morphemes (e.g., Push car. Where mommy go?) |

СС.1.2.9-10.Н

Delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence.

CC.1.2.9-10.I

Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.

CC 1 2 9-10 I

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression

CC.1.2.9-10.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.1.2.9-10.L

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

CC.1.3.9-10.A

Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

CC.1.3.9-10.B

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.

CC.1.3.9-10.C

Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

CC.1.3.9-10.D

Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text.

CC.1.3.9-10.E

Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create an effect.

CC.1.3.9-10.F

Analyze how words and phrases shape meaning and tone in texts.

CC.1.3.9-10.G

Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.

СС.1.3.9-10.Н

Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work.

CC.1.3.9-10.I

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 9-10 reading and content, choosing flexibly from a range of strategies and tools.

CC.1.3.9-10.J

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CC 1.3.9-10.K

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

CC.1.4.9-10.A

Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.

CC.1.4.9-10.B

Write with a sharp distinct focus identifying topic, task, and audience.

CC.1.4.9-10.C

Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.

CC.1.4.9-10.D

Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section.

CC.1.4.9-10.

Write with an awareness of the stylistic aspects of composition: Use precise language and domain-specific vocabulary to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.

CC.1.4.9-10.F

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

CC.1.4.9-10.G

Write arguments to support claims in an analysis of substantive topics.

CC.1.4.9-10.H Write with a sha

Write with a sharp distinct focus identifying topic, task, and audience. Introduce the precise claim.

CC.1.4.9-10.I

Distinguish the claim(s) from alternate or opposing claims; develop claim(s) fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

CC.1.4.9-10.J

Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented

CC.1.4.9-10.K

Write with an awareness of the stylistic aspects of composition: Use precise language and domain-specific vocabulary to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.

CC.1.4.9-10.L

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

CC.1.4.9-10.M

Write narratives to develop real or imagined experiences or events.

CC.1.4.9-10.N

Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple points of view, and introducing a narrator and/or characters.

CC.1.4.9-10.O

Use narrative techniques such as dialogue, description, reflection, multiple plot lines, and pacing, to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.

CC.1.4.9-10.Q

Write with an awareness of the stylistic aspects of writing: Use parallel structure, Use various types of phrases and clauses to convey meaning and add variety and interest.

CC.1.4.9-10.R

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

CC.1.4.9-10.S

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

CC.1.4.9-10.T

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

CC.1.5.9-10.A

Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CC.1.5.9-10.D

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task.

CC.1.5.9-10.E

Adapt speech to a variety of contexts and tasks.

CC.1.5.9-10.G

Demonstrate command of the conventions of standard English when speaking based on grade 9-10 level and content.

| | 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.1.2.9-10.F Analyze how words and phrases shape meaning and tone in texts. CC.1.2.9-10.J | |
| 11-a | Emits auxiliary (helping) verbs in a tact or mand carrier phrase (e.g., do, have, will, can, was) | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and | |
| 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) | career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. CC.1.3.9-10.F | |
| 11-c | Uses "s" vs. "es" plural markers (e.g., books or glasses) | Analyze how words and phrases shape meaning and tone in texts. | |
| 11-d | Uses irregular plurals correctly (e.g., foot-feet, mouse-mice, tooth-teeth) | CC.1.3.9-10.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 9-10 reading and content, choosing flexibly from a range of strategies and tools. CC.1.3.9-10.J | |

| Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge word or phrase important to comprehension or expression. CC.1.4.9-10.D Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to line the text; include formatting when useful to aiding comprehension; provide a concluding statement or section. CC.1.4.9-10.E Write with an awareness of the stylistic aspects of composition: Use precise language and domain-specific vocabulary to manage the organization and distinctions are appropriate and varied transitions to line the text; include formatting when useful to aiding comprehension; provide a concluding statement or section. CC.1.4.9-10.E | |
|--|--|
| CC.1.4.9-10.D Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to line the text; include formatting when useful to aiding comprehension; provide a concluding statement or section. CC.1.4.9-10.E Write with an awareness of the stylistic aspects of composition: Use precise language and domain-specific vocabulary to manage the contractions. | nk the major sections of |
| Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to line the text; include formatting when useful to aiding comprehension; provide a concluding statement or section. CC.1.4.9-10.E Write with an awareness of the stylistic aspects of composition: Use precise language and domain-specific vocabulary to manage the contractions. | nk the major sections of |
| the text; include formatting when useful to aiding comprehension; provide a concluding statement or section. CC.1.4.9-10.E Write with an awareness of the stylistic aspects of composition: Use precise language and domain-specific vocabulary to manage the | , |
| Write with an awareness of the stylistic aspects of composition: Use precise language and domain-specific vocabulary to manage the | |
| | |
| | complexity of the topic. |
| Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. CC.1.4.9-10.F | |
| Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. | |
| CC.1.4.9-10.J | |
| Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; Use words, phrases, and | |
| major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, | and between claim(s) |
| and counterclaims; provide a concluding statement or section that follows from and supports the argument presented. CC.1.4.9-10.K | |
| Write with an awareness of the stylistic aspects of composition: Use precise language and domain-specific vocabulary to manage the | complexity of the topic. |
| Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. | |
| CC.1.4.9-10.O | |
| Use narrative techniques such as dialogue, description, reflection, multiple plot lines, and pacing, to develop experiences, events, and/words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or character | |
| CC.1.4.9-10.0 | 18. |
| Write with an awareness of the stylistic aspects of writing: Use parallel structure, Use various types of phrases and clauses to convey the stylistic aspects of the stylistic aspects of writing: Use parallel structure, Use various types of phrases and clauses to convey the stylistic aspects of the stylistic aspects of writing: | meaning and add variety |
| and interest. | |
| CC.1.4.9-10.R | |
| Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. | |
| CC.1.4.9-10.T Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing to the control of the c | what is most significant |
| for a specific purpose and audience. | what is most significant |
| CC.1.5.9-10.G | |
| Demonstrate command of the conventions of standard English when speaking based on grade 9-10 level and content. | |
| CC.2.1.HS.F.5 | |
| Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. 12-M Emits verb inflections by combining 10 root verbs with affixes for regular past tense (e.g., | |
| Definition of the control of the con | |
| played) and 10 root verbs with affixes for future tense (e.g., will play) CC.1.2.9-10.E | |
| Uses is and am appropriately with verbs (e.g., I am eating. The dog is barking.) Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a contract of the con | a text. |
| 12-b Emits conjunctions to combine words and phrases (e.g., and, or, but) 12 CC.1.2.9-10.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and lis | stening at the college and |
| Emits some irregular past tense verbs appropriately (e.g., dug, ran, built) Emits some irregular past tense verbs appropriately (e.g., dug, ran, built) Acquire and use accuracy general academic and domain-specific words and phrases, surficient for reading, writing, speaking, and its career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to | |
| 12-d Emits 2-word noun-verb or verb-noun mands or tacts (e.g., Pour juice. Baby crying.) expression. | • |
| 12-e Emits present participle inflection with "verb-ing" (e.g., running, playing, swimming) | |
| Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge word or phrase important to comprehension or expression. | e when considering a |
| CC.1.4.9-10.D | |
| Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to lin | nk the major sections of |
| the text; include formatting when useful to aiding comprehension; provide a concluding statement or section. | , and the second |
| CC.1.4.9-10.E | |
| Write with an awareness of the stylistic aspects of composition: Use precise language and domain-specific vocabulary to manage the or | complexity of the topic. |
| Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. CC.1.4.9-10.F | |
| Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. | |
| CC.1.4.9-10.J | |
| Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; Use words, phrases, and | |
| major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and countries in a constraint and contribution of the text of the constraint and contribution of the text of the constraint and contribution of the text of the constraint and contribution of the text of the constraint and contribution of the text of the text of the constraint and contribution of the text of the te | and between claim(s) |
| and counterclaims; provide a concluding statement or section that follows from and supports the argument presented. CC.1.4.9-10.K | |
| Write with an awareness of the stylistic aspects of composition: Use precise language and domain-specific vocabulary to manage the | complexity of the topic. |
| | |
| Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. | |
| CC.1.4.9-10.O | |
| CC.1.4.9-10.0 Use narrative techniques such as dialogue, description, reflection, multiple plot lines, and pacing, to develop experiences, events, and/ | |
| CC.1.4.9-10.O | |

| | | Write with an awareness of the stylistic aspects of writing: Use parallel structure, Use various types of phrases and clauses to convey meaning and add variety and interest. |
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| | | CC.1.4.9-10.R |
| | | Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. |
| | | CC.1.4.9-10.T |
| | | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant |
| | | for a specific purpose and audience. |
| | | CC.1.5.9-10.G Demonstrate command of the conventions of standard English when speaking based on grade 9-10 level and content. |
| 13-M | Emits 10 different noun phrases containing at least 3 words, with 2 modifiers (e.g., adjectives, | CC.1.2.9-10.F |
| 13-W1 | | Analyze how words and phrases shape meaning and tone in texts. |
| | prepositions, pronouns) (e.g., He's my puppet. I want chocolate ice cream.) | CC.1.2.9-10.J |
| 13-a | Speaks in 3-5 word sentences | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and |
| 13-b | Emits prepositional phrases (e.g., on the table, in the house), but may not discriminate between | career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or |
| | prepositional pairs (e.g., on vs. under; in vs. out) | expression. CC.1.3.9-10.F |
| 13-c | Emits adjectives to modify nouns (e.g., blue train, chocolate cookie) | Analyze how words and phrases shape meaning and tone in texts. |
| 13-d | Emits contractions in a mand, tact, or intraverbal context (e.g., can't, don't, won't) | CC.1.3.9-10.J |
| | | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a |
| 13-е | Emits pronouns to modify nouns (e.g., My shoes. Your cup.) | word or phrase important to comprehension or expression. |
| | | CC.1.4.9-10.D Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of |
| | | the text; include formatting when useful to aiding comprehension; provide a concluding statement or section. |
| | | CC.1.4.9-10.E |
| | | Write with an awareness of the stylistic aspects of composition: Use precise language and domain-specific vocabulary to manage the complexity of the topic. |
| | | Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. |
| | | CC.1.4.9-10.F |
| | | Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. CC.1.4.9-10.I |
| | | Distinguish the claim(s) from alternate or opposing claims; develop claim(s) fairly, supplying evidence for each while pointing out the strengths and |
| | | limitations of both in a manner that anticipates the audience's knowledge level and concerns. |
| | | CC.1.4.9-10.J |
| | | Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; Use words, phrases, and clauses to link the |
| | | major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented. |
| | | CC.1.4.9-10.K |
| | | Write with an awareness of the stylistic aspects of composition: Use precise language and domain-specific vocabulary to manage the complexity of the topic. |
| | | Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. |
| | | CC.1.4.9-10.0 |
| | | Use narrative techniques such as dialogue, description, reflection, multiple plot lines, and pacing, to develop experiences, events, and/or characters; use precise |
| | | words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters. CC.1.4.9-10.O |
| | | Write with an awareness of the stylistic aspects of writing: Use parallel structure, Use various types of phrases and clauses to convey meaning and add variety |
| | | and interest. |
| | | CC.1.4.9-10.R |
| | | Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. |
| | | CC.1.4.9-10.T Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant |
| | | for a specific purpose and audience. |
| | | CC.1.5.9-10.A |
| | | Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing |
| | | their own clearly and persuasively. |
| | | CC.1.5.9-10.G Demonstrate command of the conventions of standard English when speaking based on grade 9-10 level and content. |
| | | CC.2.1.HS.F.4 |
| | | Use units as a way to understand problems and to guide the solution of multi-step problems. |
| | | CC.2.1.HS.F.5 |
| 44.7 | | Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. |
| 14-M | Emits 10 different verb phrases containing at least 3 words, with 2 modifiers (e.g., adverbs, | CC.1.2.9-10.F Analyza how words and phrases shape meaning and tone in texts |
| | prepositions, pronouns) (e.g., Push me hard. Go up the steps.) | Analyze how words and phrases shape meaning and tone in texts. CC.1.2.9-10.J |
| 14-a | Adjectives usually precede nouns when appropriate (e.g., a big boat vs. a boat big) | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and |
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| 14-b | Verbs agree with the subjects in person (e.g., he was laughing vs. he were laughing) | career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or |
|------|---|--|
| 14-c | Verbs agree with the subjects in number (e.g., Joey is home vs. Joey are home) | expression. CC.1.3.9-10.F |
| 14-d | Emits adjective inflections with the comparative suffixes "er" and "est" (e.g., good, better, best) | Analyze how words and phrases shape meaning and tone in texts. |
| 14-e | Emits adverbs to modify verbs (e.g., Go fast. It's slow.) | CC.1.3.9-10.J |
| 1.0 | Zimie war vice to mounty (vice (e.g., or mount to be m.) | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a |
| | | word or phrase important to comprehension or expression. CC.1.4.9-10.D |
| | | Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of |
| | | the text; include formatting when useful to aiding comprehension; provide a concluding statement or section. |
| | | CC.1.4.9-10.E Write with an awareness of the stylistic aspects of composition: Use precise language and domain-specific vocabulary to manage the complexity of the topic. |
| | | Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. |
| | | CC.1.4.9-10.F |
| | | Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. CC.1.4.9-10.J |
| | | Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; Use words, phrases, and clauses to link the |
| | | major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) |
| | | and counterclaims; provide a concluding statement or section that follows from and supports the argument presented. CC.1.4.9-10.K |
| | | Write with an awareness of the stylistic aspects of composition: Use precise language and domain-specific vocabulary to manage the complexity of the topic. |
| | | Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. |
| | | CC.1.4.9-10.0 |
| | | Use narrative techniques such as dialogue, description, reflection, multiple plot lines, and pacing, to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters. |
| | | CC.1.4.9-10.Q |
| | | Write with an awareness of the stylistic aspects of writing: Use parallel structure, Use various types of phrases and clauses to convey meaning and add variety |
| | | and interest. CC.1.4.9-10.R |
| | | Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. |
| | | CC.1.4.9-10.T |
| | | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
| | | CC.1.5.9-10.G |
| | | Demonstrate command of the conventions of standard English when speaking based on grade 9-10 level and content. |
| 15-M | Combines noun and verb phrases to produce 10 different syntactically correct clauses or | CC.1.2.9-10.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and |
| 1.7 | sentences containing at least 5 words (e.g., The dog licked my face.) | career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or |
| 15-a | Emits different noun and verb phrases connected by conjunctions (e.g., and, or, but, yet) | expression. |
| 15-b | Demonstrates a MLU of 5 morphemes (5 utterances in one "sentence" that each have an individual | CC.1.3.9-10.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a |
| | meaning, e.g., She pushed him down — the "ed" ending is a morpheme) | word or phrase important to comprehension or expression. |
| 15-c | Pronouns agree with gender (e.g., the boy splashed himself vs. the boy splashed herself) | CC.1.4.9-10.D |
| 15-d | Pronouns agree with number (e.g., the boy splashed himself vs. the boys splashed himself) | Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section. |
| 15-e | Uses quantification in a sentence (e.g., always, never, sometimes) | CC.1.4.9-10.E |
| 15-f | Uses demonstratives in a sentence (e.g., this that, these, those) | Write with an awareness of the stylistic aspects of composition: Use precise language and domain-specific vocabulary to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. |
| 15-g | Emits words that describe the certainty of other words (e.g., I think I'm sure maybe) | CC.1.4.9-10.F |
| | | Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. |
| | | CC.1.4.9-10.J |
| | | Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) |
| | | and counterclaims; provide a concluding statement or section that follows from and supports the argument presented. |
| | | CC.1.4.9-10.K |
| | | Write with an awareness of the stylistic aspects of composition: Use precise language and domain-specific vocabulary to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. |
| | | CC.1.4.9-10.O |
| | | Use narrative techniques such as dialogue, description, reflection, multiple plot lines, and pacing, to develop experiences, events, and/or characters; use precise |
| | | words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters. CC.1.4.9-10.Q |
| | | Write with an awareness of the stylistic aspects of writing: Use parallel structure, Use various types of phrases and clauses to convey meaning and add variety |
| | | |

| | | and interest. CC.1.4.9-10.R Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. CC.1.4.9-10.T Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. CC.1.5.9-10.D Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the |
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| | | READING |
| | | LEVEL 3 |
| Skill | VB-MAPP Milestones & Supporting Skills | PA Core Standards |
| 11-M | Attends to a book when a story is being read to him for 75% of the time | CC.1.2.9-10.A |
| 11-a | Turns pages and looks at books for 30 seconds | Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. |
| 11-b | Mands to be read stories from books | CC.1.2.9-10.E |
| 11-c | Touches pictures in books that correspond to the story (e.g., Where's the big bad wolf?) | Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text. CC.1.2.9-10.F |
| | | Analyze how words and phrases shape meaning and tone in texts. CC.1.2.9-10.G |
| | | Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account. CC.1.2.9-10.H |
| | | Delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence. |
| | | CC.1.2.9-10.I Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts. |
| | | CC.1.2.9-10.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and |
| | | career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. CC.1.2.9-10.L |
| | | Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. CC.1.3.9-10.A |
| | | Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. CC.1.3.9-10.B |
| | | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject. CC.1.3.9-10.C |
| | | Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme. CC.1.3.9-10.D |
| | | Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text. |
| | | CC.1.3.9-10.F Analyze how words and phrases shape meaning and tone in texts. |
| | | CC.1.3.9-10.G Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment. |
| | | CC.1.3.9-10.H Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work. |
| | | CC.1.3.9-10.I |
| | | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 9-10 reading and content, choosing flexibly from a range of strategies and tools. |
| | | CC.1.3.9-10.K Read and comprehend literary fiction on grade level, reading independently and proficiently. |
| | | CC.1.4.9-10.G |
| | | Write arguments to support claims in an analysis of substantive topics. CC.1.4.9-10.I |
| | | Distinguish the claim(s) from alternate or opposing claims; develop claim(s) fairly, supplying evidence for each while pointing out the strengths and |
| | | limitations of both in a manner that anticipates the audience's knowledge level and concerns. CC.1.5.9-10.F |

| | | Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence. |
|------------------------------|--|--|
| 12-M | Selects (LDs) the correct uppercase letter from an array of 5 letters, for 10 different letters | CC.1.5.9-10.F |
| 12-a | Completes an ABC inset puzzle without prompts | Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence. CC.2.1.HS.F.3 |
| 12-b | Recites 5 letters from the alphabet with a starting prompt (e.g., A B) | Apply quantitative reasoning to choose and interpret units and scales in formulas, graphs and data displays. |
| 12-c | Has a favorite book, and can provide the name of it by seeing the pictures on the cover | |
| 12-d | Tacts pictures in books while an adult reads the story | |
| 12-е | Matches to sample all uppercase letters | |
| | | |
| 13-M | Tacts 10 uppercase letters on command | CC.1.2.9-10.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's |
| 13-a | Recites (or sings) the whole alphabet with only a verbal prompt to do so | explicit assumptions and beliefs about a subject. |
| 13-b | Mands for what written words say (e.g., What word is that?) | CC.1.2.9-10.E |
| 13-с | Pretends to read a book | Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text. CC.1.2.9-10.F |
| 13-d | Discriminates as a listener (LDs) his own name from an array of 3 written names | Analyze how words and phrases shape meaning and tone in texts. |
| 13-е | Looks at the written words, rather than just the pictures when stories are being read to him | CC.1.2.9-10.G Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are |
| | | emphasized in each account. |
| | | CC.1.2.9-10.H |
| | | Delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence. CC.1.2.9-10.I |
| | | Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts. |
| | | CC.1.3.9-10.F |
| | | Analyze how words and phrases shape meaning and tone in texts. CC.1.3.9-10.K |
| | | Read and comprehend literary fiction on grade level, reading independently and proficiently. |
| | | CC.2.1.HS.F.3 Apply quantitative reasoning to choose and interpret units and scales in formulas, graphs and data displays. |
| | | |
| 14-M | Reads his own name | CC.1.2.9-10.A |
| 14-M 14-a | Reads his own name Discriminates among most uppercase letters (but may confuse some; e.g., M and N; P and R) | CC.1.2.9-10.A Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific |
| 14-a | Discriminates among most uppercase letters (but may confuse some; e.g., M and N; P and R) | CC.1.2.9-10.A Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. |
| 14-a 14-b | Discriminates among most uppercase letters (but may confuse some; e.g., M and N; P and R) Matches 5 word cards to the same word written on paper | CC.1.2.9-10.A Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. CC.1.2.9-10.E Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text. |
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| | | Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) |
|-------|--|--|
| | | and counterclaims; provide a concluding statement or section that follows from and supports the argument presented. |
| | | CC.1.5.9-10.D |
| | | Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the |
| 15 N/ | Wetches 5 | presentation is appropriate to purpose, audience, and task. CC.1.2.9-10.B |
| 15-M | Matches 5 words to the corresponding pictures or items in an array of 5, and vice versa (e.g., | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's |
| 1.5 | matches the written word bird to a picture of a bird) | explicit assumptions and beliefs about a subject. |
| 15-a | Indicates if 2 words rhyme or not for 10 different rhymes (e.g., cat and hat vs. cat and book) | CC.1.2.9-10.E |
| 15-b | Tacts most uppercase letters (may confuse those that look similar; e.g., M and N; P and R) | Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text. CC.1.2.9-10.F |
| 15-c | Matches 10 lower case letters to uppercase letters | Analyze how words and phrases shape meaning and tone in texts. |
| 15-d | Discriminates as a listener between numbers and letters (e.g., Which one is a letter?) | CC.1.2.9-10.G |
| 15-e | Spells his own name without prompts | Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account. |
| 15-f | Selects (LDs) the correct written word from an array of 3 words, for 5 different words | CC.1.2.9-10.H |
| | | Delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence. |
| | | CC.1.2.9-10.I |
| | | Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts. CC.1.2.9-10.J |
| | | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and |
| | | career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or |
| | | expression. CC.1.2.9-10.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.1.2.9-10.L |
| | | Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. CC.1.3.9-10.A |
| | | Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and |
| | | refined by specific details; provide an objective summary of the text. CC.1.3.9-10.F |
| | | Analyze how words and phrases shape meaning and tone in texts. |
| | | CC.1.3.9-10.G |
| | | Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment. CC.1.3.9-10.I |
| | | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 9-10 reading and content, choosing flexibly from a |
| | | range of strategies and tools. |
| | | CC.1.3.9-10.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a |
| | | word or phrase important to comprehension or expression. |
| | | CC.1.3.9-10.K |
| | | Read and comprehend literary fiction on grade level, reading independently and proficiently. CC.1.4.9-10.C |
| | | Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and |
| | | examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension. CC.1.4.9-10.E |
| | | Write with an awareness of the stylistic aspects of composition: Use precise language and domain-specific vocabulary to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. |
| | | CC.1.4.9-10.F |
| | | Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. |
| | | CC.1.4.9-10.N Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple points of view, and introducing a narrator and/or |
| | | characters. |
| | | CC.1.4.9-10.O |
| | | Use narrative techniques such as dialogue, description, reflection, multiple plot lines, and pacing, to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters. |
| | | CC.1.4.9-10.P |
| | | Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent |
| | | whole; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. CC.1.4.9-10.Q |
| | 1 | |

Write with an awareness of the stylistic aspects of writing: Use parallel structure, Use various types of phrases and clauses to convey meaning and add variety and interest.

CC.1.4.9-10.R

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

CC.1.4.9-10.S

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

CC.1.4.9-10.T

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

CC.1.4.9-10.U

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

CC.1.4.9-10.X

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation and to display information flexibly and dynamically.

CC.1.4.9-10.W

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

CC.1.4.9-10.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.1.5.9-10.C

Integrate multiple sources of information presented in diverse media or formats (e.g. visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

CC.1.5.9-10.D

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task.

CC.1.5.9-10.F

Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.

| | WRITING | |
|---------|--|---|
| LEVEL 3 | | EVEL 3 |
| Skill | VB MAPP Milestones & Task Analysis | PA Core Standards |
| 11-M | Imitates 5 different writing actions modeled by an adult using a writing instrument and writing surface | CC.1.4.9-10.T Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
| 11-a | Uses a writing instrument to mark on paper, white board, or Magna Doodle when prompted | |
| 11-b | Independently scribbles on paper, a white board, Magna Doodle, etc. | |
| 11-c | Demonstrates right or left hand dominance | |
| 11-d | Imitates back and forth horizontal movements with a crayon, marker, or pencil | |
| 11-e | Imitates up and down vertical movements with a crayon, marker, or pencil | |
| 11-f | Imitates small and large circular movements with a crayon, marker, or pencil | |
| 11-g | Imitates diagonal and curved movements with a crayon, marker, or pencil | |
| | | |
| 12-M | Independently traces within ¼ inch of the lines of 5 different geometrical shapes (e.g. circle, square, triangle, rectangle, star) | CC.1.5.9-10.D Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task. |
| 12-a | Demonstrates a proper grip on a writing instrument | CC.1.5.9-10.E |
| 12-b | Imitates drawing a square and triangle | Adapt speech to a variety of contexts and tasks. CC.1.5.9-10.G |
| 12-c | Traces 3 different shapes and stays within 1 inch of the lines | Demonstrate command of the conventions of standard English when speaking based on grade 9-10 level and content. |
| 12-d | Copies 3 different shapes when given a sample | |
| 12-e | Draws a line on paper from point A to point B within 1 inch of the center of a 6 inch curved path | |

| 12-f | Copies 5 different lines and shapes together | |
|--------------|--|---|
| | | |
| 13-M | Copies 10 letters or numbers legibly | CC.1.2.9-10.J |
| 13-a | Copies 4 numbers or letters | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or |
| 13-b | Independently combines shapes to make a picture (adult verbal prompts are okay) | expression. |
| 13-с | Independently draws a person with 4 recognizable body parts (adult verbal prompts are okay) | CC.1.4.9-10.A Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. |
| 13-d | Traces his own name on paper and stays within 1/2 inch of the letters | CC.1.4.9-10.B |
| | | Write with a sharp distinct focus identifying topic, task, and audience. CC.1.4.9-10.E |
| | | Write with an awareness of the stylistic aspects of composition: Use precise language and domain-specific vocabulary to manage the complexity of the topic. |
| | | Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. CC.1.4.9-10.G |
| | | Write arguments to support claims in an analysis of substantive topics. |
| | | CC.1.4.9-10.H |
| | | Write with a sharp distinct focus identifying topic, task, and audience. Introduce the precise claim. CC.1.4.9-10.M |
| | | Write narratives to develop real or imagined experiences or events. |
| | | CC.1.4.9-10.N Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple points of view, and introducing a narrator and/or |
| | | characters. |
| | | CC.1.4.9-10.O Use narrative techniques such as dialogue, description, reflection, multiple plot lines, and pacing, to develop experiences, events, and/or characters; use precise |
| | | words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters. |
| 14-M | Legibly spells and writes his own name without copying | CC.1.5.9-10.D Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the |
| 14-a | Legibly copies his own name on lined paper | presentation is appropriate to purpose, audience, and task. |
| 14-b | Colors in pictures in coloring books and mostly stays within the lines | CC.1.5.9-10.E Adapt speech to a variety of contexts and tasks. |
| 14-c | Copies numbers 1-10 legibly on lined paper | CC.1.5.9-10.G |
| 14-d | Copies 10 upper case and 10 lower case letters legibly on lined paper | Demonstrate command of the conventions of standard English when speaking based on grade 9-10 level and content. |
| 15 34 | | CC.1.2.9-10.J |
| 15-M | Copies all 26 upper and lower case letters legibly | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and |
| 15-a 15-b | Draws recognizable pictures of 3 different items Legibly writes 10 letters or numbers when dictated | career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or |
| 15-c | Copies 5 simple words legibly | expression. CC.1.4.9-10.A |
| 13-0 | Copies 3 simple words regiony | Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. |
| | | CC.1.4.9-10.B Write with a sharp distinct focus identifying topic, task, and audience. |
| | | CC.1.4.9-10.C |
| | | Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension. |
| | | CC.1.4.9-10.D |
| | | Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section. |
| | | CC.1.4.9-10.E |
| | | Write with an awareness of the stylistic aspects of composition: Use precise language and domain-specific vocabulary to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. |
| | | CC.1.4.9-10.G |
| | | Write arguments to support claims in an analysis of substantive topics. CC.1.4.9-10.H |
| | | Write with a sharp distinct focus identifying topic, task, and audience. Introduce the precise claim. |
| | | CC.1.4.9-10.K Write with an awareness of the stylistic aspects of composition: Use precise language and domain-specific vocabulary to manage the complexity of the topic. |
| | | Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. CC.1.4.9-10.M |
| | | Write narratives to develop real or imagined experiences or events. |
| | | CC.1.4.9-10.N Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple points of view, and introducing a narrator and/or |
| 1 | • | |

| | characters | |
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CC.1.4.9-10.O

Use narrative techniques such as dialogue, description, reflection, multiple plot lines, and pacing, to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.

CC 1 4 9-10 P

Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

CC.1.4.9-10.O

Write with an awareness of the stylistic aspects of writing: Use parallel structure, Use various types of phrases and clauses to convey meaning and add variety and interest.

CC.1.4.9-10.T

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

CC.1.4.9-10.U

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

CC.1.4.9-10.V

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation and to display information flexibly and dynamically.

CC.1.4.9-10.W

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

CC.1.4.9-10.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.

| | 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.2.1.HS.F.2 | |
| 11-a | Rote counts to 5 with a verbal starter prompt (e.g., count 1, 2,) | Apply properties of rational and irrational numbers to solve real world or mathematical problems. CC.2.1.HS.F.3 | |
| 11-b | Arranges objects by size (e.g., small, medium, and large blocks) | Apply quantitative reasoning to choose and Interpret units and scales in formulas, graphs and data displays. | |
| 11-c | Distinguishes between 1 and 2 items as a listener (e.g., Where are 2 boats?) | CC.2.1.HS.F.4 | |
| 11-d | Distinguishes between 1 and 2 items as a mand (e.g., I want 2 cookies.) | Use units as a way to understand problems and to guide the solution of multi-step problems. CC.2.1.HS.F.5 | |
| 11-e | Matches to sample the numbers 1-10 (e.g., puts the number 4 with the number 4) | Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. | |
| | | CC.2.1.HS.F.6 Extend the knowledge of arithmetic operations and apply to complex numbers. | |
| 12-M | Tacts the numbers 1-5 | CC.2.1.HS.F.2 | |
| 12-a | Distinguishes between 1 and 2 items as a tact (e.g., How many shoes do you have?) | Apply properties of rational and irrational numbers to solve real world or mathematical problems. | |
| 12-b | Holds up corresponding fingers for numbers 1-5 (e.g., Show me 2 fingers.) | CC.2.1.HS.F.3 Apply quantitative reasoning to choose and Interpret units and scales in formulas, graphs and data displays. | |
| 12-c | Distinguishes between 1, 2, and 3 items as a listener (e.g., Can you find 3 flowers?) | CC.2.1.HS.F.4 | |
| 12-d | Counts 2 items with 1:1 correspondence | Use units as a way to understand problems and to guide the solution of multi-step problems. | |
| 12 0 | Counts 2 fems with 1.1 correspondence | CC.2.1.HS.F.5 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. | |
| | | CC.2.1.HS.F.6 | |
| 10.34 | | Extend the knowledge of arithmetic operations and apply to complex numbers. CC.2.1.HS.F.2 | |
| 13-M | Counts out 1-5 items from a larger set of items with 1 to 1 correspondence (e.g., Give me 4 | Apply properties of rational and irrational numbers to solve real world or mathematical problems. | |
| 12 | cars. Now give me 2 cars.) | CC.2.1.HS.F.3 | |
| 13-a | Provides age when asked | Apply quantitative reasoning to choose and Interpret units and scales in formulas, graphs and data displays. CC.2.1.HS.F.4 | |
| 13-b | Counts out up to 3 items given the verbal prompt How many? and the related set of items | CC.2.1.IIS.F.4 | |

| 13-с | Identifies as a listener (LDs) the number of items (e.g., Which picture has 2 cars?) | Use units as a way to understand problems and to guide the solution of multi-step problems. CC.2.1.HS.F.5 |
|-------|---|--|
| 13-d | Demonstrates enumeration in counting (final emphasis on correct number) for numbers 1-3 | Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. |
| | | |
| 14-M | Identifies as a listener 8 different comparisons involving measurement (e.g., show me more or | CC.2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems. |
| | less, big or little, long or short, full or empty, loud or quiet) | CC.2.1.HS.F.3 |
| 14-a | Correctly tacts a collection of 1-3 items as "1," "2," and "3" (e.g., How many are here?) | Apply quantitative reasoning to choose and Interpret units and scales in formulas, graphs and data displays. CC.2.1.HS.F.4 |
| 14-b | Identifies (LDs) a collection of items as more or less/fewer than a comparison group | Use units as a way to understand problems and to guide the solution of multi-step problems. |
| 14-c | Identifies (LDs) a container as full or empty | CC.2.1.HS.F.5 |
| 14-d | Identifies (LDs) an item as bigger or smaller than a comparison item | Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. |
| 14-e | Identifies (LDs) an item as longer or shorter than a comparison item | |
| 47.75 | | CC.1.2.9-10.A |
| 15-M | Correctly matches a written number to a quantity and a quantity to a written number for the | Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific |
| 15 | numbers 1-5 (e.g., matches the number 3 to a picture of 3 trucks) | details; provide an objective summary of the text. |
| 15-a | Performs an action a specified number of times up to 5 (e.g., Clap 3 times) | CC.1.2.9-10.C Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the |
| 15-b | Completes a sequence or pattern containing 2 elements (e.g., red-green; red-green) | points are made, how they are introduced and developed, and the connections that are drawn between them. |
| 15-c | Correctly Identifies (LDs) the ordinal terms "first" and "last" | CC.1.3.9-10.E |
| 15-d | Correctly Identifies (LDs) and tacts morning time and night time | Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create an effect. CC.1.4.9-10.P |
| 15-e | Intraverbally responds to what number is next for numbers 1-9 | Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent |
| 15-f | Correctly Identifies (LDs) 3 different coins, and intraverbally states what to do with money | whole; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. CC.1.4.9-10.W |
| | | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in |
| | | answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard |
| | | format for citation. CC.1.4.9-10.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.1.5.9-10.D Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the |
| | | presentation is appropriate to purpose, audience, and task. |
| | | CC.2.1.HS.F.2 |
| | | Apply properties of rational and irrational numbers to solve real world or mathematical problems. CC.2.1.HS.F.3 |
| | | Apply quantitative reasoning to choose and Interpret units and scales in formulas, graphs and data displays. |
| | | CC.2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multi-step problems. |
| | | CC.2.1.HS.F.5 |
| | | Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. |

11th & 12th Grade

VB-MAPP Milestones Alignment to the PA Core

MAND LEVEL 1

| | 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.1.2.11-12.F |
| | cracker, book) | Evaluate how words and phrases shape meaning and tone in texts. |
| 1-a | Makes eye contact (gaze shift) as a mand for attention or other reinforcers 2 times | CC.1.2.11-12.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and |
| 1-b | Moves close to a reinforcing item to indicate the presence of an MO 2 times | content, choosing flexibly from a range of strategies and tools. |
| 1-c | Pulls an adult to get access to a reinforcing item 2 times | CC.1.3.11-12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and |
| 1-d | Points or gestures towards a reinforce in order to obtain it 2 times | conclusions based on and related to an author's implicit and explicit assumptions and beliefs. |
| | | CC.1.4.11-12.E |
| 2-M | Emits 4 different mands without prompts (except What do you want?) – the desired item can be present (e.g. music, | Write with an awareness of the stylistic aspects of composition. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the |
| | slinky, ball) | complexity of the topic. |
| 2-a | Points to 2 different reinforcers in order to obtain them 2 times | • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. |
| 2-b | Nods or says yes or no when offered a reinforce 2 times (not an early target) | CC.1.4.11-12.H |
| 2-c | Emits 2 different mands without echoic prompts- can be with verbal or object prompts | Write with a sharp distinct focus identifying topic, task, and audience. |
| 2-d | Spontaneously emits 1 mand without echoic or imitative prompts- can be with object prompts | CC.1.4.11-12.K Write with an awareness of the stylistic aspects of composition. • Use precise language and domain-specific vocabulary to |
| 2-e | Generalizes 2 known mands across 2 different people and 2 settings | manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms of |
| | The state of the s | the discipline in which they are writing. CC.1.4.11-12.L |
| 3-M | Generalizes 6 mands across 2 people, 2 settings, and 2 different examples of a reinforcers (e.g., mands bubbles | Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. |
| 3-a | Emits 2 spontaneous mands (no verbal prompt); — the object can be present | CC.1.4.11-12.R |
| 3-b | Emits 5 mands without echoic or imitative prompts — can be with verbal or object prompts | Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. CC.1.4.11-12.X |
| 3-с | Generalizes 3 mands across 2 examples of a desired item (e.g., mands slide for 2 different slides) | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting |
| 3-d | Emits 6 different mands without echoic or imitative prompts — can be with verbal or object prompts | or a day or two) for a range of discipline-specific tasks, purposes and audiences. CC.1.5.11-12.A |
| | | Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on |
| 4-M | Spontaneously emits (no verbal prompts) 5 mands — the desired item can be present | others' ideas and expressing their own clearly and persuasively. |
| 4-a | Mands for attention 2 times with some identifiable type of response (e.g., a tap on the arm) | CC.1.5.11-12.E Adapt speech to a variety of contexts and tasks. |
| 4-b | Emits 2 mands without an object present — can be with What do you want? | CC.1.5.11-12.G |
| 4-c | Emits 2 mands without verbal prompts — can be with object prompts | Demonstrate command of the conventions of standard English when speaking based on grade 11-12 level and content. |
| 4-d | Mands for others to attend to the same stimulus that he is attending to 5 times per day | |
| 4-e | Emits 1 mand to remove an undesirable item or activity (e.g.no) | |
| | | |
| 5-M | Emits 10 different mands without prompts (except, What do you want?) — the desired item can be present (e.g., | |
| | apple, swing, car, juice) | |
| 5-a | Emits 3 different mands without an object present — can be with a verbal prompt (e.g., mommy) | |
| 5-b | Emits 3 different mands without verbal prompts — can be with an object prompt | |
| 5-c | Mands contain intonations that vary and are appropriate to the current MO 2 times | |
| 5-d | Acquires a new mand in less than 20 training trials | |
| | <u> </u> | |

MAND LEVEL 2 Skill | VB-MAPP Milestones & Supporting Skills List **PA Core Standards** CC.1.2.11-12.B Mands for 20 different missing items without prompts (except e.g., What do you need?) (e.g., mands for paper when Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and given a crayon conclusions based on and related to an author's implicit and explicit assumptions and beliefs. Spontaneously emits 5 mands without an object present and without verbal prompts Emits 10 different mands without echoic or imitative prompts — object can be present Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text. Mands for 5 different missing items without prompts (except a verbal prompt) CC.1.2.11-12.F Generalizes 4 mands to 4 different people Evaluate how words and phrases shape meaning and tone in texts. CC.1.4.11-12.N Maintains a newly acquired mand for a missing item after 24 hours of no contact with the item Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple points of view, and introducing a narrator and/or characters. CC.1.5.11-12.A Mands for others to emit 5 different actions needed to enjoy a desired activity (e.g., open to get outside, push when on Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Mands 2 times with 2 words in a phrase or sentence (e.g., Drink juice.) CC.1.5.11-12.G Demonstrate command of the conventions of standard English when speaking based on grade 11-12 level and content. Mands for other individuals to emit 2 different actions with verbal prompts (e.g., go, spin) CC.1.5.11-12.E Emits 2 mands to remove undesirable items or activities Adapt speech to a variety of contexts and tasks. Demonstrates response generalization for two different mands (e.g., calls a filled cup both cup and drink; calls a dog both CC.2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems. dog and Maggie) Mands contain varied intonation appropriate to both positive and negative MOs 5 times 7-е Mands for help or assistance 2 times Demonstrates a high frequency of manding (15 in a 5 minute period) Emits 5 different mands that contain 2 or more words (not including I want) (e.g., Go fast. My turn. Pour juice.) (TO: Mands 5 times with 2 words in a phrase or sentence Mands for information 2 times using what questions (e.g., What's that?) Mands with a pronoun 2 times (e.g., My train. That's yours.) Mands occur with 3 different carrier phrases (e.g., I want... It's my... Can I... That's my...) Mands with yes and no 4 times (e.g., Do you want a ride? Yes.) Mands for information 2 times using where questions (e.g., Where's Elmo?) Spontaneously emits 15 different mands (e.g., Let's play. Open. I want book.) Spontaneously emits 50 mands per day (can be with objects present, but without verbal prompts) Acquires 2 mands from tact or echoic only training (e.g., sees and tacts a live giraffe, and later mands to go back to see the giraffe) Mands for information 25 times using any type of question word Mands with an adjective 5 times (e.g., big chip, red car) Emits 5 mands in 30 seconds (e.g., during a game or fun activity such as water play) Mands contain 3-word phrases 10 times (e.g., That's my horse.)

| 10-M | Emits 10 new mands without specific mand training (e.g., spontaneously says Where kitty go? without formal mand |
|------|---|
| | training) |
| 10-a | Emits 2 new mands without training (e.g., says I want hot cocoa without training) |
| 10-b | Demonstrates response generalization for 2 different mands (e.g., Get me. Chase me. Run.) |
| 10-с | Mands with an adjective 5 times — can use verbal and nonverbal prompts |
| 10-d | Mands for information 3 times using who questions |
| 10-е | Spontaneously mands for others to emit 20 different actions (e.g., Run. Go. Push me.) |
| 10-f | Spontaneously mands to novel and unfamiliar people 2 times |

| | MAND | | | |
|-------|--|---|--|--|
| | LEVEL 3 | | | |
| Skill | VB-MAPP Milestones & Supporting Skills List | PA Core Standards | | |
| 11-M | Spontaneously mands for different verbal information using a WH question or question word 5 times (e.g., What's your name? Where do I go?) | CC.1.2.11-12.A Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text. | | |
| 11-a | Mands to peers 5 times | CC.1.2.11-12.B | | |
| 11-b | Spontaneously mands for attention 5 times (e.g., Teacher! Hey! Excuse me.) | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and | | |
| 11-c | The child emits 100 or more different mands in a one week period | conclusions based on and related to an author's implicit and explicit assumptions and beliefs. CC.1.2.11-12.C | | |
| 11-d | Mands contain 3-word phrases 10 times (e.g, Can I see?) | Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course | | |
| 11-e | Mands for a specific quantity of reinforcers 2 times (e.g., two gummy bears) | of the text. CC.1.2.11-12.D | | |
| | | Evaluate how an author's point of view or purpose shapes the content and style of a text. | | |
| 12-M | Politely mands to stop an undesirable activity, or remove any aversive MO under 5 different circumstances (e.g., | CC.1.2.11-12.E | | |
| | Please stop pushing me. No thank you. Excuse me, can you move?) | Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. | | |
| 12-a | Mands to remove an aversive item or activity 2 times (e.g., Let go. Give it back.) | CC.1.2.11-12.F | | |
| 12-b | Mands for others to perform a two-step action 2 times (e.g., Come here and watch me.) | Evaluate how words and phrases shape meaning and tone in texts. CC.1.2.11-12.G | | |
| 12-c | Says please and thank you with indirect adult verbal prompts (e.g., What do you say?) | Integrate and evaluate multiple sources of information presented in different media or formats (e.g. visually, quantitatively) as | | |
| 12-d | Demonstrates MO generalization by asking for 2 different reinforcers with the same words (e.g., when wanting attention | well as in words in order to address a question or solve a problem. | | |
| | saying let's draw, and when wanting to get out of work saying let's draw) | CC.1.2.11-12.H Analyze seminal texts based upon reasoning, premises, purposes, and arguments. | | |
| 12-e | Mands for others to participate in an activity 2 times (e.g., Come play. Help dig.) | CC.I.2.11-12.I | | |
| | | Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features. | | |
| 13-M | Mands with 10 different adjectives, prepositions, or adverbs (e.g., My crayon is broken. Don't take it out. Go fast.) | rnetorical features. CC.1.2.11-12.J | | |
| 13-a | Spontaneously mands to use the bathroom 2 times | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, | | |
| 13-b | Mands for others to attend to his own nonverbal behavior 2 times (e.g., watch me) | and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. | | |
| 13-с | Mands for others to attend to some aspect of the environment 2 times (e.g., Look, it's a truck.) | CC.1.2.11-12.K | | |
| 13-d | Mands with 2 different adjectives (e.g., I want the red gummy bear.) | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and | | |
| 13-е | Mands with 2 different prepositions (e.g., Put it in the house.) | content, choosing flexibly from a range of strategies and tools. CC.1.3.11-12.A | | |
| 13-f | Mands with 2 different adverbs (e.g., Slow down.) | Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and | | |
| | | interaction of the themes; provide an objective summary of the text. | | |
| 14-M | Gives directions, instructions, or explanations as to how to do something or how to participate in an activity 5 times | CC.1.3.11-12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and | | |
| | (e.g., You put the glue on first, then stick it. You sit here while I get a book.) | conclusions based on and related to an author's implicit and explicit assumptions and beliefs. | | |
| 14-a | Mands for sympathy or other emotional support 2 times (e.g., He's mean.) | CC.1.3.11-12.C Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama. | | |
| 14-b | Mands for others to deliver a specific object to another person 2 times (e.g., Give it to Sarah.) | Amaryze the impact of the author's choices regarding now to develop and relate elements of a story of drama. | | |

| 14-c | Mands for instructions for completing a task 2 times (e.g., Where does it go? How do I do it?) | CC.1.3.11-12.G |
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| 14-d | Spontaneously mands with 3 different major parts of speech (e.g., noun-verb-adjective) in one sentence 2 times (e.g., Push | Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an |
| | the big bike fast.) | American dramatist.) |
| | | CC.1.3.11-12.I |
| 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 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 11-12 reading and |
| 13-141 | happened I'm telling the story) | content, choosing flexibly from a range of strategies and tools. CC.1.4.11-12.A |
| 15 | | Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. |
| 15-a | Mands contain 5 word phrases or sentences 10 times | CC.1.4.11-12.M |
| 15-b | Mands for information about future events 2 times (e.g., When are we going to the party?) | Write narratives to develop real or imagined experiences or events. |
| 15-c | Mands for attention to a private event 2 times (e.g., My stomach hurts.) | CC.1.4.11-12.0 |
| 15-d | Mands for information 5 times using why questions | Use narrative techniques such as dialogue, description, reflection, multiple plot lines, and pacing, to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the |
| 15-e | Mands for information 5 times using how questions | experiences, events, settings, and/or characters. |
| | | CC.1.4.11-12.Q |
| | | Write with an awareness of the stylistic aspects of writing. Use parallel structure; various types of phrases and clauses to |
| | | convey specific meanings and add variety and interest; and precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. |
| | | CC.1.4.11-12.R |
| | | Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. |
| | | CC.1.4.11-12.S |
| | | Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction. |
| | | CC.1.4.11-12.T |
| | | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on |
| | | addressing what is most significant for a specific purpose and audience. |
| | | CC.1.4.11-12.U |
| | | Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information |
| | | CC.1.4.11-12.V |
| | | Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a |
| | | problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating |
| | | understanding of the subject under investigation. CC.1.4.11-12.W |
| | | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess |
| | | the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text |
| | | selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard |
| | | format for citation. CC.1.5.11-12.E |
| | | Adapt speech to a variety of contexts and tasks. |
| | | CC.1.5.11-12.G |
| | | Demonstrate command of the conventions of standard English when speaking based on grade 11-12 level and content. |
| | | CC.2.1.HS.F.1 Apply and extend the properties of exponents to solve problems with rational exponents. |
| | | CC.2.1.HS.F.2 |
| | | Apply properties of rational and irrational numbers to solve real world or mathematical problems. |
| | | CC.2.1.HS.F.7 |
| | | Apply concepts of complex numbers in polynomial identities and quadratic equations to solve problems. |
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| | TACT | | |
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| | 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.1.3.11-12.F | |
| 1-a | Tacts 1 familiar person, pet, or object with verbal prompts and motivation present (e.g. mama) | Evaluate how words and phrases shape meaning and tone in texts. | |

| 2-M | Tacts any 4 items without echoic or imitative prompts (e.g., people, pets, characters, or other objects) | CC.1.3.11-12.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. CC.1.3.11-12.F Evaluate how words and phrases shape meaning and tone in texts. CC.1.3.11-12.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when |
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| | | considering a word or phrase important to comprehension or expression. |
| 3-M | Tacts 6 non-reinforcing items (e.g., shoe, hat, spoon, car, cup, bed) | CC.1.3.11-12.F Evaluate how words and phrases shape meaning and tone in texts. |
| 3-a | Generalizes known responses across 2 different people and 2 settings (e.g., tacts kitty for both mom and dad: tacts dada while | CC.1.3.11-12.J |
| | in bed and in the kitchen) | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, |
| 3-b | Generalizes tacts across 2 examples of an item for 2 items (e.g., tacts 2 different phones) | and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when |
| | | considering a word or phrase important to comprehension or expression. |
| 4-M | Spontaneously tacts (no verbal prompts) 2 different items | CC.1.3.11-12.F |
| 4-a | Looks at family photos and, with verbal prompts, tacts 2 family members | Evaluate how words and phrases shape meaning and tone in texts. CC.1.3.11-12.J |
| 4-b | Tacts 2 pictures from a book or picture card (2D) (e.g., duck, ball) | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, |
| | Tuest 2 protested from a cook of proteste care (25) (cigi, each, car) | and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when |
| | | considering a word or phrase important to comprehension or expression. |
| 5-M | Tacts 10 items (e.g., common objects, people, body parts, or pictures) | CC.1.3.11-12.F |
| 5-a | Tacts 5 pictures (2D) | Evaluate how words and phrases shape meaning and tone in texts. CC.1.3.11-12.J |
| 5-b | Maintains a newly acquired tact after 24 hours without training | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, |
| 5-c | Generalizes tacts across 3 examples of an item for 5 items (e.g., tacts 3 different spoons) | and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

| | TACT LEVEL 2 | | |
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| Skill | VB-MAPP Milestones & Supporting Skills List | PA Core Standards | |
| 6-M 6-a 6-b 6-c 6-d | Tacts 25 items when asked, What's that? (e.g., book, shoe, car, dog, hat) Tacts 4 different people, pets, or characters by their specific name (can include mama and dada) Tacts 2 actions when asked, for example, What am I doing? (e.g., jumping, clapping) Acquires a new tact in less than 20 training trials Tacts 5 items in a 15 second period (fluency) | CC.1.2.11-12.A Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text. CC.1.2.11-12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs. CC.1.2.11-12.C Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text. CC.1.2.11-12.D Evaluate how an author's point of view or purpose shapes the content and style of a text. CC.1.2.11-12.F Evaluate how words and phrases shape meaning and tone in texts. CC.1.2.11-12.G Integrate and evaluate multiple sources of information presented in different media or formats (e.g. visually, quantitatively) as well as in words in order to address a question or solve a problem. CC.1.2.11-12.H Analyze seminal texts based upon reasoning, premises, purposes, and arguments. CC.1.2.11-12.I Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features. | |

| | | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. CC.1.2.11-12.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.1.2.11-12.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. CC.1.3.11-12.A Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text. CC.1.3.11-12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs. CC.1.3.11-12.C Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama. CC.1.3.11-12.F Evaluate how an author's point of view or purpose shapes the content and style of a text. CC.1.3.11-12.F Evaluate how and phrases shape meaning and tone in texts. CC.1.3.11-12.C Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist). CC.1.3.11-12.H Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics. CC.1.3.11-12.H Demonstrate knowledge of foundational works of literature that reflect a variety of genres in t |
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| | | Extend the knowledge of arithmetic operations and apply to complex numbers. CC.2.1.HS.F.7 Apply concepts of complex numbers in polynomial identities and quadratic equations to solve problems. |
| '-M | Generalizes tacts across 3 examples of 50 items, or from a list of known generalizations | CC.1.2.11-12.A Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction |
| 7-a | Tacts 3 body parts (e.g., nose, eyes, mouth) | of the central ideas; provide an objective summary of the text. |
| 7-b | Tacts 2 auditory stimuli (e.g., phone ringing, siren, dog barking) | CC.1.2.11-12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and |
| /-c | 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) | conclusions based on and related to an author's implicit and explicit assumptions and beliefs. |
| 7-d 7-е | Tacts 40 items when asked What's that? (e.g., tree, bowl, sock, crayon, apple) | CC.1.2.11-12.D Evaluate how an author's point of view or purpose shapes the content and style of a text. |
| | Tuess to teems when asked what s mut: (e.g., nee, oowi, soek, erayon, apple) | CC.1.2.11-12.F Evaluate how words and phrases shape meaning and tone in texts. CC.1.2.11-12.G Integrate and evaluate multiple sources of information presented in different media or formats (e.g. visually, quantitatively) as |

| | | well as in words in order to address a question or solve a problem. CC.1.2.11-12.I |
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| | | Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and |
| | | rhetorical features. |
| | | CC.1.2.11-12.J |
| | | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, |
| | | and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when |
| | | considering a word or phrase important to comprehension or expression. CC.1.2.11-12.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.1.2.11-12.L |
| | | Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. |
| | | CC.1.3.11-12.A Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and |
| | | interaction of the themes; provide an objective summary of the text. |
| | | CC.1.3.11-12.B |
| | | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and |
| | | conclusions based on and related to an author's implicit and explicit assumptions and beliefs. |
| | | CC.1.3.11-12.C |
| | | Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama. CC.1.3.11-12.D |
| | | Evaluate how an author's point of view or purpose shapes the content and style of a text. |
| | | CC.1.3.11-12.F |
| | | Evaluate how words and phrases shape meaning and tone in texts. |
| | | CC.1.3.11-12.G |
| | | Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or |
| | | poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.) |
| | | CC.1.3.11-12.H |
| | | Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of |
| | | literature, including how two or more texts from the same period treat similar themes or topics. |
| | | CC.1.3.11-12.I |
| | | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 11-12 reading and |
| | | content, choosing flexibly from a range of strategies and tools. CC.1.3.11-12.J |
| | | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking |
| | | and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when |
| | | considering a word or phrase important to comprehension or expression. |
| | | CC.1.3.11-12.K |
| | | Read and comprehend literary fiction on grade level, reading independently and proficiently. CC.1.4.11-12.A |
| | | Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. |
| | | CC.1.4.11-12.B |
| | | Write with a sharp distinct focus identifying topic, task, and audience. |
| | | CC.2.1.HS.F.3 |
| | | Apply quantitative reasoning to choose and Interpret units and scales in formulas, graphs and data displays. |
| | | CC.2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multi-step problems. |
| | | CC.2.1.HS.F.6 |
| | | Extend the knowledge of arithmetic operations and apply to complex numbers. |
| | | CC.2.1.HS.F.7 |
| | | Apply concepts of complex numbers in polynomial identities and quadratic equations to solve problems. |
| | Tacts 10 actions when asked, for example, What am I doing? (e.g., jumping, sleeping, eating) | CC.1.2.11-12.A |
| a | Tacts 2 tactile stimuli (e.g., says ball when feeling a ball in a bag) | Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text. |
| | Tacts 5 noun-verb or verb-noun combinations (e.g., dog eating, rolling ball) | of the central ideas; provide an objective summary of the text. CC.1.2.11-12.B |
| | Tacts two or more items from 10 different pages in a book when asked, What do you see here? | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and |
| | | conclusions based on and related to an author's implicit and explicit assumptions and beliefs. |
| i | Glances at a listener while tacting on 5 occasions | CC.1.2.11-12.C |
| | | Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course |
| | | of the text. |

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| | | CC.1.2.11-12.D Evaluate how an author's point of view or purpose shapes the content and style of a text. |
| | | CC.1.2.11-12.E |
| | | Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether |
| | | the structure makes points clear, convincing, and engaging. |
| | | CC.1.2.11-12.F |
| | | Evaluate how words and phrases shape meaning and tone in texts. |
| | | CC.1.2.11-12.G |
| | | Integrate and evaluate multiple sources of information presented in different media or formats (e.g. visually, quantitatively) as |
| | | well as in words in order to address a question or solve a problem. |
| | | CC.1.2.11-12.H |
| | | Analyze seminal texts based upon reasoning, premises, purposes, and arguments. |
| | | CC.1.2.11-12.I |
| | | Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and |
| | | rhetorical features. CC.1.2.11-12.J |
| | | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, |
| | | and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when |
| | | considering a word or phrase important to comprehension or expression. |
| | | CC.1.2.11-12.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.1.2.11-12.L |
| | | Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. |
| | | CC.1.3.11-12.A |
| | | Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and |
| | | interaction of the themes; provide an objective summary of the text. |
| | | CC.1.3.11-12.B |
| | | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and |
| | | conclusions based on and related to an author's implicit and explicit assumptions and beliefs. |
| | | CC.1.3.11-12.C Analyza the impact of the author's choices regarding how to develop and relate elements of a ctory or drama |
| | | Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama. CC.1.3.11-12.D |
| | | Evaluate how an author's point of view or purpose shapes the content and style of a text. |
| | | CC.1.3.11-12.F |
| | | Evaluate how words and phrases shape meaning and tone in texts. |
| | | CC.1.3.11-12.G |
| | | Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or |
| | | poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an |
| | | American dramatist.) |
| | | CC.1.3.11-12.H |
| | | Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of |
| | | literature, including how two or more texts from the same period treat similar themes or topics. |
| | | CC.1.3.11-12.J |
| | | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, |
| | | and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when |
| | | considering a word or phrase important to comprehension or expression. |
| | | CC.1.3.11-12.K Read and comprehend literary fiction on grade level, reading independently and proficiently |
| | | Read and comprehend literary fiction on grade level, reading independently and proficiently. CC.1.4.11-12.A |
| | | Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. |
| | | CC.1.4.11-12.B |
| | | Write with a sharp distinct focus identifying topic, task, and audience. |
| 9-M | Tacts 50 two-component verb-noun, or noun-verb combinations, tested or from a list of known two-component tacts | CC.1.2.11-12.A |
| 7-1VI | • | Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction |
| | (e.g., washing face, Joe swinging, baby sleeping) | of the central ideas; provide an objective summary of the text. |
| 9-a | Tacts 25 two-component noun-noun relations (e.g., paper and pencil; car and truck) | CC.1.2.11-12.B |
| 9-b | Acquires a new tact in less than 15 training trials | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and |
| | | conclusions based on and related to an author's implicit and explicit assumptions and beliefs. |
| 9-c | Spontaneously tacts items in a book, on TV, or in a video 5 times (e.g., Cinderella) | CC.1.2.11-12.E |
| 9-d | Learns 2 new tacts without direct training (e.g., untrained echoic to tact transfer) | Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether |
| | | |

| 9-е | Shows response generalization for 5 items (i.e., tacts the same stimulus with two different words teacher and Katie; cat and | the structure makes points clear, convincing, and engaging. |
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| 9-6 | Garfield; dog and Maggie) | CC.1.2.11-12.F |
| | Garrierd, dog and Maggle) | Evaluate how words and phrases shape meaning and tone in texts. |
| | | CC.1.2.11-12.G Integrate and evaluate multiple sources of information presented in different media or formats (e.g. visually, quantitatively) as |
| | | well as in words in order to address a question or solve a problem. |
| | | CC.1.2.11-12.I |
| | | Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and |
| | | rhetorical features. |
| | | CC.1.2.11-12.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, |
| | | and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when |
| | | considering a word or phrase important to comprehension or expression. |
| | | CC.1.2.11-12.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.1.2.11-12.L |
| | | Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. |
| | | CC.1.3.11-12.A Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and |
| | | interaction of the themes; provide an objective summary of the text. |
| | | CC.1.3.11-12.B |
| | | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and |
| | | conclusions based on and related to an author's implicit and explicit assumptions and beliefs. CC.1.3.11-12.C |
| | | Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama. |
| | | CC.1.3.11-12.D |
| | | Evaluate how an author's point of view or purpose shapes the content and style of a text. |
| | | CC.1.3.11-12.F Evaluate how words and phrases shape meaning and tone in texts. |
| | | CC.1.3.11-12.G |
| | | Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or |
| | | poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an |
| | | American dramatist.) CC.1.3.11-12.H |
| | | Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of |
| | | literature, including how two or more texts from the same period treat similar themes or topics. |
| | | CC.1.3.11-12.I |
| | | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 11-12 reading and content, choosing flexibly from a range of strategies and tools. |
| | | CC.1.3.11-12.J |
| | | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, |
| | | and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| | | CC.1.3.11-12.K |
| | | Read and comprehend literary fiction on grade level, reading independently and proficiently. |
| | | CC.1.4.11-12.A |
| | | Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. CC.1.4.11-12.B |
| | | Write with a sharp distinct focus identifying topic, task, and audience. |
| | | CC.2.1.HS.F.3 |
| | | Apply quantitative reasoning to choose and Interpret units and scales in formulas, graphs and data displays. |
| | | CC.2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multi-step problems. |
| | | CC.2.1.HS.F.6 |
| | | Extend the knowledge of arithmetic operations and apply to complex numbers. |
| | | CC.2.1.HS.F.7 Apply concepts of complex numbers in polynomial identities and quadratic equations to solve problems |
| 10.M | Tacts 200 nouns and/or works (or other parts of speech) tested or from an accumulated list of known tacts | Apply concepts of complex numbers in polynomial identities and quadratic equations to solve problems. CC.1.2.11-12.A |
| 10-M | Tacts 200 nouns and/or verbs (or other parts of speech), tested or from an accumulated list of known tacts | Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction |
| 10-a | Tacts 10 actions (e.g., climbing, playing, coloring, swimming, washing) | of the central ideas; provide an objective summary of the text. |
| 10-b | Tacts 2 gustatory stimuli (e.g., tacts orange by tasting it) | CC.1,2.11-12.B |
| | | |

| 10-с | Tacts 20 items in a 1 minute fluency test | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and |
|------|---|---|
| 10-d | Tacts 2 different colors (e.g., red, blue) | conclusions based on and related to an author's implicit and explicit assumptions and beliefs. |
| 10-e | Tacts 2 different shapes (e.g., circle, star) | CC.1.2.11-12.C Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course |
| 100 | Tuesto - different sampos (o.g., onote, sam) | of the text. |
| | | CC.1.2.11-12.D |
| | | Evaluate how an author's point of view or purpose shapes the content and style of a text. |
| | | CC.1.2.11-12.E |
| | | Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. |
| | | CC.1.2.11-12.F |
| | | Evaluate how words and phrases shape meaning and tone in texts. |
| | | CC.1.2.11-12.G |
| | | Integrate and evaluate multiple sources of information presented in different media or formats (e.g. visually, quantitatively) as well as in words in order to address a question or solve a problem. |
| | | CC.1.2.11-12.H |
| | | Analyze seminal texts based upon reasoning, premises, purposes, and arguments. |
| | | CC.1.2.11-12.I |
| | | Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and |
| | | rhetorical features. CC.1.2.11-12.J |
| | | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, |
| | | and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when |
| | | considering a word or phrase important to comprehension or expression. |
| | | CC.1.2.11-12.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.1.2.11-12.L |
| | | Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. |
| | | CC.1.3.11-12.A Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and |
| | | interaction of the themes; provide an objective summary of the text. |
| | | CC.1.3.11-12.B |
| | | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and |
| | | conclusions based on and related to an author's implicit and explicit assumptions and beliefs. CC.1.3.11-12.C |
| | | Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama. |
| | | CC.Í.3.11-12.Ď |
| | | Evaluate how an author's point of view or purpose shapes the content and style of a text. |
| | | CC.1.3.11-12.F Evaluate how words and phrases shape meaning and tone in texts. |
| | | CC.1.3.11-12.G |
| | | Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or |
| | | poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an |
| | | American dramatist.) CC.1.3.11-12.H |
| | | Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of |
| | | literature, including how two or more texts from the same period treat similar themes or topics. |
| | | CC.1.3.11-12.I |
| | | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 11-12 reading and |
| | | content, choosing flexibly from a range of strategies and tools. CC.1.3.11-12.J |
| | | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, |
| | | and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when |
| | | considering a word or phrase important to comprehension or expression. |
| | | CC.1.3.11-12.K Read and comprehend literary fiction on grade level, reading independently and proficiently. |
| | | CC.1.4.11-12.A |
| | | Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. |
| | | CC.1.4.11-12.B |
| | | Write with a sharp distinct focus identifying topic, task, and audience. |
| | | CC.2.1.HS.F.2 |

| Apply properties of rational and irrational numbers to solve real world or mathematical problems. CC.2.1.HS.F.3 Apply quantitative reasoning to choose and Interpret units and scales in formulas, graphs and data displays. CC.2.1.HS.F.4 |
|---|
| Use units as a way to understand problems and to guide the solution of multi-step problems. CC.2.1.HS.F.6 Extend the knowledge of arithmetic operations and apply to complex numbers. CC.2.1.HS.F.7 Apply concepts of complex numbers in polynomial identities and quadratic equations 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.1.2.11-12.A Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text. CC.1.2.11-12.B | |
| 11-a | Tacts 2 olfactory stimuli (e.g., cookies, popcorn, flowers) | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs. | |
| 11-b | Acquires 5 new tacts in a week without direct training | CC.1.2.11-12.C | |
| 11-c | Tacts 2 people (not family members) by their first names | Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course | |
| 11-d | Tacts 5 categories or classes (e.g., animals, drinks, toys) | of the text. CC.1.2.11-12.D | |
| 11-e | Tacts 5 locations (e.g., kitchen, bedroom, playground, grandma's house) | Evaluate how an author's point of view or purpose shapes the content and style of a 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.1.2.11-12.E | |
| | adding a verbal SD to the task) | Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. | |
| 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.1.2.11-12.G | |
| 11-h | Tacts 2 specific features or parts of 25 items or people (e.g., wheels and doors on a car) | Integrate and evaluate multiple sources of information presented in different media or formats (e.g. visually, quantitatively) as | |
| 11-i | Generalization occurs to new examples of an item or action on the first trial, for 5 items | well as in words in order to address a question or solve a problem. CC.1.2.11-12.H | |
| | | Analyze seminal texts based upon reasoning, premises, purposes, and arguments. CC.1.2.11-12.I Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features. CC.1.2.11-12.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. CC.1.2.11-12.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.1.2.11-12.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. CC.1.3.11-12.A Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text. CC.1.3.11-12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs. CC.1.3.11-12.C Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama. CC.1.3.11-12.D Evaluate how an author's point of view or purpose shapes the content and style of a text. | |

| | | CC.1.3.11-12.E |
|------|---|--|
| | | Evaluate the structure of texts including how specific sentences, paragraphs and larger portions of the texts relate to each other |
| | | and the whole. |
| | | CC.1.3.11-12.F |
| | | Evaluate how words and phrases shape meaning and tone in texts. CC.1.3.11-12.G |
| | | Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or |
| | | poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an |
| | | American dramatist.) |
| | | CC.1.3.11-12.H Demonstrate knowledge of fewer detional works of literature that reflect a variety of corners in the respective major paris do of |
| | | Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics. CC.1.3.11-12.I |
| | | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 11-12 reading and |
| | | content, choosing flexibly from a range of strategies and tools. CC.1.3.11-12.J |
| | | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, |
| | | and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when |
| | | considering a word or phrase important to comprehension or expression. CC.1.3.11-12.K |
| | | Read and comprehend literary fiction on grade level, reading independently and proficiently. |
| | | CC.1.4.11-12.A Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. |
| | | CC.1.4.11-12.B |
| | | Write with a sharp distinct focus identifying topic, task, and audience. |
| | | CC.2.1.HS.F.1 Apply and extend the properties of exponents to solve problems with rational exponents. |
| | | CC.2.1.HS.F.2 |
| | | Apply properties of rational and irrational numbers to solve real world or mathematical problems. CC.2.1.HS.F.3 |
| | | Apply quantitative reasoning to choose and Interpret units and scales in formulas, graphs and data displays. CC.2.1.HS.F.4 |
| | | Use units as a way to understand problems and to guide the solution of multi-step problems. CC.2.1.HS.F.6 |
| | | Extend the knowledge of arithmetic operations and apply to complex numbers. |
| | | CC.2.1.HS.F.7 |
| | | Apply concepts of complex numbers in polynomial identities and quadratic equations 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.1.2.11-12.A Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction |
| 12-a | Tacts the class of 25 items (e.g., an adult points to a dog and says A dog is an) (part intraverbal) | of the central ideas; provide an objective summary of the text. |
| 12-b | Tacts what's wrong or missing from 10 pictures or objects (e.g., a face without a nose) | CC.1.2.11-12.B |
| 12-c | Tacts the class and function of 10 items (e.g., show the child a cookie and say, What do you do with this? And then say to | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and |
| | him, A cookie is a type of) (part intraverbal) | conclusions based on and related to an author's implicit and explicit assumptions and beliefs. CC.1.2.11-12.C |
| 12-d | Tacts 2 prepositional relations (e.g., Where is Oscar?in the garbage can) (part intraverbal) | Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course |
| 12-e | Tacts people with 2 different pronouns (e.g., Who has the hat on?you do) (part intraverbal) | of the text. |
| 12-c | Spontaneously tacts the function, feature, or class of an item for 5 items (e.g., That goes in the swimming pool.) | CC.1.2.11-12.D Evaluate have an author's point of view or numes shows the content and style of a taut |
| 12-g | Generalizes feature, function, and class tacting to 10 new members of each set (e.g., after training cow, bird, and monkey as | Evaluate how an author's point of view or purpose shapes the content and style of a text. CC.1.2.11-12.E |
| 12-g | animals, the child tacts a bear as an animal on the first trial) | Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether |
| | animals, the clind facts a bear as an animal on the first trial) | the structure makes points clear, convincing, and engaging. |
| | | CC.1.2.11-12.F Evaluate how words and phrases shape meaning and tone in texts. |
| | | CC.1.2.11-12.G |
| | | Integrate and evaluate multiple sources of information presented in different media or formats (e.g. visually, quantitatively) as |
| | | well as in words in order to address a question or solve a problem. |
| | | CC.1.2.11-12.H Analyza saminal tayts based upon reasoning, pramises, purposes, and arguments |
| | | Analyze seminal texts based upon reasoning, premises, purposes, and arguments. CC.1.2.11-12.I |
| | | Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and |
| | | rhetorical features. |
| 1 | | CC.1.2.11-12.J |
| | | CC-1.2.11-12.d |

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. CC.1.2.11-12.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.1.2.11-12.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. CC.1.3.11-12.A Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text. CC.1.3.11-12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama. CC.1.3.11-12.D Evaluate how an author's point of view or purpose shapes the content and style of a text. CC.1.3.11-12.F Evaluate how words and phrases shape meaning and tone in texts. CC.1.3.11-12.G Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.) CC.1.3.11-12.H Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 11-12 reading and content, choosing flexibly from a range of strategies and tools. CC.1.3.11-12.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. CC.1.3.11-12.K Read and comprehend literary fiction on grade level, reading independently and proficiently. CC.1.4.11-12.A Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. CC.1.4.11-12.B Write with a sharp distinct focus identifying topic, task, and audience. CC.2.1.HS.F.1 Apply and extend the properties of exponents to solve problems with rational exponents. CC.2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems. CC.2.1.HS.F.3 Apply quantitative reasoning to choose and Interpret units and scales in formulas, graphs and data displays. CC.2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multi-step problems. CC.2.1.HS.F.6 Extend the knowledge of arithmetic operations and apply to complex numbers. CC.2.1.HS.F.7 Apply concepts of complex numbers in polynomial identities and quadratic equations to solve problems. CC.1.2.11-12.A Tacts 4 different adjectives, excluding colors and shapes (e.g., big, little, long, short) and 4 adverbs (e.g., fast, slow, Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction quietly, gently) of the central ideas; provide an objective summary of the text. Tacts people by gender using 4 different terms (girl, boy, man, woman) CC.1.2.11-12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and Spontaneously tacts the behavior of others 2 times (e.g., He's crying.) conclusions based on and related to an author's implicit and explicit assumptions and beliefs. 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.1.2.11-12.C are used) Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text. Spontaneously tacts with 2 different adjectives

| 13-е | Spontaneously tacts with 2 different adverbs | CC.1.2.11-12.D |
|----------|---|--|
| 13-f | Spontaneously tacts possession of items 2 times (e.g., mine, yours) | Evaluate how an author's point of view or purpose shapes the content and style of a text. CC.1.2.11-12.E |
| | | Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. |
| | | CC.1.2.11-12.F |
| | | Evaluate how words and phrases shape meaning and tone in texts. |
| | | CC.1.2.11-12.G Integrate and evaluate multiple sources of information presented in different media or formats (e.g. visually, quantitatively) as |
| | | well as in words in order to address a question or solve a problem. |
| | | CC.1.2.11-12.I |
| | | Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and |
| | | rhetorical features. CC.1,2,11-12,J |
| | | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, |
| | | and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when |
| | | considering a word or phrase important to comprehension or expression. CC.1.2.11-12.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.1.2.11-12.L |
| | | Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. |
| | | CC.1.3.11-12.A |
| | | Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text. |
| | | CC.1.3.11-12.B |
| | | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and |
| | | conclusions based on and related to an author's implicit and explicit assumptions and beliefs. CC.1.3.11-12.C |
| | | Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama. CC.1.3.11-12.D |
| | | Evaluate how an author's point of view or purpose shapes the content and style of a text. CC.1.3.11-12.F |
| | | Evaluate how words and phrases shape meaning and tone in texts. CC.1.3.11-12.G |
| | | Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.) |
| | | CC.1.3.11-12.H |
| | | Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of |
| | | literature, including how two or more texts from the same period treat similar themes or topics. CC.1.3.11-12.I |
| | | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 11-12 reading and |
| | | content, choosing flexibly from a range of strategies and tools. CC.1.3.11-12.J |
| | | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, |
| | | and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. CC.1.3.11-12.K |
| | | Read and comprehend literary fiction on grade level, reading independently and proficiently. |
| | | CC.1.4.11-12.A |
| | | Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. CC.1.4.11-12.B |
| | | Write with a sharp distinct focus identifying topic, task, and audience. CC.2.1.HS.F.2 |
| | | Apply properties of rational and irrational numbers to solve real world or mathematical problems. CC.2.1.HS.F.3 |
| | | Apply quantitative reasoning to choose and Interpret units and scales in formulas, graphs and data displays. CC.2.1.HS.F.4 |
| | | Use units as a way to understand problems and to guide the solution of multi-step problems. |
| | | CC.2.1.HS.F.6 Extend the knowledge of crithmetic operations and apply to complex numbers |
| <u> </u> | | Extend the knowledge of arithmetic operations and apply to complex numbers. |

| 14-a | Tacts with complete sentences containing 4 or more words, 20 times | |
|------|---|--|
| | Tacts people by relationship using 4 different terms (e.g., sister, brother, grandmother, uncle) (part intraverbal if questions | Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction |
| | are used) | of the central ideas; provide an objective summary of the text. CC.1.2.11-12.B |
| 14-b | Tacts 5 adjective-noun combinations in a complete sentence (e.g., That is a big dog.) | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and |
| | Tacts 5 verb-adverb combinations in a complete sentence (e.g., He is singing loud.) | conclusions based on and related to an author's implicit and explicit assumptions and beliefs. |
| | Tacts 5 preposition-noun combinations in a complete sentence (The dog's in the house.) | CC.1.2.11-12.C Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course |
| | Tacts 5 subject-verb-noun combinations in a complete sentence (e.g., The girl is pulling the wagon.) | of the text. |
| | Tacts 5 subject-vero-noun combinations in a complete sentence (e.g., The girl is pulling the wagon.) | CC.1.2.11-12.D |
| | | Evaluate how an author's point of view or purpose shapes the content and style of a text. CC.1.2.11-12.E |
| | | Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether |
| | | the structure makes points clear, convincing, and engaging. |
| | | CC.1.2.11-12.F Evaluate how words and phrases shape meaning and tone in texts. |
| | | CC.1.2.11-12.G |
| | | Integrate and evaluate multiple sources of information presented in different media or formats (e.g. visually, quantitatively) as |
| | | well as in words in order to address a question or solve a problem. CC.1.2.11-12.H |
| | | Analyze seminal texts based upon reasoning, premises, purposes, and arguments. |
| | | CC.1.2.11-12.I |
| | | Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features. |
| | | CC.1.2.11-12.J |
| | | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, |
| | | and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| | | CC.1.2.11-12.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.1.2.11-12.L |
| | | Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. CC.1.3.11-12.A |
| | | Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and |
| | | interaction of the themes; provide an objective summary of the text. |
| | | CC.1.3.11-12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and |
| | | conclusions based on and related to an author's implicit and explicit assumptions and beliefs. CC.1.3.11-12.C |
| | | Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama. CC.1.3.11-12.D |
| | | Evaluate how an author's point of view or purpose shapes the content and style of a text. |
| | | CC.1.3.11-12.F Evaluate how words and phrases shape meaning and tone in texts. CC.1.3.11-12.G |
| | | Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or |
| | | poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an |
| | | American dramatist.) |
| | | CC.1.3.11-12.H Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of |
| | | literature, including how two or more texts from the same period treat similar themes or topics. |
| | | CC.1.3.11-12.I |
| | | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 11-12 reading and content, choosing flexibly from a range of strategies and tools. |
| | | CC.1.3.11-12.J |
| | | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when |
| | | considering a word or phrase important to comprehension or expression. |
| | | CC.1.3.11-12.K Read and comprehend literary fiction on grade level, reading independently and proficiently |
| | | Read and comprehend literary fiction on grade level, reading independently and proficiently. CC.1.4.11-12.A |

| 15-a Tact used 15-b Tact quie 15-c Tact | | CC.1.4.11-12.B Write with a sharp distinct focus identifying topic, task, and audience. CC.2.1.HS.F.2 |
|--|---|--|
| 15-a Tact used 15-b Tact quie 15-c Tact | | |
| 15-a Tact used 15-b Tact quie 15-c Tact | | |
| 15-a Tact used 15-b Tact quie 15-c Tact | | Apply properties of rational and irrational numbers to solve real world or mathematical problems. |
| 15-a Tact used 15-b Tact quie 15-c Tact | | CC.2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multi-step problems. |
| 15-a Tact used 15-b Tact quie 15-c Tact | s a total tact vocabulary of 1000 words (nouns, verbs, adjectives, etc.), tested or from an accumulated list of known | CC.1.2.11-12.A |
| 15-a Tac used 15-b Tact quie 15-c Tact | | Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction |
| used 15-b Tact quie 15-c Tact | acts 3 emotional states of self or others (e.g., sad, happy, mad) (part intraverbal if questions such as How do you feel? are | of the central ideas; provide an objective summary of the text. |
| 15-b Tact quie 15-c Tact | | CC.1.2.11-12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and |
| quie 15-c Tact | | conclusions based on and related to an author's implicit and explicit assumptions and beliefs. |
| 15-c Tact | ets 5 frequently used gestures that have a verbal function (e.g., pinching their nose for a bad smell, finger over the lips for | CC.1.2.11-12.C |
| | et, thumbs up for a good job, a fake yawn for being tired) | Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text. |
| 15 d Toot | cts 5 community helpers (e.g., policeman, fireman, nurse, doctor, garbage man) | CC.1.2.11-12.D |
| 15-d Tact | ets with 2 different negation words 5 times (e.g., That's not a cat.) | Evaluate how an author's point of view or purpose shapes the content and style of a text. |
| | cts 5 social, community, or group events (e.g., parade, party, emergency) | CC.1.2.11-12.E |
| 15-f Spor | ontaneously tacts 2 different social circumstances (e.g., They are busy. They are arguing.) | Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. |
| | ontaneously emits untrained tacts in sentences containing at least 5 words, 5 times | CC.1.2.11-12.F |
| | | Evaluate how words and phrases shape meaning and tone in texts. |
| | | CC.1.2.11-12.G |
| | | Integrate and evaluate multiple sources of information presented in different media or formats (e.g. visually, quantitatively) as well as in words in order to address a question or solve a problem. |
| | | CC.1.2.11-12.H |
| | | Analyze seminal texts based upon reasoning, premises, purposes, and arguments. |
| | | CC.1.2.11-12.I Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and |
| | | rhetorical features. |
| | | CC.1.2.11-12.J |
| | | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when |
| | | considering a word or phrase important to comprehension or expression. |
| | | CC.1.2.11-12.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.1.2.11-12.L |
| | | Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. |
| | | CC.1.3.11-12.A |
| | | Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text. |
| | | CC.1.3.11-12.B |
| | | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and |
| | | conclusions based on and related to an author's implicit and explicit assumptions and beliefs. CC.1.3.11-12.C |
| | | Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama. |
| | | CC.1.3.11-12.D |
| | | Evaluate how an author's point of view or purpose shapes the content and style of a text. |
| | | CC.1.3.11-12.E Evaluate the structure of texts including how specific sentences, paragraphs and larger portions of the texts relate to each other |
| | | and the whole. |
| | | CC.1.3.11-12.F |
| | | Evaluate how words and phrases shape meaning and tone in texts. |
| | | CC.1.3.11-12.G Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or |
| | | poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an |
| | | American dramatist.) |
| | | CC.1.3.11-12.H Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of |
| | | literature, including how two or more texts from the same period treat similar themes or topics. |

| CC.1.3.11-12.I |
|---|
| Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 11-12 reading and |
| content, choosing flexibly from a range of strategies and tools. |
| CC.1.3.11-12.J |
| Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, |
| and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when |
| considering a word or phrase important to comprehension or expression. |
| CC.1.3.11-12.K |
| Read and comprehend literary fiction on grade level, reading independently and proficiently. |
| CC.1.4.11-12.A |
| Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. |
| CC.1.4.11-12.B |
| Write with a sharp distinct focus identifying topic, task, and audience. |
| CC.2.1.HS.F.2 |
| Apply properties of rational and irrational numbers to solve real world or mathematical problems. |
| CC.2.1.HS.F.3 |
| Apply quantitative reasoning to choose and Interpret units and scales in formulas, graphs and data displays. |
| CC.2.1.HS.F.4 |
| Use units as a way to understand problems and to guide the solution of multi-step problems. |

| | LISTENER RESPONDING | | |
|------------|---|---|--|
| C1-211 | LEVEL 1 | DA Como Carro January | |
| 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.1.2.11-12.J | |
| 1-a | Turns head to locate the source of a sound (e.g., bell, squeaky toy, a cell phone ringing) | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. | |
| 2-M | Responds to hearing his own name 5 times (e.g., looks at the speaker) | CC.1.2.11-12.J | |
| 2-a | Smiles at the sound of the caretaker's voice 2 times | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when | |
| | | considering a word or phrase important to comprehension or expression. | |
| 3-M | Looks at, touches, or points to the correct family member, pet, or other reinforcer when presented in an array of 2, | CC.1,2.11-12.J | |
| | for 5 different reinforcers (e.g., Where's Elmo? Where's mommy?) | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when | |
| 3-a | Interrupts a play activity when his name is called | considering a word or phrase important to comprehension or expression. | |
| 3-b | Responds to no, hot, stop or other commands in the appropriate context | | |
| 3-с | Attends to an object or picture when named (without discrimination) 5 times | | |
| 3-d | Responds to 2 simple (1 part) verbal instructions in context (e.g., sit down, when by a chair) | | |
| 3-е | Discriminates between 2 family members and/or pets when named (e.g., Where's daddy?) | | |
| 3-f | Discriminates between 2 objects when they are presented at eye level (e.g., looks at, touches, or points to a ball when shown | | |
| | a ball and a shoe and asked touch ball) | | |
| | | | |
| 4-M | Performs 4 different motor actions on command without a visual prompt (e.g., Can you jump? Show me clapping.) | CC.1.2.11-12J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, | |
| 4-a | Selects the correct item from an array of 2 for 10 different objects or pictures | and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when | |
| 4-b | Maintains eye contact to a speaker for 2 seconds | considering a word or phrase important to comprehension or expression. | |
| 4-c | Touches 2 body parts (e.g., Touch your nose. Where's your ears?) | | |
| 4-d | Performs 2 motor actions (e.g., Show me clapping. Can you spin around?) | | |

| 4-e | Selects the correct item from an array of 3 when named, for 10 different items (e,g. dog, hat, book) | |
|-----|---|--|
| 4-f | Generalizes in a listener discrimination (LD) task across 2 examples of 5 different items (e.g., can identify 2 different dogs, 2 | |
| | different cups, 2 different balls) | |
| | | |
| 5-M | | CC.1.2.11-12.J |
| 5-a | Identifies (LD) 5 items in a 10 second period (fluency test) | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when |
| 5-b | | considering a word or phrase important to comprehension or expression. |
| 5-c | Maintains an acquired listener skill after 24 hours without training | |
| 5-d | Spontaneously emits (no direct prompts to respond) a listener response (LD) 2 times | |
| 5-e | Generalizes known listener tasks across 3 different people, 3 settings, and 3 times of day | |

| LISTENER RESPONDING LEVEL 2 | | |
|---------------------------------|---|--|
| Skill | VB-MAPP Milestones & Supporting Skills | PA Core Standards |
| 6-M 6-a 6-b 6-c 6-d | Selects the correct item from a messy array of 6, for 40 different objects or pictures (e.g., Find cat. Touch ball.) Selects the correct item from a messy array of 5, for 25 different items (e.g., book, car, dog, shoe) Acquires a new listener skill in less than 25 training trials Discriminates among 6 people, pets, or characters by name (e.g., Find Oscar.) Generalizes in a listener task across 3 examples of 25 different items | CC.1.2.11-12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs. CC.1.2.11-12.I Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features. CC.1.3.11-12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs. CC.1.3.11-12.C Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama. CC.1.3.11-12.H Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics. CC.1.3.11-12.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 11-12 reading and content, choosing flexibly from a range of strategies and tools. CC.2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multi-step problems. CC.2.1.HS.F.5 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. CC.2.1.HS.F.6 Extend the knowledge of arithmetic operations and apply to complex numbers. |
| 7-M | Generalizes listener discriminations (LDs) in a messy array of 8, for 3 different examples of 50 items (e.g., the child can find 3 examples of a train) | CC.1.2.11-12.A Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction |
| 7-a | Goes to 3 specified people on command (e.g., Go to Debbie) | of the central ideas; provide an objective summary of the text. CC.1.2.11-12.B |
| 7-b | Points to a named item in a book for 5 items (e.g., Where's the fire truck?) | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs. |
| 7-c 7-d | Selects 5 items in the natural environment on command (e.g., get the spoon, while at the table) Spontaneously demonstrates (no prompts to respond) 5 listener skills in the natural environment (e.g., when someone in the room mentions the rocking horse, the child spontaneously goes to the horse) | CC.1.2.11-12.E Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. CC.1.2.11-12.F Evaluate how words and phrases shape meaning and tone in texts. CC.1.2.11-12.G Integrate and evaluate multiple sources of information presented in different media or formats (e.g. visually, quantitatively) as |

| | | well as in words in order to address a question or solve a problem. CC.1.2.11-12.H |
|-----|--|---|
| | | Analyze seminal texts based upon reasoning, premises, purposes, and arguments. CC.1.2.11-12.I |
| | | Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features. |
| | | CC.1.2.11-12.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.1.2.11-12.L |
| | | Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. |
| | | CC.1.3.11-12.A Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and |
| | | interaction of the themes; provide an objective summary of the text. CC.1.3.11-12.B |
| | | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and |
| | | conclusions based on and related to an author's implicit and explicit assumptions and beliefs. CC.1.3.11-12.F |
| | | Evaluate how words and phrases shape meaning and tone in texts. |
| | | CC.1.3.11-12.G |
| | | Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an |
| | | American dramatist.) |
| ļ | | CC.1.3.11-12.H |
| ļ | | Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics. |
| | | CC.1.3.11-12.I |
| | | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 11-12 reading and |
| | | content, choosing flexibly from a range of strategies and tools. CC.1.3.11-12.J |
| | | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, |
| | | and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when |
| | | considering a word or phrase important to comprehension or expression. CC.2.1.HS.F.3 |
| | | Apply quantitative reasoning to choose and Interpret units and scales in formulas, graphs and data displays. |
| | | CC.2.1.HS.F.4 |
| | | Use units as a way to understand problems and to guide the solution of multi-step problems. CC.2.1.HS.F.6 |
| | | Extend the knowledge of arithmetic operations and apply to complex numbers. |
| 8-M | Performs 10 specific motor actions on command (e.g., Show me clapping. Can you hop?) | CC.1.3.11-12.J |
| 8-a | Goes to 3 specified locations on command (e.g., Go to the kitchen. Show me your bedroom.) | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when |
| 8-b | Selects the correct item from an array of 8 containing 2 similar stimuli (e.g., same color), for 20 items | considering a word or phrase important to comprehension or expression. |
| 8-c | Selects an item when given the sound that the item makes for 5 items (e.g., barking: dog, siren: fire truck) | CC.2.1.HS.F.5 |
| 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?) | Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. |
| | | |
| 9-M | Follows 25 two-component noun-verb and/or verb-noun instructions (e.g., Show me the baby sleeping. Push the | CC.1.2.11-12.A |
| | swing.) | Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text. |
| 9-a | Acquires 2 new listener responses without formal training (e.g., someone asks another person to turn on a light, and the child | CC.1.2.11-12.B |
| | goes over to the light, and no one knew that she knew the word light) | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and |
| 9-b | Appropriately responds to 5 different gestures (e.g., finger to the lips for quiet, palm out for stop) | conclusions based on and related to an author's implicit and explicit assumptions and beliefs. CC.1.2.11-12.E |
| 9-c | Demonstrates 3 specified actions to 3 different people (e.g., Hug Grandma. Give Laura a high-five.) | Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether |
| 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 | the structure makes points clear, convincing, and engaging. |
| | elephant and giraffe?) | CC.1.2.11-12.F Evaluate how words and phrases shape meaning and tone in texts. |
| | _Γ | CC.1.2.11-12.G |
| | | Integrate and evaluate multiple sources of information presented in different media or formats (e.g. visually, quantitatively) as |
| | | well as in words in order to address a question or solve a problem. CC.1.2.11-12.H |
| | | CC(1,2,11*12:11 |

| | | Analyza cominal toyta based upon reasoning, promises, purposes, and arguments |
|------------------------------|---|--|
| | | Analyze seminal texts based upon reasoning, premises, purposes, and arguments. CC.1.2.11-12.I |
| | | Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and |
| | | rhetorical features. |
| | | CC.1.2.11-12.L |
| | | Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. CC.1.3.11-12.A |
| | | Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and |
| | | interaction of the themes; provide an objective summary of the text. |
| | | CC.1.3.11-12.B |
| | | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and |
| | | conclusions based on and related to an author's implicit and explicit assumptions and beliefs. CC.1.3.11-12.F |
| | | Evaluate how words and phrases shape meaning and tone in texts. |
| | | CC.1.3.11-12.G |
| | | Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or |
| | | poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an |
| | | American dramatist.) |
| | | CC.1.3.11-12.H Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of |
| | | literature, including how two or more texts from the same period treat similar themes or topics. |
| | | CC.1.3.11-12.J |
| | | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, |
| | | and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when |
| | | considering a word or phrase important to comprehension or expression. |
| | | CC.1.3.11-12.K Read and comprehend literary fiction on grade level, reading independently and proficiently. |
| | | CC.2.1.HS.F.4 |
| | | Use units as a way to understand problems and to guide the solution of multi-step problems. |
| | | CC.2.1.HS.F.6 |
| | | Extend the knowledge of arithmetic operations and apply to complex numbers. CC.1.2.11-12.A |
| 10-N/I | Salacts the correct item in a hook, nicture scene, or natural environment when named for 750 items, tested or from an | |
| 10-M | Selects the correct item in a book, picture scene, or natural environment when named for 250 items, tested or from an | |
| 10-111 | accumulated list of known words | Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction |
| 10-111 | | Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text. CC.1.2.11-12.B |
| 10-141 | | Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text. CC.1.2.11-12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and |
| 10-141 | | Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text. CC.1.2.11-12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs. |
| 10-101 | | Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text. CC.1.2.11-12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs. CC.1.2.11-12.C |
| 10-wi | | Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text. CC.1.2.11-12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs. |
| 10-a | accumulated list of known words Performs two consecutive actions for 10 different sets of actions (verb-verb) (e.g., Show me jumping and clapping. | Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text. CC.1.2.11-12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs. CC.1.2.11-12.C Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text. CC.1.2.11-12.D |
| 10-a 10-b | Performs two consecutive actions for 10 different sets of actions (verb-verb) (e.g., Show me jumping and clapping. Discriminates between 2 colors from an array of 4 different colored objects | Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text. CC.1.2.11-12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs. CC.1.2.11-12.C Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text. CC.1.2.11-12.D Evaluate how an author's point of view or purpose shapes the content and style of a text. |
| 10-a 10-b 10-c | Performs two consecutive actions for 10 different sets of actions (verb-verb) (e.g., Show me jumping and clapping. Discriminates between 2 colors from an array of 4 different colored objects Discriminates between 2 shapes from an array of 4 different shapes | Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text. CC.1.2.11-12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs. CC.1.2.11-12.C Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text. CC.1.2.11-12.D Evaluate how an author's point of view or purpose shapes the content and style of a text. CC.1.2.11-12.E |
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| CC.1.2.11-12.L |
|---|
| Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. |
| CC.1.3.11-12.A |
| Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and |
| interaction of the themes; provide an objective summary of the text. |
| CC.1.3.11-12.B |
| Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and |
| conclusions based on and related to an author's implicit and explicit assumptions and beliefs. |
| CC.1.3.11-12.C |
| Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama. |
| CC.1.3.11-12.D |
| Evaluate how an author's point of view or purpose shapes the content and style of a text. |
| CC.1.3.11-12.F |
| Evaluate how words and phrases shape meaning and tone in texts. |
| CC.1.3.11-12.G |
| Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or |
| poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an |
| American dramatist.) |
| CC.1.3.11-12.H |
| Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of |
| literature, including how two or more texts from the same period treat similar themes or topics. |
| CC.1.3.11-12.1 |
| Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 11-12 reading and |
| content, choosing flexibly from a range of strategies and tools. |
| CC.1.3.11-12.J |
| Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, |
| and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when |
| considering a word or phrase important to comprehension or expression. |
| CC.1.3.11-12.K |
| Read and comprehend literary fiction on grade level, reading independently and proficiently. |
| CC.2.1.HS.F.1 |
| Apply and extend the properties of exponents to solve problems with rational exponents. |
| CC.2.1.HS.F.3 |
| |
| Apply quantitative reasoning to choose and Interpret units and scales in formulas, graphs and data displays. |
| CC.2.1.HS.F.5 |
| Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. |

| | 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.1.2.11-12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs. | |
| 11-a | Puts 5 specified items where they belong (e.g., Put the hairbrush away.) | CC.1.3.11-12.B | |
| 11-b | Discriminates among 4 colors in an array of 4 different colored objects | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and | |
| 11-c | Discriminates among 4 shapes in an array of 4 different shapes | conclusions based on and related to an author's implicit and explicit assumptions and beliefs. CC.1.3.11-12.C | |
| 11-d | Discriminates between 2 different prepositions (e.g., in, on, under) | Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama. | |
| 11-е | Discriminates between self and others given a pronoun (e.g., your, my) | CC.1.3.11-12.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, spe | |
| 11-f | Selects two different colors or shapes from an array of 8 for 10 pairs (e.g., Give me red and blue.) | and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when | |
| | | considering a word or phrase important to comprehension or expression. CC.2.1.HS.F.1 Apply and extend the properties of exponents to solve problems with rational exponents. | |

| | | CC.2.1.HS.F.2 |
|-------|---|--|
| | | Apply properties of rational and irrational numbers to solve real world or mathematical problems. CC.2.1.HS.F.3 |
| | | Apply quantitative reasoning to choose and Interpret units and scales in formulas, graphs and data displays. CC.2.1.HS.F.4 |
| | | Use units as a way to understand problems and to guide the solution of multi-step problems. CC.2.1.HS.F.6 |
| | | Extend the knowledge of arithmetic operations and apply to complex numbers. CC.2.1.HS.F.7 |
| | | Apply concepts of complex numbers in polynomial identities and quadratic equations 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.1,2.11-12.B |
| | Touch my ear.) | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs. |
| 12-a | Follows instructions to take an item to 5 different locations (e.g., Take the tray to the sink.) | CC.1.2.11-12.D |
| 12-b | Goes to 5 different locations and retrieves specific objects (e.g., Go to the kitchen and get a cup.) | Evaluate how an author's point of view or purpose shapes the content and style of a text. |
| 12-c | Selects items from an array of similar stimuli based on an adjective (e.g., Touch the little bird?) | CC.1.2.11-12.G Integrate and evaluate multiple sources of information presented in different media or formats (e.g. visually, quantitatively) as |
| 12-d | Discriminates between the genders for girl and boy and man and woman (e.g., Where's the girl?) | well as in words in order to address a question or solve a problem. |
| 12-е | Discriminates between males and females given a pronoun (e.g., he and she) | CC.1.2.11-12.J |
| 12-f | Demonstrates actions modified by 2 different adverbs (e.g., Walk slow. Walk fast.) | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when |
| 121 | Demonstrates actions modified by 2 different activities (e.g., wark slow. wark tast.) | considering a word or phrase important to comprehension or expression. |
| | | CC.1.3.11-12.B |
| | | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and |
| | | conclusions based on and related to an author's implicit and explicit assumptions and beliefs. CC.1.3.11-12.C |
| | | Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama. |
| | | CC.1.3.11-12.J |
| | | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, |
| | | and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| | | CC.2.1.HS.F.3 |
| | | Apply quantitative reasoning to choose and Interpret units and scales in formulas, graphs and data displays. |
| | | CC.2.1.HS.F.4 |
| | | Use units as a way to understand problems and to guide the solution of multi-step problems. CC.2.1.HS.F.6 |
| 10.75 | | Extend the knowledge of arithmetic operations and apply to complex numbers. |
| 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.1.2.11-12.E Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether |
| | demonstrates actions based on 4 pairs of relative adverbs (e.g., quiet-loud, fast-slow) | the structure makes points clear, convincing, and engaging. |
| 13-a | Demonstrates 3 pretend emotions on command (e.g., Show me a sad face. Make a happy face.) | CC.1.2.11-12.F |
| 13-b | Identifies (LDs) 10 items based on a subject, adjective, and noun (e.g., Show me the girl's red hair.) | Evaluate how words and phrases shape meaning and tone in texts. CC.1.2.11-12.J |
| 13-c | Performs 10 actions based on a subject, preposition, and noun (e.g., Put the horse in the barn.) | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, |
| 13-d | Identifies (LDs) 10 items based on a verb, pronoun, and noun (e.g., Brush his hair.) | and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when |
| 13-е | Generalizes a pronoun and a preposition to a new situation (e.g., uses his correctly with a new friend) | considering a word or phrase important to comprehension or expression. |
| | | CC.1.3.11-12.D Evaluate how an author's point of view or purpose shapes the content and style of a text. |
| | | CC.1.3.11-12.F |
| | | Evaluate how words and phrases shape meaning and tone in texts. |
| | | CC.1.3.11-12.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, |
| | | and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when |
| | | considering a word or phrase important to comprehension or expression. |
| | | CC.2.1.HS.F.3 |
| | | Apply quantitative reasoning to choose and Interpret units and scales in formulas, graphs and data displays. CC.2.1.HS.F.4 |
| | | Use units as a way to understand problems and to guide the solution of multi-step problems. CC.2.1.HS.F.5 |
| | | Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. CC.2.1.HS.F.6 |
| | | Extend the knowledge of arithmetic operations and apply to complex numbers. |
| _ | | |

| 14-M | Follows 3-step directions for 10 different directions (e.g., Get your coat, hang it up, and sit down.) | CC.1.2.11-12.B |
|----------|---|--|
| 14-a | Performs 10 actions based on a subject, verb, and adverb (e.g., Show me the frog jumping high.) | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and |
| 14-b | Performs 10 actions based on a subject, adjective, and verb (e.g., Show me the big bear dancing.) | conclusions based on and related to an author's implicit and explicit assumptions and beliefs. CC.1.2.11-12.D |
| 14-c | Discriminates among 6 community helpers by category (e.g., nurse, doctor, mailman, bus driver) | Evaluate how an author's point of view or purpose shapes the content and style of a text. |
| 14-d | Correctly responds to 10 tasks involving "one" vs. "two" vs. "all" of something | CC.1.3.11-12.J |
| 11.0 | Confectly responds to 10 tasks involving one 15. the 15. an electronic and | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when |
| | | considering a word or phrase important to comprehension or expression. |
| | | CC.2.1.HS.F.3 |
| | | Apply quantitative reasoning to choose and Interpret units and scales in formulas, graphs and data displays. CC.2.1.HS.F.4 |
| | | Use units as a way to understand problems and to guide the solution of multi-step problems. |
| | | CC.2.1.HS.F.5 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. |
| | | Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. |
| 15-M | Has a total listener repertoire of 1200 words (nouns, verbs, adjectives, etc.), tested or from an accumulated list of | CC.1.2.11-12.A |
| | known words | Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction |
| 15-a | Discriminates among items given negation words for 10 tasks (e.g., Which one is not a food?) | of the central ideas; provide an objective summary of the text. CC.1.2.11-12.B |
| 15-b | Discriminates 5 attributes of peers in a small group (e.g., Who is wearing blue shoes? Who has red hair? Who is wearing | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and |
| | glasses?) | conclusions based on and related to an author's implicit and explicit assumptions and beliefs. |
| 15-c | Correctly responds to 10 singular vs. plural tasks (e.g., Touch the dog. vs. Touch the dogs.) | CC.1.2.11-12.C Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course |
| 15-d | Generalizes 5 adjectives to new nouns (e.g., says, Sticky fly stuff when first encounters a fly trap) | of the text. |
| 15-e | Generalizes 5 adverbs to new verbs (e.g., says, Lava moves slow when first encountering lava) | CC.1.2.11-12.E Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether |
| 15 0 | Generalizes a daveres to he wiveres (e.g., says, 22 va moves siow when more encountering lava) | the structure makes points clear, convincing, and engaging. |
| | | CC.1.2.11-12.F |
| | | Evaluate how words and phrases shape meaning and tone in texts. CC.1.2.11-12.G |
| | | Integrate and evaluate multiple sources of information presented in different media or formats (e.g. visually, quantitatively) as |
| | | well as in words in order to address a question or solve a problem. |
| | | CC.1.2.11-12.H Analyze seminal texts based upon reasoning, premises, purposes, and arguments. |
| | | CC.1.2.11-12.I |
| | | Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and |
| | | rhetorical features. CC.1.2.11-12.J |
| | | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, |
| | | and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when |
| | | considering a word or phrase important to comprehension or expression. CC.1.2.11-12.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.1.2.11-12.L |
| | | Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. |
| | | CC.1.3.11-12.A |
| | | Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text. |
| | | CC.1.3.11-12.B |
| | | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and |
| | | conclusions based on and related to an author's implicit and explicit assumptions and beliefs. CC.1.3.11-12.C |
| | | Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama. |
| | | CC.1.3.11-12.D Evaluate how an outbox's point of view or numbers shape the content and style of a text |
| | | Evaluate how an author's point of view or purpose shapes the content and style of a text. CC.1.3.11-12.E |
| | | Evaluate the structure of texts including how specific sentences, paragraphs and larger portions of the texts relate to each other |
| | | and the whole. CC.1.3.11-12.F |
| | | Evaluate how words and phrases shape meaning and tone in texts. |
| <u> </u> | · · | |

| CC.1.3.11-12.G |
|---|
| Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or |
| poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an |
| American dramatist.) |
| CC.1.3.11-12.H |
| Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of |
| literature, including how two or more texts from the same period treat similar themes or topics. |
| CC.1.3.11-12.I |
| Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 11-12 reading and |
| content, choosing flexibly from a range of strategies and tools. |
| CC.1.3.11-12.J |
| Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, |
| and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when |
| considering a word or phrase important to comprehension or expression. |
| CC.1.3.11-12.K |
| Read and comprehend literary fiction on grade level, reading independently and proficiently. |
| CC.1.4.11-12.A |
| Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. |
| CC.1.4.11-12.B |
| Write with a sharp distinct focus identifying topic, task, and audience. |
| CC.2.1.HS.F.1 |
| Apply and extend the properties of exponents to solve problems with rational exponents. |
| CC.2.1.HS.F.2 |
| Apply properties of rational and irrational numbers to solve real world or mathematical problems. |
| CC.2.1.HS.F.3 |
| Apply quantitative reasoning to choose and Interpret units and scales in formulas, graphs and data displays. |
| CC.2.1.HS.F.4 |
| Use units as a way to understand problems and to guide the solution of multi-step problems. |
| CC.2.1.HS.F.5 |
| Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. |
| CC.2.1.HS.F.6 |
| Extend the knowledge of arithmetic operations and apply to complex numbers. |
| CC.2.1.HS.F.7 |
| Apply concepts of complex numbers in polynomial identities and quadratic equations to solve problems. |
| |

| | 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.1.2.11-12.J | |
| 1-a | Visually attends to faces and people 5 times | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when | |
| 1-b | Visually attends to reinforcing objects 5 times | considering a word or phrase important to comprehension or expression. | |
| | | | |
| 2-M | Grasps small objects with thumb and index finger (pincer grasp) 5 times | CC.1.2.11-12.J | |
| 2-a | Reaches for and successfully grabs objects 5 times | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when | |
| 2-b | Uses index finger to poke things or for other uses 5 times | considering a word or phrase important to comprehension or expression. | |
| 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.1.2.11-12.J | |
| 3-a | Transfers objects from one hand to another 5 times | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when | |
| 3-b | Looks for an object that has fallen out of sight 5 times | considering a word or phrase important to comprehension or expression. | |

| Ab Pulses and/or puls objects 5 times considering a word to place important to competension or expression Matches any 10 identical items (e.g., inset puzzles, toys, objects, or pictures) CC1.2.11-12A Determine and analyze the relationship between two or more central ideas of a test, including the development at 5-6. Completes a 3-piece in-set puzzle without physical prompts See Successfully uses a spoon 5 times during a meal See Completes a 3-piece in-set puzzle without physical prompts CC2.2.11-12B Altempts to scribble with any writing instrument CC2.2.11-12C Puts two similar items together 2 times (e.g., picks up a matching toy) CC2.2.11-12C Puts two similar items together 2 times (e.g., picks up a matching toy) CC2.2.11-12B Puts two similar items together 2 times (e.g., picks up a matching toy) CC2.2.11-12C CC3.2.11-12C CC3. | | | |
|--|-----|---|--|
| Acquire and use accumably general analysis and containances, or pulls items out of cupboards 5 times Acquire and use accumably general analysis and containances, or pulls objects 5 times | 4-M | Places 3 items in a container, stacks 3 blocks, or places 3 rings on a peg for 2 of these or similar activities | CC.1.2.11-12.J |
| Matches any 10 identical items (e.g., inset puzzles, toys, objects, or pictures) 5-a Visually attends to toys or books for 1 minute, 2 times 5-b Successfully uses a spoon 5 times during a meal 5-c Completes a 3-price in-sect puzzle without physical prompts 5-c Completes a 3-price in-sect puzzle without physical prompts 5-d Attempts to scribble with any writing instrument 5-e Puts two similar items together 2 times (e.g., picks up a matching toy) 6-c Light with any writing instrument 5-e Puts two similar items together 2 times (e.g., picks up a matching toy) 6-c Light with any writing instrument 6-c Light with any writing instrument 7-c Light with any writing instrument 7-c Light with a section of the text. 6-c Light with any writing instrument 8-d Attempts to scribble with any writing instrument 9-c Light with any writing instrument 9-c Light with a section of the text. 9-c Light with a section of the text. 9-c Light with a section of the text ways explicitly as well as inference of the text. 9-c Light with a section of the text. 9-c Light with a section of the text ways are placed at each of the text. 1-c Light with a section of the text ways are placed at each of the text. 1-c Light with a section of the text ways are placed at each of the text. 1-c Light with a section of the themse, provide an objective summary of the text. 1-c Light with a section of the themse, provide an objective summary of the text. 1-c Light with the text ways are placed at each of the text ways are placed of with the text ways are placed with the text ways are placed at text. 1-c Light with the text ways are placed at text. 1-c Light with the text ways are placed at text. 1-c Light with the text ways are placed at text. 1-c Light with the text ways are placed at text. 1-c Light with the text ways are placed at text. 1-c Light with the text ways are placed at text. 1-c Light with the text of with the text ways are placed at text. 1-c Light with the text of the text ways are placed at text. 1-c Light w | | | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when |
| 5-a Visually attends to toys or books for 1 minute, 2 times 5-b Successfully uses a spoon 5 times during a meal 5-c Completes a 3-pice in set puzzle without physical prompts 5-d Attempts to scribble with any writing instrument 5-d Attempts to scribble with any writing instrument 5-d Attempts to scribble with any writing instrument 5-e Puts two similar items together 2 times (e.g., picks up a matching toy) | 4-b | Pushes and/or pulls objects 5 times | considering a word or phrase important to comprehension or expression. |
| 5-a Visually attends to toys or books for 1 minute, 2 times 5-b Successfully uses a spoon 5 times during a meal 5-c Completes 3-piece in-set puzzle without physical prompts 5-d Attempts to scribble with any writing instrument 5-d Attempts to scribble with any writing instrument 5-d Attempts to scribble with any writing instrument 5-d Attempts to scribble with any writing instrument 5-d Completes 3-piece in-set puzzle without physical prompts 5-d Attempts to scribble with any writing instrument 6-d Attempts to scribble with any writing instrument 7-d Attempts to scribble with any writing instrument 9-d Attempts to scribble with any writing instrument 9-d Attempts to scribble with any writing instrument 1-d Attempts to scribble with any writing instrument 1-d Attempts to scribble with any writing instrument 1-d Attempts to scribble with any writing instrument 1-d Attempts to scribble with any writing instrument 1-d Attempts to scribble with any writing instrument 2-d Attempts to scribble with any writing instrument 2-d Attempts to scribble with any writing instrument 2-d Attempts to scribble with any writing instrument 2-d Attempts to scribble with any writing instrument 2-d Attempts to scribble with any writing instrument 2-d Attempts to scribble with any writing instrument 2-d Attempts to scribble with any writing instrument 2-d Attempts to scribble with any writing instrument 2-d Attempts to scribble with any writing instrument 2-d Attempts to scribble with any writing instrument and writing instrument with a scribble with any writing instrument with a scribble with any writing instrument with a scribble with any writing instrument with a scribble with any writing instrument with a scribble with any writing instrument with a scribble with any writing instrument with a scribble with any writing instrument with a scribble with any writing instrument with a scribble with any writing instrument with a scribble with any writing instrument with a scribble with any writing instrument with a | | | |
| Usually attends to toys or books for I minute, 2 times 5-h Successfully uses a spoon 5 times during a meal Completes a 3-piece in-set puzzle without physical prompts Attempts to scribble with any writing instrument Puts two similar items together 2 times (e.g., picks up a matching toy) CCL2.11-12C Analyze the interaction and development of complexes and explanation of the text sequence of events, or specific individuals or offer text. CCL2.11-12C Analyze and evaluate uniting and engaging. CCL2.11-12C Integrate and evaluate uniting to support analysis of what the text sequence of events, or specific individuals or offer text. CCL2.11-12C Integrate and analyze the relationship between two of more central ideas of a text, including the development of a complex set of ideas, sequence of events, or specific individuals or offer text. CCL2.11-12C Analyze and evaluate uniting and engaging. CCL2.11-12C Integrate and analyze the relationship between two of more central ideas of a text, including the development of a complex set of ideas, sequence of events, or specific individuals or offer text. CCL2.11-12C Integrate and evaluate uniting, and engaging. CCL2.11-12C CCL3.1 | 5-M | Matches any 10 identical items (e.g., inset puzzles, toys, objects, or pictures) | |
| See Completes a 5-piece in-set puzzle without physical prompts Completes a 5-piece in-set puzzle without physical prompts Attempts to scribble with any writing instrument Puts two similar items together 2 times (e.g., picks up a matching toy) CC.12.11-12.C Puts two similar items together 2 times (e.g., picks up a matching toy) CC.12.11-12.C C | 5-a | | of the central ideas; provide an objective summary of the text. |
| See Completes a 3-piece in-ser puzzle without physical prompts 5-d Attempts to scribble with any writing instrument Attempts to scribble with any writing instrument Puts two similar items together 2 times (e.g., picks up a matching toy) CC1.2.11-2.D Evaluate how an author's point of view or purpose shapes the content and style of a text. CC2.1.2.11-2.D Evaluate how an author's point of view or purpose shapes the content and style of a text. CC1.2.11-2.E Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argament, including the structure makes points clear, convincing, and engaging. CC1.2.11-1.E Long and comprehend literary non-fiction and informational text on grade level, reading independently and profit of CC1.3.11-1.2.A Determine and analyze the relationship between two or more themes or central ideas of a text, including the devel interaction of the themes, provide an objective summary of the text. CC1.3.11-1.E Analyze the readinish place of the author's shiplicit and explicit assumptions and beliefs. CC1.3.11-1.E Analyze and evaluate multiple sources of information presented in different media or formats (e.g. visually, quarter and evaluate multiple sources of information presented in different media or formats (e.g. visually, quarter and evaluate multiple sources of informations text on grade level, reading independently and profit of CC1.3.11-1.2. Read and comprehend literary non-fiction and informational text on grade level, reading independently and profit of CC1.3.11-1.2. Evaluate how an author's implicit and explicit assemptions and beliefs. CC1.3.11-1.2.E Evaluate how words and phrases shape meaning and tone in texts. CC1.3.11-1.2.E Evaluate how words and phrases shape meaning and tone in texts. CC1.3.11-1.2.E Evaluate how words and phrases shape meaning and tone in texts. CC1.3.11-1.2.E Evaluate how words and phrases shape meaning and tone in texts. Demonstrate knowledge of foundational works of literature that reflect a var | 5-b | Successfully uses a spoon 5 times during a meal | |
| Attempts to scribble with any writing instrument 5-e Puts two similar items together 2 times (e.g., picks up a matching toy) Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals or of the text. CCL2.11-12.D Evaluate how an author's point of view or purpose shapes the content and style of a text. CCL2.11-12.D CCL2.11-12.D Evaluate how words and phrases shape meaning and tone in texts. CCL2.11-12.D Evaluate how words and phrases shape meaning and tone in texts. CCL2.11-12.D Evaluate how words and phrases shape meaning and tone in texts. CCL2.11-12.D Evaluate how words and phrases shape meaning and tone in texts. CCL2.11-12.D Evaluate how and thought the content and style of a text. CCL2.11-12.D Evaluate how words and phrases shape meaning and tone in texts. CCL2.11-12.D Evaluate how an author's point of view or purpose shapes the content and style of a text. CCL2.11-12.D Evaluate how an author's point of view or purpose shapes the content and style of a text. CCL3.11-12.D Evaluate how an author's specific individuals on the content and style of a text. CCL3.11-12.D Evaluate how an author's specific individuals on the content and style of a text. CCL3.11-12.D Evaluate how an author's specific individuals on the content and style of a text. CCL3.11-12.D Evaluate how an author's specific individuals on the content and style of a text. CCL3.11-12.D Evaluate how a number of point of view or purpose shapes the content and style of a text. CCL3.11-12.D Evaluate how a number's point of view or purpose shapes the content and style of a text. CCL3.11-12.D Evaluate how words and phrases shape meaning and tone in texts. CCL3.11-12.D Evaluate how words and phrases shape meaning and tone in texts. CCL3.11-12.D Evaluate how words and phrases shape meaning and tone in texts. CCL3.11-12.D Evaluate how words and phrases shape meaning and tone in texts. CCL3.11-12.D Evaluate how words and phrases shape meaning and tone in texts. C | | | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and |
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| | | | literature, including how two or more texts from the same period treat similar themes or topics. |
| | | | CC.1.3.11-12.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 11-12 reading and |
| content, choosing flexibly from a range of strategies and tools. | | | |
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VISUAL PERCEPTUAL SKILLS AND MATCHING-TO-SAMPLE LEVEL 2

| Skill | VB-MAPP Milestones & Supporting Skills | PA Core Standards |
|-------|---|--|
| 6-M | Matches identical objects or pictures in a messy array of 6, for 25 items | CC.1.2.11-12.J |
| 6-a | Connects 2 items or toys together (e.g. Duplos) | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when |
| 6-b | Nests identical objects in a stack 2 times (e.g., bowls, cups, plates | considering a word or phrase important to comprehension or expression. |
| 6-c | Turns 2 pages in a book | |
| 6-d | Completes 3 different inset puzzles containing 3-4 pieces without prompts | |
| 6-е | Stacks 4 blocks without help | |
| 6-f | Matches identical objects or pictures in a neat array of 3, for 10 items (e.g., matches a hat to a hat) | |
| 6-g | Matches identical objects or pictures that are different sizes in a messy array of 6, for 10 items (e.g., matches a big red ball to | |
| | a little red ball) | |
| 6-h | Places 5 items where they belong or in an appropriate context (e.g., puts a cup in the sink) | |
| 7-M | Matches similar colors and shapes for 10 different colors or shapes given models (e.g., given red, blue, and green | CC.1.2.11-12.J |
| | bowls and a pile of red, blue, and green bears the child sorts the items by color | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when |
| 7-a | Completes 5 different puzzles containing 6 or more pieces without prompts | considering a word or phrase important to comprehension or expression. |
| 7-b | Matches identical objects or pictures in a messy array of 8, for 25 objects | |
| 7-c | Matches identical pictures that have different backgrounds in a messy array of 8, for 25 pictures | |
| 7-d | Matches identical pictures (2D) to objects (3D) and vice versa, in a messy array of 8, for 10 pairs (e.g., matches a picture of | |
| 7-e | Thomas the Train to a toy Thomas the Train Spontaneously matches 2 items together in play or other situations (e.g., picks up a Hulk figurine and selects a matching | |
| 7-6 | Hulk from a bin of figurines) | |
| 7-f | Completes identical matches in an array of 8, for 10 matches in less than 20 seconds (fluency) | |
| | | |
| 8-M | Matches identical objects or pictures in a messy array of 8 containing 3 similar stimuli, for 25 items (e.g., matches a | CC.1.2.11-12.K |
| | dog to a dog in an array that also contains a cat, a pig, and a pony | 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. |
| 8-a | Generalizes to 5 new identical matching tasks without formal | CC.1.3.11-12.I |
| 8-b | Matches identical objects or pictures to corresponding items in a book for 25 items | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 11-12 reading and content, choosing flexibly from a range of strategies and tools. |
| 8-c | Matches identical objects or pictures to corresponding items in the natural environment for 25 | CC.2.1.HS.F.1 |
| 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 | Apply and extend the properties of exponents to solve problems with rational exponents. CC.2.1.HS.F.2 |
| | containing other toys) | Apply properties of rational and irrational numbers to solve real world or mathematical problems. |
| 8-e | Successfully assembles 5 parts of 5 connecting toys (e.g., Duplos, trains, Mr. Potato Head) | CC.2.1.HS.F.3 Apply quantitative reasoning to choose and Interpret units and scales in formulas, graphs and data displays. |
| | | CC.2.1.HS.F.4 |
| | | Use units as a way to understand problems and to guide the solution of multi-step problems. CC.2.1.HS.F.6 |
| | | Extend the knowledge of arithmetic operations and apply to complex numbers. |
| | | CC.2.1.HS.F.7 Apply concepts of complex numbers in polynomial identities and quadratic equations to solve problems. |
| 9-M | Matches non-identical objects or non-identical pictures in a messy array of 10 containing 3 similar stimuli, for 25 | CC.1.2.11-12.G |
| | items (e.g., matches a Ford truck to a Toyota truck) | Integrate and evaluate multiple sources of information presented in different media or formats (e.g. visually, quantitatively) as well as in words in order to address a question or solve a problem. |
| 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 | CC.1.2.11-12.I |
| | Ford Mustang to a blue Ford Mustang | Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features. |
| 9-b | Matches non-identical objects or pictures in a messy array of 8 containing 2 similar stimuli, for 25 items | CC.1.2.11-12.K |
| 9-c | Matches non-identical objects or pictures to corresponding items in a book for 25 items | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools. |
| 9-d | Matches non-identical objects or pictures to corresponding items in the natural environment for 25 items | CC.1.3.11-12.H |
| 9-e | Demonstrates spontaneous functional matching-to-sample in the natural environment 2 times (e.g., finds a matching shoe) | |

| | | Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics. CC.1.3.11-12.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 11-12 reading and content, choosing flexibly from a range of strategies and tools. CC.2.1.HS.F.1 Apply and extend the properties of exponents to solve problems with rational exponents. CC.2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems. CC.2.1.HS.F.3 Apply quantitative reasoning to choose and Interpret units and scales in formulas, graphs and data displays. CC.2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multi-step problems. CC.2.1.HS.F.6 Extend the knowledge of arithmetic operations and apply to complex numbers. CC.2.1.HS.F.7 Apply concepts of complex numbers in polynomial identities and quadratic equations to solve problems. |
|------|---|---|
| 10-M | 10-M Matches non-identical objects (3D) to pictures (2D) and/or vice versa, in a messy array of 10 containing 3 similar stimuli, for 25 items | CC.1.2.11-12.G Integrate and evaluate multiple sources of information presented in different media or formats (e.g. visually, quantitatively) as well as in words in order to address a question or solve a problem. |
| 10-a | Assembles, collects, or groups 5 different toys, characters, or items that go together (e.g., a tea set) | CC.1.2.11-12.I |
| 10-b | Matches a picture of a body part to his own body part for 5 body parts | Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and |
| 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 | rhetorical features. CC.1.2.11-12.K |
| 10-0 | swimming to a picture of a boy swimming in a different pool) | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and |
| 10-d | Colors pictures in a coloring book although doesn't always stay in the | content, choosing flexibly from a range of strategies and tools. |
| 10-u | Matches 10 different items that are associated with each other (e.g., a shoe to a sock) | CC.1.3.11-12.H Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of |
| 10-6 | Watches 10 different fields that are associated with each other (e.g., a shoe to a sock) | literature, including how two or more texts from the same period treat similar themes or topics. CC.1.3.11-12.I |
| | | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 11-12 reading and content, choosing flexibly from a range of strategies and tools. |
| | | CC.2.1.HS.F.2 |
| | | Apply properties of rational and irrational numbers to solve real world or mathematical problems. CC.2.1.HS.F.3 |
| | | Apply quantitative reasoning to choose and Interpret units and scales in formulas, graphs and data displays. CC.2.1.HS.F.4 |
| | | Use units as a way to understand problems and to guide the solution of multi-step problems. CC.2.1.HS.F.6 |
| | | Extend the knowledge of arithmetic operations and apply to complex numbers. CC.2.1.HS.F.7 |
| | | Apply concepts of complex numbers in polynomial identities and quadratic equations 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.1.2.11-12.G Integrate and evaluate multiple sources of information presented in different media or formats (e.g. visually, quantitatively) as well as in words in order to address a question or solve a problem. | |
| 11-a | Completes 5 different interlocking puzzles with 10 pieces | word as in words in state to address a question of solve a procedure | |
| 11-b | Completes a 4-component block design with a 2D sample and 3D blocks for 4 designs | | |
| 11-c | Uses glue to make things stick together without physical prompts 2 times | | |
| 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) | |
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| | | |
| 12-M | Demonstrates generalized non-identical matching in a messy array of 10 with 3 similar stimuli, for 25 items (i.e., matches new items on the first trial) | CC.1.2.11-12.G Integrate and evaluate multiple sources of information presented in different media or formats (e.g. visually, quantitatively) as well as in words in order to address a question or solve a problem. |
| 12-a | Sorts 5 related items from 3 different categories with a sample (e.g., pulls all the vehicles out of a bin of toys) | CC.1.2.11-12.I |
| 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 | Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features. CC.1.3.11-12.C |
| 12-c | Completes a 6-component block design with a 2D sample and 3D blocks for 8 designs | Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama. |
| 12-d | Matches a 3D block design with 4 blocks (e.g., a house, tower) | CC.1.3.11-12.H Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of |
| 13-M 13-a | Completes 20 different block designs, parquetry, shape puzzles, or similar tasks with at least 8 different pieces Uses scissors to cut out 5 different patterns or items without physical prompts | literature, including how two or more texts from the same period treat similar themes or topics. CC.1.3.11-12.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 11-12 reading and content, choosing flexibly from a range of strategies and tools. CC.2.1.HS.F.1 Apply and extend the properties of exponents to solve problems with rational exponents. CC.2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems. CC.2.1.HS.F.3 Apply quantitative reasoning to choose and Interpret units and scales in formulas, graphs and data displays. CC.2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multi-step problems. CC.2.1.HS.F.6 Extend the knowledge of arithmetic operations and apply to complex numbers. CC.2.1.HS.F.7 Apply concepts of complex numbers in polynomial identities and quadratic equations to solve problems. CC.1.2.11-12.C Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text. |
| 13-b | Sets a table for two people with 6 dishes and utensils | CC.2.1.HS.F.1 Apply and extend the properties of exponents to solve problems with rational exponents. |
| 13-с | Place 3 sets of items in order by size (seriation) | CC.2.1.HS.F.2 |
| 13-d | Imitates a model block structure or similar assembly of objects with at least 6 parts | Apply properties of rational and irrational numbers to solve real world or mathematical problems. CC.2.1.HS.F.3 Apply quantitative reasoning to choose and Interpret units and scales in formulas, graphs and data displays. CC.2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multi-step problems. |
| 14-M | Sorts 5 items from 5 different categories without a model (e.g., animals, clothing, furniture) | CC.1.2.11-12.A Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction |
| 14-a | Successfully completes a human figure puzzle with at least 6 parts | of the central ideas; provide an objective summary of the text. |
| 14-b | Matches 25 items that are associated with each other in a messy array of 6 with 3 similar stimuli | CC.1.2.11-12.C |
| 14-c | Completes 10 different seriation tasks (i.e., part-to-whole, small-to-large, etc.) | Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text. |
| 14-d | Plays a short "concentration" or memory game with identical pictures | CC.1.2.11-12.D Evaluate how an author's point of view or purpose shapes the content and style of a text. CC.1.2.11-12.E Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. CC.1.2.11-12.I Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features. CC.1.3.11-12.A Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text. CC.1.3.11-12.C Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama. CC.1.3.11-12.G Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an |

| | | American dramatist.) |
|------|---|--|
| | | CC.1.3.11-12.I |
| | | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 11-12 reading and |
| | | content, choosing flexibly from a range of strategies and tools. |
| | | CC.2.1.HS.F.1 |
| | | Apply and extend the properties of exponents to solve problems with rational exponents. |
| | | CC.2.1.HS.F.2 |
| | | Apply properties of rational and irrational numbers to solve real world or mathematical problems. |
| | | CC.2.1.HS.F.3 |
| | | Apply quantitative reasoning to choose and Interpret units and scales in formulas, graphs and data displays. |
| | | CC.2.1.HS.F.4 |
| | | Use units as a way to understand problems and to guide the solution of multi-step problems. |
| | | CC.2.1.HS.F.6 |
| | | Extend the knowledge of arithmetic operations and apply to complex numbers. |
| 15-M | Continues 20 three-step patterns, sequences, or seriation tasks (e.g., star, triangle, heart, star, triangle) | CC.1,2.11-12.A |
| | | Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction |
| 15-a | Completes an A-B pattern for 5 different color or shape patterns | of the central ideas; provide an objective summary of the text. |
| 15-b | Completes an A-B pattern for 5 different picture patterns | CC.1,2.11-12.C |
| | * * * | Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course |
| 15-c | Places 3 pictures in the correct sequential order for 5 sets | of the text. |
| 15-d | Constructs 5 felt (or similar material) scenes with 5 parts (e.g., farm, party) | CC.1.2.11-12.E |
| 15 4 | Constructs 5 for (or similar material) scenes with 5 parts (e.g., fairs, party) | Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether |
| | | the structure makes points clear, convincing, and engaging. |
| | | CC.1,2.11-12.L |
| | | Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. |
| | | CC.1.3.11-12.A |
| | | Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and |
| | | interaction of the themes; provide an objective summary of the text. |
| | | CC.2.1.HS.F.1 |
| | | Apply and extend the properties of exponents to solve problems with rational exponents. |
| | | CC.2.1.HS.F.2 |
| | | Apply properties of rational and irrational numbers to solve real world or mathematical problems. |
| | | CC.2.1.HS.F.3 |
| | | Apply quantitative reasoning to choose and Interpret units and scales in formulas, graphs and data displays. |
| | | CC.2.1.HS.F.4 |
| | | Use units as a way to understand problems and to guide the solution of multi-step problems. |

| | INDEPENDENT PLA | \mathbf{Y} |
|-------|--|--|
| | 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.1.2.11-12.J |
| 1-a | Has a favorite comfort item that he might sleep with or carry (e.g., a blanket, stuffed animal) | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when |
| 1-b | Reaches for objects of interest (e.g., keys, cup, ball) | considering a word or phrase important to comprehension or expression. |
| 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.1.2.11-12.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, |
| | block) | and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when |
| 2-a | Points to a toy or object of interest | considering a word or phrase important to comprehension or expression. |
| 2-b | Drops items to watch them fall, or demonstrates other interests in cause-and-effect | |
| 2-c | Opens cupboard doors, toy boxes, or reaches in a toy container | |

| 2-d | Repeats a play behavior that produces an auditory sound (e.g., squeezes toys, bangs items) | |
|------------|--|--|
| 2-е | Makes eye contact with others 3 times during play | |
| | | |
| 3-M | Demonstrates generalization by engaging in exploratory movement and playing with the toys in a novel environment for 2 minutes (e.g., in a new playroom) | CC.1.2.11-12.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when |
| 3-a | Brings a toy or object of interest to an adult | considering a word or phrase important to comprehension or expression. |
| 3-b | Dumps containers of items on floor | |
| 3-с | Transfers items in or out of a container | |
| 3-d | Generalizes known play behaviors to a novel environment | |
| 3-е | Carries toys or objects from one place to another | |
| | | |
| 4-M | Independently engages in movement play for 2 minutes (e.g., swinging, dancing, rocking, jumping, climbing) | CC.1,2.11-12.J |
| 4-a | Enters a playhouse or similar play structure without adult verbal prompting | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when |
| 4-b | Learns to work a toy correctly after an adult demonstrates its use (e.g., push buttons on a pop-up toy) | considering a word or phrase important to comprehension or expression. |
| 4-c | Mands to an adult for assistance with an item (e.g., child holds up something he can't open) | |
| 4-d | Spontaneously dances when music is played | |
| 4-e | Enjoys being pulled or pushed in a wagon, on a tricycle, or other toy vehicle | |
| | | |
| 5-M | Independently engages in cause-and-effect play for 2 minutes (e.g., dumping containers, playing with pop-up toys, pulling toys, etc.) | CC.1.2.11-12J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when |
| 5-a | Takes pieces of a set apart (e.g., Duplos, Bristle blocks) | considering a word or phrase important to comprehension or expression. |
| 5-b | Spontaneously pulls and pushes items around | CC.2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems. |
| 5-c | Carries a large play object to a new location (e.g., a toy car garage) | CC.2.1.HS.F.4 |
| 5-d | Emits sounds or words associated with toys (e.g., says vroom vroom with a car) | Use units as a way to understand problems and to guide the solution of multi-step problems. |
| 5-е | Connects things or puts them together (e.g., a car on a track, Duplos) | |

| | INDEPENDENT PLAT | \mathbf{Y} |
|-------|---|--|
| | 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.1.2.11-12.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when |
| 6-a | Carries 2 or more toys while walking | considering a word or phrase important to comprehension or expression. |
| 6-b | Independently plays with in-set puzzles for 1 minute | CC.2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems. |
| 6-c | Engages in sensory play for 2 minutes (e.g., scoops sand, or rice from a tray, plays in shaving cream) | CC.2.1.HS.F.3 |
| 6-d | Splashes water and plays with objects in a swimming or wading pool | Apply quantitative reasoning to choose and Interpret units and scales in formulas, graphs and data displays. |
| 6-e | Plays with sets of toys that have multiple parts for 2 minutes (e.g., farm animals, form ball) | |
| | | |
| 7-M | Independently demonstrates the use of toys or objects according to their function for 5 items (e.g., placing a train on a track, pulling a wagon, holding a telephone to the ear) | CC.1.2.11-12.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when |
| 7-a | Scribbles on a Magna Doodle, white board, or paper | considering a word or phrase important to comprehension or expression. |

| 7-b | Waits while an activity is being set up | |
|------|--|--|
| 7-c | Independently plays for 2 minutes without adult interaction | |
| 7-d | Sorts or separates preferred toy items from others in a bin (e.g., pulls out the Thomas trains) | |
| 7-е | Spontaneously imitates an adult's use of objects (e.g., brushing hair) | |
| | | |
| 8-M | Plays with everyday items in creative ways 2 times (e.g., uses a bowl as a drum or a box as an imaginary car) | CC.1,2.11-12.J |
| 8-a | Independently plays on a playground for 2 minutes without adult prompts | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when |
| 8-b | Observes, then imitates other children on play structures (e.g., going down a slide) | considering a word or phrase important to comprehension or expression. |
| 8-c | Strings large beads, laces, or similar fine motor leisure activities for 1 minute | |
| 8-d | Plays with 2 toy sets as designed (e.g., hammer and tool bench set, kitchen set) | |
| | | |
| 9-M | Independently engages in play on structures and playground equipment for a total of 5 minutes (e.g., going down a | CC.1.2.11-12J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, |
| | slide, swinging) | and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when |
| 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., | considering a word or phrase important to comprehension or expression. |
| | mands to be lifted up to monkey bars) | |
| 9-b | Completes 5 inset puzzles with 5 or more pieces | |
| 9-c | Repeatedly plays with specific components of a play structure (e.g., goes down a slide several times, goes back and forth on | |
| | a rope bridge) | |
| 9-d | Spontaneously kicks a ball forward | |
| | | |
| 10-M | Assembles toys that have multiple parts for 5 different sets of materials | CC.1.2.11-12J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, |
| 10-a | Plays with toy sets as designed (e.g., birthday set, tea set) | and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when |
| 10-b | Allows others to play in close proximity | considering a word or phrase important to comprehension or expression. |
| 10-c | Demonstrates interest in a peer's completed project (e.g., a sand castle, Lego structure) | |
| 10-d | Mands to peers to not disturb his structure or toy assembly | |
| 10-е | Improvises when parts are missing (e.g., still plays with a car that is missing a wheel) | |
| 10-f | Helps to pick up toys after an activity with adult prompts | |

| | INDEPENDENT PLA LEVEL 3 | Y |
|-------|--|---|
| Skill | VB-MAPP Milestones & Supporting Skills | PA Core Standards |
| 11-M | Spontaneously engages in pretend or imaginary play on 5 occasions (e.g., dressing up, a pretend party with stuffed animals, pretends to cook) | CC.1.2.11-12J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when |
| 11-a | Navigates a riding toy around obstructions (e.g., moving a tricycle or big wheel around a pole) | considering a word or phrase important to comprehension or expression. |
| 11-b | Demonstrates 1 to 1 correspondence in play activities (e.g., places plastic eggs in an egg carton, a doll in a bed with a bottle) | |
| 11-c | Will get toys and play independently for 2 minutes | |
| 11-d | Sings, hums, or recites a few words to familiar songs while engaged in an activity | |
| 12-M | Repeats a gross motor behavior to obtain a better effect for 2 activities (e.g., throwing a ball in a basket, swinging a bat at a T-ball, foot stomping to launch a rocket, pumping a swing) | CC.1.2.11-12.A Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction |

| 12-a | Brings an assembly activity to completion (e.g., builds a structure out of blocks, strings beads to make a necklace and wears | of the central ideas; provide an objective summary of the text. |
|----------|---|--|
| | it) | CC.1.2.11-12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and |
| 12-b | Colors in a picture in a coloring book or on paper | conclusions based on and related to an author's implicit and explicit assumptions and beliefs. |
| 12-c | Independently sits and looks at a book for 5 minutes | CC.1.2.11-12.C |
| 12-d | Accepts direction from a peer when playing in the same area | Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course |
| 12-u | Accepts direction from a peer when playing in the same area | of the text. CC.1,2.11-12.D |
| | | Evaluate how an author's point of view or purpose shapes the content and style of a text. |
| | | CC.1.2.11-12.E |
| | | Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether |
| | | the structure makes points clear, convincing, and engaging. CC.1.2.11-12.F |
| | | Evaluate how words and phrases shape meaning and tone in texts. |
| | | CC.1.2.11-12.G |
| | | Integrate and evaluate multiple sources of information presented in different media or formats (e.g. visually, quantitatively) as |
| | | well as in words in order to address a question or solve a problem. |
| | | CC.1.2.11-12.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. |
| | | CC.1.3.11-12.A |
| | | Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and |
| | | interaction of the themes; provide an objective summary of the text. |
| | | CC.1.3.11-12.B |
| | | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs. |
| | | CC.1.3.11-12.C |
| | | Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama. |
| | | CC.1.3.11-12.D |
| | | Evaluate how an author's point of view or purpose shapes the content and style of a text. CC.1.3.11-12.E |
| | | Evaluate the structure of texts including how specific sentences, paragraphs and larger portions of the texts relate to each other |
| | | and the whole. |
| | | CC.1.3.11-12.F |
| | | Evaluate how words and phrases shape meaning and tone in texts. CC.1.3.11-12.G |
| | | Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or |
| | | poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an |
| | | American dramatist.) |
| | | CC.1.3.11-12.H |
| | | Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics. |
| | | CC.1.3.11-12.I |
| | | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 11-12 reading and |
| | | content, choosing flexibly from a range of strategies and tools. |
| | | CC.1.3.11-12.K Read and comprehend literary fiction on grade level, reading independently and proficiently. |
| 13-M | Independently engages in arts and crafts type activities for 5 minutes (e.g., drawing, coloring, painting, cutting, | CC.1.2.11-12.J |
| 13-141 | pasting) | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, |
| 12 0 | | and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when |
| 13-a | Uses arts and crafts materials as intended (e.g., cuts with scissors, uses glue) | considering a word or phrase important to comprehension or expression. |
| 13-b | Waits for a turn at an activity (e.g., waits for another child to get off a swing, or a turn at an activity table) | |
| 13-c | Independently draws recognizable items | |
| 13-d | Shows a completed project to an adult or peer (e.g., an art project) | |
| 13-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., | CC.1.2.11-12.J |
| | playing with an Etch-a-sketch, playing dress-up) | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, |
| 14-a | Demonstrates an appropriate response when an activity is interrupted or stopped (e.g., the child will stop playing when told | and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| | to do so by an adult) | a rold of pillage important to comprehension of expression. |
| <u> </u> | to so so of an accuse, | |

| 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, | CC.1.2.11-12.J |
| | mazes, tracing letters and numbers) | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when |
| 15-a | Demonstrates a willingness to try physical activities that are more challenging (e.g., ride a bike with training wheels, in-line | considering a word or phrase important to comprehension or expression. |
| | skates, hitting a golf ball with a club) | CC.2.1.HS.F.1 |
| 15-b | Spontaneously assists in daily activities (e.g., setting the table, planting seeds in a garden, sorting socks) | Apply and extend the properties of exponents to solve problems with rational exponents. CC.2.1.HS.F.2 |
| 15-c | Will engage in a non-preferred activity to earn a preferred activity | Apply properties of rational and irrational numbers to solve real world or mathematical problems. |
| 15-d | Plays computer or video games and properly operates the equipment | CC.2.1.HS.F.4 |
| 15-е | Will independently solve problems encountered in play (e.g., pulling on a toy that is stuck) | Use units as a way to understand problems and to guide the solution of multi-step problems. CC.2.1.HS.F.7 |
| | | Apply concepts of complex numbers in polynomial identities and quadratic equations to solve problems. |

| | SOCIAL BEHAVIOR AND SO LEVEL 1 | CIAL PLAY |
|---------------|--|--|
| Skill | VB-MAPP Milestones & Supporting Skills | PA Core Standards |
| 1-M | Makes eye contact as a type of mand 5 times | CC.1.2.11-12.J |
| 1-a | Smiles when hearing familiar voices 3 times (e.g., his mom or dad's voice) | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when |
| 1-b | Looks at the faces of familiar people at least 3 times | considering a word or phrase important to comprehension or expression. |
| 1-c | Orients towards or makes eye contact with familiar people 5 times | |
| | | |
| 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.1.2.11-12.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, |
| 2-a | Smiles or laughs during physical play 5 times | and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when |
| 2-b | Participates and smiles in reciprocal social play 2 times (e.g., patty cake, peek-a-boo) | considering a word or phrase important to comprehension or expression. |
| 2-c | Seeks out adult attention using eye gaze, sounds, or gestures 3 times (e.g., pointing) | |
| 3-M | Chantanaously makes are contact with other children 5 times | CC.1.2.11-12.J |
| 3-1 v1 | Spontaneously makes eye contact with other children 5 times Takes a desired item from an adult 3 times (e.g., takes a toy when offered) | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, |
| 3-a | Reacts positively to being approached by other children 2 times (can be siblings) | and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| 3-c | Responds to greetings from others with 2 seconds of eye contact 2 times | considering a word of phrase important to comprehension of expression. |
| | Tresponds to greenings from others with 2 seconds of eye conduct 2 times | |
| 4-M | Spontaneously engages in parallel play near other children for a total of 2 minutes (e.g., sits in the sandbox near other children) | CC.1.2.11-12.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when |
| 4-a | Approaches other children 2 times with an adult prompt | considering a word or phrase important to comprehension or expression. |
| 4-b | Appropriately stands close by other children in group activities 2 times | |
| 4-c | Imitates a wave "bye-bye" to others when prompted 2 times | |
| 4-d | Sits next to other children in group activities 2 times when prompted by an adult | |
| | | |

| 5-M | Spontaneously follows peers or imitates their motor behavior 2 times (e.g., follows a peer into a playhouse) | CC.1.2.11-12.J |
|-----|--|--|
| 5-a | Spontaneously follows another child 2 times | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when |
| 5-b | Spontaneously imitates the behavior of another child 2 times | considering a word or phrase important to comprehension or expression. |
| 5-c | Laughs or smiles when others engage in silly, fun, or entertaining behavior 2 times | |

| | SOCIAL BEHAVIOR AND SO 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.1.5.11-12.D Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, |
| 6-a | Looks at a peer when he talks 2 times | substance, and style are appropriate to purpose, audience, and task. |
| 6-b | Chases peers in play with adult prompts 2 times | CC.1.5.11-12.E |
| 6-c | Sits with peers in a group activity (e.g., music) without disruptive behavior for 2 minutes | Adapt speech to a variety of contexts and tasks. coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate |
| 6-d | Engages in physical play with peers (e.g., rolling down a hill) with adult prompts 2 times | volume and clear pronunciation. |
| 6-e | Spontaneously imitates 5 different behaviors of peers | CC.1.5.11-12.G Demonstrate command of the conventions of standard English when speaking based on grade 11-12 level and content. |
| | | — CC.1.2.11-12.J |
| 7-M | Spontaneously mands to peers 5 times (e.g., My turn. Push me. Look! Come on.) | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, |
| 7-a | Mands to peers with adult prompts 5 times (e.g., Ask Katie for a cookie.) | and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| 7-b | Echoes a peer's sounds or words with adult prompts 2 times (e.g., What did he say?) | |
| 7-c | Spontaneously joins other children in a play activity 2 times (e.g., a playhouse) | |
| 7-d | Spontaneously offers a reinforcer to a peer 1 time | |
| 8-M | Engages in sustained social play with peers for 3 minutes without adult prompts or reinforcement (e.g., cooperatively setting up a play set, water play) | |
| 8-a | Spontaneously greets others with a wave or vocal response 1 time | |
| 8-b | Spontaneously imitates a peer's actions with objects 2 times (e.g., blowing a pinwheel) | |
| 8-c | Responds to the mands of peers with adult prompts 2 times (e.g., Give him the car.) | |
| 8-d | Spontaneously echoes a peer's words 2 times | |
| 9-M | Spontaneously responds to the mands from peers 5 times (e.g., Pull me in the wagon. I want the train.) | |
| 9-1 v1 9-a | Spontaneously copies a peer's assembly of toys or other items 1 time (e.g., Duplo) | |
| 9-a 9-b | Responds appropriately to mands from peers for an object 2 times (e.g., Give me the truck.) | |
| 9-c | Responds appropriately to mands from peers for an action 2 times (e.g., Push me.) | |
| 9-c 9-d | Responds to the mands of peers to stop a behavior 1 time (e.g., Stop pushing me.) | |
| 9-u 9-e | Spontaneously mands for help from adults 1 time | |
| 9-c 9-f | Tacts items for the benefit of peers with adult prompts, 2 times (e.g., There's your car.) | |
| | | |
| 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.) | |
| 10-a | Spontaneously mands to peers to follow directions 2 times (e.g., Put the bike here.) | |
| 10-b | Spontaneously mands for others to attend to what he is attending to (e.g., Look at this!) | |
| 10-с | Spontaneously mands for others to attend to his behavior 2 times (e.g., Watch me.) | |

| 10-d | Mands for attention from peers 2 times (e.g., Hey Johnny!) |
|------|--|
| 10-е | Spontaneously imitates a peer riding on a tricycle, toy car, or other riding toy 2 times |

| | SOCIAL BEHAVIOR AND SOCIAL BEHAVIOR AND SOCIAL 3 | CIAL PLAY |
|--------------------------------------|---|---|
| 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.1.5.11-12.E Adapt speech to a variety of contexts and tasks. CC.1.5.11-12.G |
| 11-a 11-b 11-c 11-d 11-e | Participates in cooperation activities with adult prompts 2 times (e.g., parachute holding) Appropriately mands to peers to stop an undesirable behavior 2 times Waits for a turn with a reinforcer without negative behavior 2 times Accepts an invitation to join a social play activity with a peer 2 times Mands to peers with a WH question 2 times (e.g., Where the shovel? What's you name?) | Demonstrate command of the conventions of standard English when speaking based on grade 11-12 level and content. CC.1.2.11-12.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| 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?) | |
| 12-a 12-b | Spontaneously imitates a peer's behavior in a pretend play activity 2 times Spontaneously mands using where for the location of a missing peer 2 times | |
| 12-c | Spontaneously mands using what related to the behavior of a peer 2 times | |
| 12-d | Spontaneously mands using what related to the behavior of a peer 2 times Spontaneously mands using who evoked by an unknown person 2 times | |
| 12-u 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 want to play?) | |
| 13-a | Spontaneously uses please and thank you with an adult or peer 2 times | |
| 13-b | Demonstrates any reciprocal verbal exchanges with a peer 2 times | |
| 13-с | Follows directions given by a peer in a social play activity 2 times | |
| 13-d | Gives directions to a peer in a social play activity 2 times | |
| 13-е | Spontaneously offers a reinforcer (sharing) to a peer 2 times | |
| 14-M | Engages in pretend social play activities with peers for 5 minutes without adult prompts or reinforcement (e.g., dress up play, acting out videos, playing house) | |
| 14-a | Participates in a social play game directed by a peer (e.g., red light/green light) 2 times | |
| 14-b | Spontaneously mands for a new or unfamiliar child's name 1 time | |
| 14-c | Takes turns and shares reinforcers with peers without prompts 2 times | |
| 14-d | Laughs or smiles at the jokes or humor of peers 2 times | |
| 14-e | Asks questions about the interests of peers 1 time | |
| 15-M | Engages in 4 verbal exchanges on 1 topic with peers for 5 topics (e.g., the children go back and forth talking about making a creek in a sandbox) | |

| 15-a | Engages in at least 3 verbal exchanges with a peer 2 times |
|------|--|
| 15-b | Engages in a verbal exchange with two or more peers in one setting 2 times |
| 15-c | Demonstrates coping behavior when a peer takes a reinforcer 2 times |
| 15-d | Attends to a peer telling a story for 10 seconds, 2 times |
| 15-e | Narrates the activity of a peer with at least 2 tacts, 2 times |
| 15-f | Spontaneously provides sympathy to a peer when hurt 2 times |
| 15-g | Negotiates time with a reinforcer with a peer 2 times |

MOTOR IMITATION LEVEL 1 **VB-MAPP** Milestones & Supporting Skills Skill PA Core Standards Imitates 2 gross motor movements when prompted with, Do this (e.g., clapping, raising arms) Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, Imitates mouthing movements 3 times (e.g., puckering lips, opening mouth) substance, and style are appropriate to purpose, audience, and task. Imitates 1 motor movement of another person on demand (i.e., will imitate when asked) 1-b CC.1.5.11-12.E Adapt speech to a variety of contexts and tasks. CC.1.5.11-12.G Imitates 4 gross motor movements when prompted with, Do this Demonstrate command of the conventions of standard English when speaking based on grade 11-12 level and content. Imitates 2 actions with an object (e.g., pounding with a toy hammer, rolling a ball) CC.1.2.11-12.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, Spontaneously imitates 2 different fun activities (e.g., peek-a boo, patty cake) and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when 2-c Makes eye contact while imitating 3 times considering a word or phrase important to comprehension or expression. **3-M** Imitates 8 motor movements, 2 of which involve objects (e.g., shaking a maraca, tapping sticks together) Imitates 2 fine motor movements (e.g., wiggles fingers, opens and closes fist) 3-a 3-b Spontaneously imitates 2 gross motor movements of another person (e.g., arms up) Imitates side-to-side body rocking 3-c Generalizes known imitation responses to 2 additional people (e.g., claps for 2 new adults) 3-d Spontaneously imitates the motor behaviors of others on 5 occasions 4-a Imitates pointing at people or objects 4-b Imitates transferring an object from one hand to another Imitates 5 actions that produce an outcome (e.g., pushing buttons on a pop-up toy) 4-c 4-d Imitates 2 head movements (e.g., nods yes and no) Imitates 20 motor movements of any type (e.g., fine motor, gross motor, imitation with objects) 5-a Imitates 5 different fine motor movements (e.g., pokes clay with index finger, a pincer grasp) 5-b Imitates the gross motor behavior of other children 2 times when prompted (e.g., running) 5-c Spontaneously imitates the behavior of others on 2 occasions (e.g., filling containers)

5-d

Demonstrates generalization of 10 imitative responses to 3 new people

| | MOTOR IMITATION LEVEL 2 | V |
|-------------|---|---|
| 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.1.5.11-12.D Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task. |
| 6-a | Imitates blowing 2 times (e.g., bubbles, candles, balloons) | CC.1.5.11-12.E |
| 6-b | Imitates 5 common gestures (e.g., shrugging shoulders, thumbs up, finger to closed lips) | Adapt speech to a variety of contexts and tasks. CC.1.5.11-12.G |
| 6-c | Imitates turning a page in a book | Demonstrate command of the conventions of standard English when speaking based on grade 11-12 level and content. |
| 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 | CC.1.2.11-12.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, |
| 6.0 | and a puppy) Imitates pulling 5 different items apart (e.g., Duplos, Kid K'Nex, lids on containers) | and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when |
| 6-e | Imitates puring 3 different items apart (e.g., Duplos, Kid K Nex, fids on containers) | considering a word or phrase important to comprehension or expression. |
| 7-M | Imitates 20 different fine motor actions when prompted, Do this (e.g., wiggling fingers, pinching, making a fist, making a butterfly) | |
| 7-a | Imitates 3 play behaviors in the natural environment (e.g., pushing a car down a ramp) | |
| 7-b | Imitates 5 two-step behaviors (e.g., touch head and touch shoulders) | |
| 7-c | Spontaneously imitates a behavior observed on a TV or video (e.g., dancing, hopping) | |
| 7-d | Imitates 5 facial expressions (e.g., kissing, opening mouth, shutting eyes, scrunching nose) | |
| 7-е | Maintains a newly acquired imitative behavior after 24 hours without training | |
| 7-f | Imitates a new behavior correctly on the first trial | |
| 7-g | Imitates 5 examples of finger play (e.g., pretend walking on two fingers, finger dancing) | |
| | | |
| 8-M | Imitates 10 different three-component sequences of actions when prompted, Do this (e.g., clapping, jumping, | |
| | touching toes; pick up a doll, place her in a crib and rock the crib) | |
| 8-a | Imitates 5 actions in a 10-second fluency test | |
| 8-b | Imitates drawing a circle on 2 occasions | |
| 8-c | Imitates 5 pretend play activities (e.g., a monster, pouring tea, shooting spider webs) | |
| 8-d | Spontaneously imitates 5 fine motor arts and crafts activities (e.g., cutting, pasting, drawing) | |
| 8-e | Acquires 5 new listener skills through transfer of control from imitation to listener (e.g., the child learns to cast a toy | |
| 0.6 | fishing pole by first being shown how, then told how) | |
| 8-f | Imitates other children during daily activities on 2 occasions (e.g., lining up, pulling a wagon) | |
| 8-g | Repeats a fun behavior previously observed (delayed imitation) (e.g., squirting water) | |
| 9-M | Spontaneously imitates 5 functional skills in the natural environment (e.g., eating with a spoon, putting on a coat, | |
| | removing shoes) | |
| 9-a | Imitates a socio-dramatic play activity modeled by peers on 2 occasions | |
| 9-b | Spontaneously imitates 5 behaviors in a group activity (e.g., sits when other children sit) | |
| 9-c | Imitates 10 two-component actions (e.g., pretend pouring and drinking) | |
| 9-d | Imitates the same behavior going fast and slow for 5 behaviors (e.g., arms up fast then slow) | |
| 10-M | Imitates (or attempts to with approximations) any novel motor action modeled by an adult with and without objects (i.e., a "generalized imitative repertoire") Imitates building items or the construction of a toy set (e.g., Legos, a train set, Lincoln Logs) | |

| 10-b | Imitates 5 sequences of multi-step functional self-care skills (e.g., brushing teeth, washing face, putting on shoes) |
|------|---|
| 10-c | Imitates 5 functional activities of daily living skills (e.g., setting the table, sweeping the floor) |
| 10-d | Demonstrates delayed imitation of adult behavior in pretend play (e.g., driving a car, typing) |
| 10-е | Imitates 50 different motor behaviors on command |

| | ECHOIC | |
|-------|--|---|
| | LEVEL 1 | |
| Skill | VB-MAPP Milestones & Supporting Skills | PA Core Standards |
| | Intentionally left blank | CC.1.5.11-12.D Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task. CC.1.5.11-12.E Adapt speech to a variety of contexts and tasks. CC.1.5.11-12.G Demonstrate command of the conventions of standard English when speaking based on grade 11-12 level and content. |

| | ECHOIC | |
|-------|--|---|
| | LEVEL 2 | |
| Skill | VB-MAPP Milestones & Supporting Skills | PA Core Standards |
| | Intentionally left blank | CC.1.5.11-12.D Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task. CC.1.5.11-12.E Adapt speech to a variety of contexts and tasks. CC.1.5.11-12.G Demonstrate command of the conventions of standard English when speaking based on grade 11-12 level and content. |

| | SPONTANEOUS VOCAL BEHAVIOR | | |
|-------|---|---|--|
| | LEVEL 1 | | |
| Skill | till VB-MAPP Milestones & Supporting Skills PA Core Standards | | |
| | Intentionally left blank | CC.1.5.11-12.D Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task. CC.1.5.11-12.E Adapt speech to a variety of contexts and tasks. | |

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CC.1.5.11-12.G

Demonstrate command of the conventions of standard English when speaking based on grade 11-12 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.1.3.11-12.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 11-12 reading and content, choosing flexibly from a range of strategies and tools. | | |
| 6-a | Selects an animal from an array of 3 for 5 different sounds made by animals (e.g., Meow says a) | CC.1.3.11-12.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, | | |
| 6-b 6-c | Selects an object from an array of 3 for 5 different sounds made by objects (e.g., Toot, toot goes the) Selects an item from an array of 3 for 5 different song fill-ins corresponding with the items (e.g., The wheels on the) | and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. | | |
| 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.1.3.11-12.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 11-12 reading and content, choosing flexibly from a range of strategies and tools. | | |
| 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) | CC.2.1.HS.F.5 | | |
| 7-b | Selects an item from an array of 5 for 5 different spoken associated sets of words (e.g., Shoes and) | Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. | | |
| 7-c 7-d | Reverses 5 previously acquired associations in an LRFFC format (e.g., Shoes and, Socks and) | | | |
| 7-d 7-e | Generalizes 10 known LRFFC responses to different tones of voice, volumes, prosody, etc. Generalizes 10 known LRFFC responses to new carrier phrases without training (e.g., Let's sit on aTime to sit on a) | | | |
| 7-E 7-f | Generalizes 10 known LRFFC responses to 1 different pictures or objects (e.g., two different shoes) | | | |
| 8-M | Selects the correct item from an array of 10 (or from a book) for 25 different verb-noun what, which, or who questions (e.g., What do you ride? Which one barks? Who can hop?) | CC.1.2.11-12.A Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text. | | |
| 8-a | Selects an item from an array of 8 for 10 fill-in function statements (e.g., You draw with a) | CC.1.2.11-12.B | | |
| 8-b | Selects an item from an array of 8 for 10 fill-in feature statements (e.g., You find wheels on a) | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs. | | |
| 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.1.2.11-12.C | | |
| 8-d | Selects an item from an array of 8 for 10 different what questions (e.g., What do you eat?) | Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of | | |
| 8-e | Selects an item from an array of 8 for 10 different which questions (e.g., which one flies?) | the text. CC.1.2.11-12.D Evaluate how an author's point of view or purpose shapes the content and style of a text. | | |
| 8-f | Selects an item from an array of 8 for 10 different who questions (e.g., Who builds a nest?) | CC.1.2.11-12.E Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. CC.1.2.11-12.F Evaluate how words and phrases shape meaning and tone in texts. CC.1.2.11-12.G Integrate and evaluate multiple sources of information presented in different media or formats (e.g. visually, quantitatively) as well as in words in order to address a question or solve a problem. CC.1.2.11-12.H Analyze seminal texts based upon reasoning, premises, purposes, and arguments. | | |
| | | CC.1.2.11-12.I Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features. CC.1.2.11-12.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when | | |

| | | considering a word or phrase important to comprehension or expression. CC.1.2.11-12.K |
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| | | 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.1.2.11-12.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. CC.1.3.11-12.A |
| | | Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text. CC.1.3.11-12.B |
| | | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs. CC.1.3.11-12.C |
| | | Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama. CC.1.3.11-12.D |
| | | Evaluate how an author's point of view or purpose shapes the content and style of a text. CC.1.3.11-12.E |
| | | Evaluate the structure of texts including how specific sentences, paragraphs and larger portions of the texts relate to each other and the whole. CC.1.3.11-12.F |
| | | Evaluate how words and phrases shape meaning and tone in texts. CC.1.3.11-12.G |
| | | Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.) |
| | | CC.1.3.11-12.H Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of |
| | | literature, including how two or more texts from the same period treat similar themes or topics. CC.1.3.11-12.I |
| | | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 11-12 reading and content, choosing flexibly from a range of strategies and tools. CC.1.3.11-12.J |
| | | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. CC.2.1.HS.F.1 |
| | | Apply and extend the properties of exponents to solve problems with rational exponents. CC.2.1.HS.F.2 |
| | | Apply properties of rational and irrational numbers to solve real world or mathematical problems. CC.2.1.HS.F.3 |
| | | Apply quantitative reasoning to choose and Interpret units and scales in formulas, graphs and data displays. CC.2.1.HS.F.4 |
| | | Use units as a way to understand problems and to guide the solution of multi-step problems. CC.2.1.HS.F.5 |
| | | Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. |
| 9-M | Selects an item given 3 different verbal statements about each item when independently presented (e.g., Find an | CC.1.2.11-12.B Cite strong and thereugh taytual avidence to support analysis of what the tayt says explicitly as well as informers and |
| | animal. What barks? What has paws?) for 25 items | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs. |
| 9-a | Demonstrates LRFFC class generalization with 5 examples (e.g., 5 different animals) for 10 classes | CC.1.2.11-12.G |
| 9-b | Emits 10 known LRFFC responses in an array of 10 in less than 1 minute (fluency) | Integrate and evaluate multiple sources of information presented in different media or formats (e.g. visually, quantitatively) as |
| 9-с | Selects an item given 2 different verbal statements about each item when independently presented (e.g., Find a food. | well as in words in order to address a question or solve a problem. CC.1.2.11-12.I |
| | What do you eat?) for 10 different items | Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and |
| 9-d | Selects an item from an array of 10 for 10 different LRFFC where questions (e.g., Where do you find the milk?) | rhetorical features. — CC.1.2.11-12.K |
| 9-e | Demonstrates 10 LRFFC responses in the natural environment | 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.1.3.11-12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and |
| | | conclusions based on and related to an author's implicit and explicit assumptions and beliefs. |
| | | CC.1.3.11-12.C Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama. |
| | | Analyze the impact of the author's choices regarding how to develop and relate elements of a story of drama. |

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| | | CC.1.3.11-12.E Evaluate the structure of texts including how specific sentences, paragraphs and larger portions of the texts relate to each other |
| | | and the whole. |
| | | CC.1.3.11-12.F |
| | | Evaluate how words and phrases shape meaning and tone in texts. |
| | | CC.1.3.11-12.G |
| | | Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an |
| | | American dramatist.) |
| | | CC.1.3.11-12.H |
| | | Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics. |
| | | CC.1.3.11-12.I |
| | | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 11-12 reading and |
| | | content, choosing flexibly from a range of strategies and tools. CC.1.3.11-12.J |
| | | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, |
| | | and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when |
| | | considering a word or phrase important to comprehension or expression. |
| | | CC.2.1.HS.F.1 |
| | | Apply and extend the properties of exponents to solve problems with rational exponents. CC.2.1.HS.F.2 |
| | | Apply properties of rational and irrational numbers to solve real world or mathematical problems. |
| | | CC.2.1.HS.F.3 |
| | | Apply quantitative reasoning to choose and Interpret units and scales in formulas, graphs and data displays. CC.2.1.HS.F.4 |
| | | Use units as a way to understand problems and to guide the solution of multi-step problems. |
| | | CC.2.1.HS.F.7 |
| | | Apply concepts of complex numbers in polynomial identities and quadratic equations to solve problems. |
| 10-M | Spontaneously tacts the item on 50% of the LRFFC trials (e.g., says Dog given the verbal statement Find an | CC.1.2.11-12.A |
| | animal and a visual array containing a picture of a dog) | Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text. |
| 10-a | Selects an item from an array of 10 given the class and a function (e.g., Find something you wear on your feet.) for 25 | CC.1.2.11-12.B |
| | items | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and |
| 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 | conclusions based on and related to an author's implicit and explicit assumptions and beliefs. |
| 10-c | Demonstrates 5 untrained LRFFC responses in the natural environment | CC.1.2.11-12.C Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of |
| | ı. | the text. |
| 10-d | Generalizes to 25 novel 2-component LRFFC tasks without training (e.g., Do you see a red fruit.) | CC.1.2.11-12.E |
| 10-е | Spontaneously emits 5 LRFFC responses (e.g., gets a broom after hearing, There's dirt on the floor.) | Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the |
| | | structure makes points clear, convincing, and engaging. |
| | | |
| | | CC.1.2.11-12.G |
| | | CC.1.2.11-12.G Integrate and evaluate multiple sources of information presented in different media or formats (e.g. visually, quantitatively) as |
| | | CC.1.2.11-12.G Integrate and evaluate multiple sources of information presented in different media or formats (e.g. visually, quantitatively) as well as in words in order to address a question or solve a problem. CC.1.2.11-12.H |
| | | CC.1.2.11-12.G Integrate and evaluate multiple sources of information presented in different media or formats (e.g. visually, quantitatively) as well as in words in order to address a question or solve a problem. CC.1.2.11-12.H Analyze seminal texts based upon reasoning, premises, purposes, and arguments. |
| | | CC.1.2.11-12.G Integrate and evaluate multiple sources of information presented in different media or formats (e.g. visually, quantitatively) as well as in words in order to address a question or solve a problem. CC.1.2.11-12.H Analyze seminal texts based upon reasoning, premises, purposes, and arguments. CC.1.2.11-12.I |
| | | CC.1.2.11-12.G Integrate and evaluate multiple sources of information presented in different media or formats (e.g. visually, quantitatively) as well as in words in order to address a question or solve a problem. CC.1.2.11-12.H Analyze seminal texts based upon reasoning, premises, purposes, and arguments. CC.1.2.11-12.I Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and |
| | | CC.1.2.11-12.G Integrate and evaluate multiple sources of information presented in different media or formats (e.g. visually, quantitatively) as well as in words in order to address a question or solve a problem. CC.1.2.11-12.H Analyze seminal texts based upon reasoning, premises, purposes, and arguments. CC.1.2.11-12.I |
| | | Integrate and evaluate multiple sources of information presented in different media or formats (e.g. visually, quantitatively) as well as in words in order to address a question or solve a problem. CC.1.2.11-12.H Analyze seminal texts based upon reasoning, premises, purposes, and arguments. CC.1.2.11-12.I Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features. CC.1.2.11-12.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and |
| | | Integrate and evaluate multiple sources of information presented in different media or formats (e.g. visually, quantitatively) as well as in words in order to address a question or solve a problem. CC.1.2.11-12.H Analyze seminal texts based upon reasoning, premises, purposes, and arguments. CC.1.2.11-12.I Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features. CC.1.2.11-12.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. |
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| | | CC.1.2.11-12.G Integrate and evaluate multiple sources of information presented in different media or formats (e.g. visually, quantitatively) as well as in words in order to address a question or solve a problem. CC.1.2.11-12.H Analyze seminal texts based upon reasoning, premises, purposes, and arguments. CC.1.2.11-12.I Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features. CC.1.2.11-12.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.1.2.11-12.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. CC.1.3.11-12.A |
| | | Integrate and evaluate multiple sources of information presented in different media or formats (e.g. visually, quantitatively) as well as in words in order to address a question or solve a problem. CC.1.2.11-12.H Analyze seminal texts based upon reasoning, premises, purposes, and arguments. CC.1.2.11-12.I Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features. CC.1.2.11-12.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.1.2.11-12.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. CC.1.3.11-12.A Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text. |
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| | | Integrate and evaluate multiple sources of information presented in different media or formats (e.g. visually, quantitatively) as well as in words in order to address a question or solve a problem. CC.1.2.11-12.H Analyze seminal texts based upon reasoning, premises, purposes, and arguments. CC.1.2.11-12.I Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features. CC.1.2.11-12.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.1.2.11-12.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. CC.1.3.11-12.A Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text. CC.1.3.11-12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and |
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| | | Integrate and evaluate multiple sources of information presented in different media or formats (e.g. visually, quantitatively) as well as in words in order to address a question or solve a problem. CC.1.2.11-12.H Analyze seminal texts based upon reasoning, premises, purposes, and arguments. CC.1.2.11-12.I Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features. CC.1.2.11-12.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.1.2.11-12.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. CC.1.3.11-12.A Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text. CC.1.3.11-12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and |

| CC.1.3.11-12.E |
|--|
| Evaluate the structure of texts including how specific sentences, paragraphs and larger portions of the texts relate to each other |
| and the whole. |
| CC.1.3.11-12.F |
| Evaluate how words and phrases shape meaning and tone in texts. |
| CC.1.3.11-12.G |
| Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or |
| poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an |
| American dramatist.) |
| CC.1.3.11-12.H |
| Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of |
| literature, including how two or more texts from the same period treat similar themes or topics. |
| CC.1.3.11-12.I |
| Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 11-12 reading and |
| content, choosing flexibly from a range of strategies and tools. |
| CC.1.3.11-12.J |
| Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, |
| and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when |
| considering a word or phrase important to comprehension or expression. |
| CC.1.4.11-12.A |
| Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. |
| CC.2.1.HS.F.1 |
| Apply and extend the properties of exponents to solve problems with rational exponents. |
| CC.2.1.HS.F.2 |
| Apply properties of rational and irrational numbers to solve real world or mathematical problems. |
| CC.2.1.HS.F.3 |
| Apply quantitative reasoning to choose and Interpret units and scales in formulas, graphs and data displays. |
| CC.2.1.HS.F.4 |
| Use units as a way to understand problems and to guide the solution of multi-step problems. |
| CC.2.1.HS.F.6 |
| Extend the knowledge of arithmetic operations and apply to complex numbers. |
| CC.2.1.HS.F.7 |
| Apply concepts of complex numbers in polynomial identities and quadratic equations to solve problems. |
| |

| | LISTENER RESPONDING BY FUNCTION, FEATURE, & CLASS | | | | |
|--------------|--|---|--|--|--|
| | LEVEL 3 | | | | |
| Skill | VB-MAPP Milestones & Supporting Skills | PA Core Standards | | | |
| 11-M | Selects the correct item from an array of 10 that contains 3 similar stimuli (e.g., similar color, shape, or class, but they are the wrong choices), for 25 different WH question LRFFC tasks | CC.1.2.11-12.A Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text. | | | |
| 11-a 11-b | Selects 2 members of a class (e.g., Find two body parts.) from an array of 10, for 25 classes Selects 50 items from a book given any type of LRFFC task | CC.1.2.11-12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and | | | |
| 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 | conclusions based on and related to an author's implicit and explicit assumptions and beliefs. CC.1.2.11-12.C Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of | | | |
| 11-d 11-e | Demonstrates 200 different LRFFC response, tested or obtained from an accumulated list of known responses 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 | the text. CC.1.2.11-12.D Evaluate how an author's point of view or purpose shapes the content and style of a text. CC.1.2.11-12.E Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. CC.1.2.11-12.G Integrate and evaluate multiple sources of information presented in different media or formats (e.g. visually, quantitatively) as well as in words in order to address a question or solve a problem. CC.1.2.11-12.H | | | |
| 11-f | Selects a picture from an array of 10 given a general time question (e.g., when asked, What time do you go to bed? the child selects a picture of nighttime) for 5 items | | | | |

| | | Analyze seminal texts based upon reasoning, premises, purposes, and arguments. CC.1.2.11-12.I |
|-----|--|--|
| | | Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features. |
| | | CC.1.2.11-12.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, |
| | | and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when |
| | | considering a word or phrase important to comprehension or expression. CC.1,2,11-12.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.1.2.11-12.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. |
| | | CC.1.3.11-12.A |
| | | Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and |
| | | interaction of the themes; provide an objective summary of the text. CC.1.3.11-12.B |
| | | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and |
| | | conclusions based on and related to an author's implicit and explicit assumptions and beliefs. CC.1.3.11-12.C |
| | | Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama. |
| | | CC.1.3.11-12.D Evaluate how an author's point of view or purpose shapes the content and style of a text. |
| | | CC.1.3.11-12.E |
| | | Evaluate the structure of texts including how specific sentences, paragraphs and larger portions of the texts relate to each other |
| | | and the whole. CC.1.3.11-12.F |
| | | Evaluate how words and phrases shape meaning and tone in texts. |
| | | CC.1.3.11-12.G |
| | | Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or |
| | | poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.) CC.1.3.11-12.H |
| | | Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of |
| | | literature, including how two or more texts from the same period treat similar themes or topics. CC.1.3.11-12.I |
| | | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 11-12 reading and content, choosing flexibly from a range of strategies and tools. |
| | | CC.1.3.11-12.J |
| | | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when |
| | | considering a word or phrase important to comprehension or expression. CC.2.1.HS.F.1 |
| | | Apply and extend the properties of exponents to solve problems with rational exponents. CC.2.1.HS.F.2 |
| | | Apply properties of rational and irrational numbers to solve real world or mathematical problems. CC.2.1.HS.F.3 |
| | | Apply quantitative reasoning to choose and Interpret units and scales in formulas, graphs and data displays. CC.2.1.HS.F.4 |
| | | Use units as a way to understand problems and to guide the solution of multi-step problems. CC.2.1.HS.F.5 |
| | | Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. CC.2.1.HS.F.7 |
| | | Apply concepts of complex numbers in polynomial identities and quadratic equations to solve problems. |
| 2-M | Selects an item from a book based on 2 verbal components: either a feature (e.g., color), function (e.g., draw with), | CC.1.2.11-12.A Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of |
| | or class (e.g., clothing) for 25 items (e.g., Do you see a brown animal? Can you find some clothing with buttons?) | the central ideas; provide an objective summary of the text. |
| -a | Selects an item from an array of 10 given a color and class (e.g., a yellow animal) for 25 items | CC.1.2.11-12.B |
| 2-b | Selects an item from an array of 10 given a shape and class (e.g., a round food) for 25 items | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs. |
| l-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 | CC.1.2.11-12.C |
| | (e.g., Find something to color on from the art cabinet.) | Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of |

| 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 | the text. |
|------|--|--|
| | LRFFC tasks (e.g., Where's a vehicle with wheels? Where's a vehicle with wings?) | CC.1.2.11-12.D Evaluate how an author's point of view or purpose shapes the content and style of a text. |
| 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 | CC.1.2.11-12.E |
| | it spaghetti) for 25 LRFFC tasks | Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the |
| 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 | structure makes points clear, convincing, and engaging. CC.1.2.11-12.G |
| | rabbit) for 25 LRFFC tasks | Integrate and evaluate multiple sources of information presented in different media or formats (e.g. visually, quantitatively) as |
| | | well as in words in order to address a question or solve a problem. CC.1.2.11-12.H |
| | | Analyze seminal texts based upon reasoning, premises, purposes, and arguments. |
| | | CC.1.2.11-12.I |
| | | Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features. |
| | | CC.1.2.11-12.J |
| | | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, |
| | | and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| | | CC.1.2.11-12.K |
| | | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and |
| 1 | | content, choosing flexibly from a range of strategies and tools. CC.1.2.11-12.L |
| | | Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. |
| | | CC.1.3.11-12.A |
| | | Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text. |
| | | CC.1.3.11-12.B |
| | | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and |
| | | conclusions based on and related to an author's implicit and explicit assumptions and beliefs. CC.1.3.11-12.C |
| | | Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama. |
| | | CC.1.3.11-12.D |
| | | Evaluate how an author's point of view or purpose shapes the content and style of a text. CC.1.3.11-12.E |
| | | Evaluate the structure of texts including how specific sentences, paragraphs and larger portions of the texts relate to each other |
| | | and the whole. |
| | | CC.1.3.11-12.F Evaluate how words and phrases shape meaning and tone in texts. |
| | | CC.1.3.11-12.G |
| | | Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or |
| | | poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.) |
| | | CC.1.3.11-12.H |
| | | Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of |
| | | literature, including how two or more texts from the same period treat similar themes or topics. CC.1.3.11-12.I |
| | | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 11-12 reading and |
| | | content, choosing flexibly from a range of strategies and tools. |
| | | CC.1.3.11-12.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, |
| | | and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when |
| | | considering a word or phrase important to comprehension or expression. |
| | | CC.2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multi-step problems. |
| | | CC.2.1.HS.F.5 |
| | | Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. |
| 13-M | Selects items from a page in a book or in the natural environment based on 3 verbal components (e.g. verb, | CC.1.2.11-12.A Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of |
| | adjective, preposition, pronoun), for 25 WH-question LRFFC tasks (e.g. Which fruit grows on trees?) | the central ideas; provide an objective summary of the text. |
| 13-a | Selects an item from a book after being read a short passage (10+ words) and given an LRFFC question (e.g., Who blew | CC.1.2.11-12.B |
| | the house down?) | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and |

| 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 | conclusions based on and related to an author's implicit and explicit assumptions and beliefs. |
|---------|---|---|
| 13-c | Selects an item from an array of 10 given a pronoun and any LRFFC question (e.g., Which toys are his?) for 25 items | CC.1.2.11-12.C |
| 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 | Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text. |
| 13-е | Selects 10 community helpers from a book when asked what they do (e.g., Who helps you when you are sick?) | CC.1.2.11-12.D |
| 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?) | Evaluate how an author's point of view or purpose shapes the content and style of a text. CC.1.2.11-12.E |
| 13 1 | for 25 sets | Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the |
| 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 | structure makes points clear, convincing, and engaging. |
| 13-g | locations | CC.1.2.11-12.G |
| 12 1 | | Integrate and evaluate multiple sources of information presented in different media or formats (e.g. visually, quantitatively) as well as in words in order to address a question or solve a problem. |
| 13-h | Selects an item in the natural environment that contains 3 similar stimuli when given an LRFFC question for 25 tasks | CC.1.2.11-12.H |
| | (e.g., Get something to sweep with. Find something to make this stick.) | Analyze seminal texts based upon reasoning, premises, purposes, and arguments. |
| | | CC.1.2.11-12.I Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and |
| | | rhetorical features. |
| | | CC.1.2.11-12.J |
| | | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, |
| | | and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| | | CC.1.2.11-12.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.1.2.11-12.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. |
| | | CC.1.3.11-12.A |
| | | Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and |
| | | interaction of the themes; provide an objective summary of the text. CC.1.3.11-12.B |
| | | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and |
| | | conclusions based on and related to an author's implicit and explicit assumptions and beliefs. |
| | | CC.1.3.11-12.C Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama. |
| | | CC.1.3.11-12.D |
| | | Evaluate how an author's point of view or purpose shapes the content and style of a text. |
| | | CC.1.3.11-12.E |
| | | Evaluate the structure of texts including how specific sentences, paragraphs and larger portions of the texts relate to each other and the whole. |
| | | CC.1.3.11-12.F |
| | | Evaluate how words and phrases shape meaning and tone in texts. |
| | | CC.1.3.11-12.G Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or |
| | | poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an |
| | | American dramatist.) |
| | | CC.1.3.11-12.H Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of |
| | | literature, including how two or more texts from the same period treat similar themes or topics. |
| | | CC.1.3.11-12.I |
| | | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 11-12 reading and content, choosing flexibly from a range of strategies and tools. |
| | | CC.1.3.11-12.J |
| | | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, |
| | | and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when |
| | | considering a word or phrase important to comprehension or expression. CC.2.1.HS.F.3 |
| | | Apply quantitative reasoning to choose and Interpret units and scales in formulas, graphs and data displays. |
| | | CC.2.1.HS.F.4 |
| | | Use units as a way to understand problems and to guide the solution of multi-step problems. CC.2.1.HS.F.5 |
| | | Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. |
| 14-M | Selects the correct items from a book or the natural environment given 4 different rotating LRFFC questions | CC.1.2.11-12.A |
| 2 1 1/1 | below the correct forms from a work or the flatent at the flatent from a uniterest forming Extra questions | |

| | about a single topic (Where does the cow live? What does the cow eat? Who milks the cow?) for 25 different topic |
|------|---|
| 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 |
| 4-b | Selects an item from a book given a when question (e.g., When do you need a towel?) for 10 items |
| 4-c | Selects an item from a book given a how question (e.g., How do you get to school?) for 10 items |
| 4-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 ver preposition combinations |
| 4-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 |
| 4-f | Selects an item from an array of 10 when asked What is missing? from a picture (e.g., a car without wheels, an airplane without wings) for 25 items |
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Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.

CC.1.2.11-12.B

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.

CC.1.2.11-12.0

Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.

CC.1.2.11-12.D

Evaluate how an author's point of view or purpose shapes the content and style of a text.

C 1 2 11-12 F

Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

CC.1.2.11-12.G

Integrate and evaluate multiple sources of information presented in different media or formats (e.g. visually, quantitatively) as well as in words in order to address a question or solve a problem.

CC.1.2.11-12.H

Analyze seminal texts based upon reasoning, premises, purposes, and arguments.

CC.1.2.11-12.I

Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features.

CC.1.2.11-12.J

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CC.1.2.11-12.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.1.2.11-12.L

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

CC.1.3.11-12.A

Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.

CC.1.3.11-12.B

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.

CC.1.3.11-12.C

Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.

CC.1.3.11-12.D

Evaluate how an author's point of view or purpose shapes the content and style of a text.

CC.1.3.11-12.E

Evaluate the structure of texts including how specific sentences, paragraphs and larger portions of the texts relate to each other and the whole.

CC.1.3.11-12.F

Evaluate how words and phrases shape meaning and tone in texts.

CC.1.3.11-12.G

Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

CC.1.3.11-12.H

Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics.

CC.1.3.11-12.I

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 11-12 reading and content, choosing flexibly from a range of strategies and tools.

CC.1.3.11-12.J

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CC.2.1.HS.F.1

Apply and extend the properties of exponents to solve problems with rational exponents.

CC.2.1.HS.F.2

| | | Apply properties of rational and irrational numbers to solve real world or mathematical problems. CC.2.1.HS.F.3 |
|------|--|--|
| | | Apply quantitative reasoning to choose and Interpret units and scales in formulas, graphs and data displays. CC.2.1.HS.F.4 |
| | | Use units as a way to understand problems and to guide the solution of multi-step problems. CC.2.1.HS.F.5 |
| | | Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. CC.2.1.HS.F.7 |
| | | Apply concepts of complex numbers in polynomial identities and quadratic equations to solve problems. |
| 15-M | Demonstrates 1000 different LRFFC responses, tested or obtained from an accumulated list of known responses | CC.1.2.11-12.A |
| 15-a | Selects an item from an array of 10 relating to past events (e.g., Where did you go yesterday?) for 5 events | Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of |
| 15-b | Selects an item relating to future events (e.g., What's happening tomorrow?) for 5 events | the central ideas; provide an objective summary of the text. CC.1.2.11-12.B |
| | | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and |
| 15-c | Selects an item from an array of 10 when asked Which one can't? in an LRFFC format for 10 items (e.g., Which one can't fly?) | conclusions based on and related to an author's implicit and explicit assumptions and beliefs. CC.1,2.11-12.C |
| 15-d | Selects an item from an array of 10 when asked Which one is not? in an LRFFC format (e.g., Which one is not a musical | Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of |
| | instrument?) for 25 functions, features, or classes | the text. |
| 15-e | Selects items from a page in a book or in the natural environment based on 4 verbal components (e.g., verb, adjective, | CC.1.2.11-12.D |
| 13-6 | | Evaluate how an author's point of view or purpose shapes the content and style of a text. |
| | preposition, pronoun) for 25 LRFFC tasks (e.g., Whose bed did Goldilocks sleep in?) | CC.1.2.11-12.E Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the |
| | | structure makes points clear, convincing, and engaging. |
| | | CC.1.2.11-12.G |
| | | Integrate and evaluate multiple sources of information presented in different media or formats (e.g. visually, quantitatively) as |
| | | well as in words in order to address a question or solve a problem. |
| | | CC.1.2.11-12.H |
| | | Analyze seminal texts based upon reasoning, premises, purposes, and arguments. |
| | | CC.1.2.11-12.I Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and |
| | | rhetorical features. |
| | | CC.1.2.11-12.J |
| | | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when |
| | | considering a word or phrase important to comprehension or expression. CC.1.2.11-12.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.1.2.11-12.L |
| | | Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. |
| | | CC.1.3.11-12.A Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and |
| | | interaction of the themes; provide an objective summary of the text. |
| | | CC.1,3,11-12.B |
| | | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs. |
| | | CC.1.3.11-12.C |
| | | Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama. |
| | | CC.1.3.11-12.D Evaluate how an author's point of view or purpose shapes the content and style of a text. |
| | | CC.1.3.11-12.E |
| | | Evaluate the structure of texts including how specific sentences, paragraphs and larger portions of the texts relate to each other |
| | | and the whole. |
| | | CC.1.3.11-12.F |
| | | Evaluate how words and phrases shape meaning and tone in texts. |
| | | CC.1.3.11-12.G |
| | | Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.) |
| | | CC.1.3.11-12.H |
| | | Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics. |

| CC.1.3.11-12.I |
|--|
| Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 11-12 reading and |
| content, choosing flexibly from a range of strategies and tools. |
| CC.1.3.11-12J |
| Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking |
| and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when |
| considering a word or phrase important to comprehension or expression. |
| CC.1.4.11-12.A |
| Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. |
| CC.1.4.11-12.B |
| Write with a sharp distinct focus identifying topic, task, and audience. |
| CC.2.1.HS.F.1 |
| Apply and extend the properties of exponents to solve problems with rational exponents. |
| CC.2.1.HS.F.2 |
| Apply properties of rational and irrational numbers to solve real world or mathematical problems. |
| CC.2.1.HS.F.3 |
| Apply quantitative reasoning to choose and Interpret units and scales in formulas, graphs and data displays. |
| CC.2.1.HS.F.4 |
| Use units as a way to understand problems and to guide the solution of multi-step problems. |
| CC-2.1.HS.F.7 |
| Apply concepts of complex numbers in polynomial identities and quadratic equations to solve problems. |

| | INTRAVERBAL | | |
|------------|--|--|--|
| Skill | VB-MAPP Milestones & Supporting Skills | PA Core Standards | |
| 6-M | Completes 10 different fill-in-the-blank phrases of any type (e.g., song fill-ins, social games and fun fill-ins, animal or object sounds) | CC.1.5.11-12.E Adapt speech to a variety of contexts and tasks. CC.1.5.11-12.G | |
| 6-a | Provides the sound made by 2 animals or objects (e.g., A dog says A horn goes) | Demonstrate command of the conventions of standard English when speaking based on grade 11-12 level and content. | |
| 6-b | Gives 2 animal names when given the sounds they make (e.g., Meow says a) | | |
| 6-c | Completes 5 different song fill-ins (e.g., The wheels on the Twinkle, twinkle little) | | |
| 6-d | Completes 2 different verbal fill-ins involving fun activities (e.g., Peek-a Ready, set) | | |
| | | | |
| 7-M | Provides first name when asked, What is your name? (T) 8-a Completes 2 eat and 2 drink classification fill-ins (e.g., You eat You drink) | CC.1.5.11-12.E Adapt speech to a variety of contexts and tasks. CC.1.5.11-12.G | |
| 7-a | Completes 5 different in-context fill-ins (e.g., You sleep in your while at his bed) | Demonstrate command of the conventions of standard English when speaking based on grade 11-12 level and content. | |
| 7-b | Correctly responds to 5 in-context fill-ins when they are reversed (e.g., In your bed you go to) | | |
| 7-c | Completes 5 different out of context fill-in-the-blank phrases (e.g., You wash your) | | |
| 7-d | Generalizes 10 known intraverbal responses to a different adult and setting | | |
| | | | |
| 8-M | Completes 25 different fill-in-the-blank phrases (not including songs) (e.g., You eat You sleep in a Shoes and) | CC.1.5.11-12.E | |
| 8-a | Completes 2 eat and 2 drink classification fill-ins (e.g., You eat You drink) | Adapt speech to a variety of contexts and tasks. CC.1.5.11-12.G | |
| 8-b | Completes 5 different noun-noun association fill-in-the-blank phrases (e.g., mommy and) | Demonstrate command of the conventions of standard English when speaking based on grade 11-12 level and content. | |
| 8-c | Completes 5 song fill-ins with 2 or more words (e.g., Old McDonald had a farm) | | |
| 8-d | Generalizes 10 intraverbal responses to new carrier phrases (e.g., We bounce a Let's bounce a) | | |
| | | | |
| 9-M | Answers 25 different what questions (e.g., What do you brush?) | CC.1.2.11-12.A | |
| 9-a | Completes 10 different verb-noun fill-in-the-blank phrases (e.g., You ride the You play in) | Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of | |

| 9-b | Spontaneously emits (no additional verbal prompts) 2 intraverbal responses | the central ideas; provide an objective summary of the text. |
|-----|--|--|
| 9-c | Answers 10 different what questions with a verb as the primary SD (e.g., What do you brush?) | CC.1.2.11-12.B |
| 9-d | Answers 10 different what questions with a noun as the primary SD (e.g., What's in the barn?) | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and |
| | 1 1 1 1 | conclusions based on and related to an author's implicit and explicit assumptions and beliefs. CC.1.2.11-12.C |
| 9-e | When asked What do you eat (or drink)? provides 2 or more members of each category | Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of |
| 9-f | Provides 5 novel responses to previously acquired questions (response generalization) (e.g., when asked to name an | the text. |
| | animal the child answers bear for the first time without receiving training on bear) | CC.1.2.11-12.D |
| | | Evaluate how an author's point of view or purpose shapes the content and style of a text. CC.1.2.11-12.E |
| | | Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the |
| | | structure makes points clear, convincing, and engaging. |
| | | CC.1.2.11-12.G |
| | | Integrate and evaluate multiple sources of information presented in different media or formats (e.g. visually, quantitatively) as well as in words in order to address a question or solve a problem. |
| | | CC.1.2.11-12.H |
| | | Analyze seminal texts based upon reasoning, premises, purposes, and arguments. |
| | | CC.1.2.11-12.I |
| | | Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features. |
| | | CC.1.2.11-12.J |
| | | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, |
| | | and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when |
| | | considering a word or phrase important to comprehension or expression. CC.1.2.11-12.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.1.2.11-12.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. |
| | | CC.1.3.11-12.A |
| | | Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and |
| | | interaction of the themes; provide an objective summary of the text. |
| | | CC.1.3.11-12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and |
| | | conclusions based on and related to an author's implicit and explicit assumptions and beliefs. |
| | | CC.1.3.11-12.C |
| | | Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama. CC.1.3.11-12.D |
| | | Evaluate how an author's point of view or purpose shapes the content and style of a text. |
| | | CC.1.3.11-12.F |
| | | Evaluate how words and phrases shape meaning and tone in texts. |
| | | CC.1.3.11-12.G Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or |
| | | poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an |
| | | American dramatist.) |
| | | CC.1.3.11-12.H |
| | | Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics. |
| | | CC.1.3.11-12.I |
| | | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 11-12 reading and |
| | | content, choosing flexibly from a range of strategies and tools. |
| | | CC.1.3.11-12.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, |
| | | and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when |
| | | considering a word or phrase important to comprehension or expression. |
| | | CC.1.3.11-12.K |
| | | Read and comprehend literary fiction on grade level, reading independently and proficiently. CC.1.4.11-12.A |
| | | Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. |
| | | CC.1.4.11-12.B |
| | | Write with a sharp distinct focus identifying topic, task, and audience. |
| | | CC.1.5.11-12.E |

| | | Adapt speech to a variety of contexts and tasks. |
|------|--|---|
| | | CC.1.5.11-12.G |
| | | Demonstrate command of the conventions of standard English when speaking based on grade 11-12 level and content. CC.2.1.HS.F.1 |
| | | Apply and extend the properties of exponents to solve problems with rational exponents. |
| | | CC.2.1.HS.F.2 |
| | | Apply properties of rational and irrational numbers to solve real world or mathematical problems. |
| | | CC.2.1.HS.F.3 Apply quantitative reasoning to choose and Interpret units and scales in formulas, graphs and data displays. |
| | | CC.2.1.HS.F.4 |
| | | Use units as a way to understand problems and to guide the solution of multi-step problems. |
| | | CC.2.1.HS.F.5 |
| | | Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. |
| | | CC.2.1.HS.F.6 Extend the knowledge of arithmetic operations and apply to complex numbers. |
| | | CC.2.1.HS.F.7 |
| | | Apply concepts of complex numbers in polynomial identities and quadratic equations to solve problems. |
| 10-M | Answers 25 different who or where questions (e.g., Whose your friend? Where is your pillow?) | CC.1.2.11-12.A |
| 10-a | Answers 5 different where questions (e.g., Where are your videos?). | Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text. |
| 10-b | Answers 5 different who questions (e.g., Who is your teacher?) | CC.1.2.11-12.B |
| 10-c | Demonstrates 2 untrained intraverbal responses (e.g., responds flower when someone says daisy) | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and |
| 10-d | Answers 10 different class questions (e.g., What animals do you like? What toys do you like?) | conclusions based on and related to an author's implicit and explicit assumptions and beliefs. |
| | | CC.1.2.11-12.C Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of |
| 10-e | Answers both color and name questions about 10 visible items (e.g., What is it? What color is it?) | the text. |
| 10-f | Answers 10 different function questions (e.g., What do you do with a toothbrush?) | CC.1.2.11-12.D |
| 10-g | Spontaneously emits 5 intraverbal-mands (e.g., Dad says It's hot. and the child says Let's go swimming.) | Evaluate how an author's point of view or purpose shapes the content and style of a text. |
| | | CC.1.2.11-12.E Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the |
| | | structure makes points clear, convincing, and engaging. |
| | | CC.1.2.11-12.G |
| | | Integrate and evaluate multiple sources of information presented in different media or formats (e.g. visually, quantitatively) as |
| | | well as in words in order to address a question or solve a problem. CC.1.2.11-12.H |
| | | Analyze seminal texts based upon reasoning, premises, purposes, and arguments. |
| | | CC.1.2.11-12.I |
| | | Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and |
| | | rhetorical features. |
| | | CC.1.2.11-12.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, |
| | | and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when |
| | | considering a word or phrase important to comprehension or expression. |
| | | CC.1.2.11-12.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.1.2.11-12.L |
| | | Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. |
| | | CC.1.3.11-12.A Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and |
| | | interaction of the themes; provide an objective summary of the text. |
| | | CC.1.3.11-12.B |
| | | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and |
| | | conclusions based on and related to an author's implicit and explicit assumptions and beliefs. |
| | | CC.1.3.11-12.C Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama. |
| | | CC.1.3.11-12.D |
| | | Evaluate how an author's point of view or purpose shapes the content and style of a text. |
| | | CC.1.3.11-12.F |
| | | Evaluate how words and phrases shape meaning and tone in texts. CC.1.3.11-12.G |
| | | Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or |
| - | | |

| poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play | by an |
|--|----------|
| American dramatist.) | |
| СС.1.3.11-12.Н | |
| Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major period | ods of |
| literature, including how two or more texts from the same period treat similar themes or topics. | |
| CC.1.3.11-12.I | |
| Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 11-12 reading a | and |
| content, choosing flexibly from a range of strategies and tools. | |
| CC.1.3.11-12.J | |
| Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, sp | |
| and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge w | when |
| considering a word or phrase important to comprehension or expression. | |
| CC.1.3.11-12.K | |
| Read and comprehend literary fiction on grade level, reading independently and proficiently. | |
| CC.1.4.11-12.A | |
| Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurate information clearly accurate inform | urately. |
| CC.1.4.11-12.B | |
| Write with a sharp distinct focus identifying topic, task, and audience. | |
| CC.1.5.11-12.E | |
| Adapt speech to a variety of contexts and tasks. | |
| CC.1.5.11-12.G | |
| Demonstrate command of the conventions of standard English when speaking based on grade 11-12 level and content. | |
| CC.2.1.HS.F.1 | |
| Apply and extend the properties of exponents to solve problems with rational exponents. | |
| CC.2.1.HS.F.2 | |
| Apply properties of rational and irrational numbers to solve real world or mathematical problems. | |
| CC.2.1.HS.F.3 | |
| Apply quantitative reasoning to choose and Interpret units and scales in formulas, graphs and data displays. | |
| CC.2.1.HS.F.4 | |
| Use units as a way to understand problems and to guide the solution of multi-step problems. | |
| CC.2.1.HS.F.7 | |
| Apply concepts of complex numbers in polynomial identities and quadratic equations 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.1.2.11-12.A Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text. | | |
| 11-a | Completes 10 two-component (noun-verb) fill-ins (e.g., For breakfast you eat For lunch you eat) | CC.1.2.11-12.B | | |
| 11-b | Answers 25 two-component where questions (e.g., Where do you find the milk? Where's your wagon?) | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and | | |
| 11-c | Answers 25 two-component who questions (e.g., Who takes you to school? Who do you play with?) | conclusions based on and related to an author's implicit and explicit assumptions and beliefs. CC.1.2.11-12.C | | |
| 11-d | Answers 25 what questions involving function (e.g., What do you do with crayons?) | Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of | | |
| 11-e | Answers 25 what questions when given the function (e.g., What gets you clean?) | the text. CC.1,2,11-12,D | | |
| 11-f | Demonstrates 10 untrained intraverbals (e.g., retells what happened in a video without any specific training) | Evaluate how an author's point of view or purpose shapes the content and style of a text. | | |
| 11-g | Demonstrates 5 new intraverbals with just tact training (e.g., tact of computerDaddy has a computer.) | CC.1.2.11-12.E | | |
| 11-h | Answers I don't know to questions that the child cannot answer | Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. | | |
| | • | CC.1.2.11-12.G | | |
| | | Integrate and evaluate multiple sources of information presented in different media or formats (e.g. visually, quantitatively) as | | |
| | | well as in words in order to address a question or solve a problem. | | |
| | | CC.1.2.11-12.H Analyze seminal texts based upon reasoning, premises, purposes, and arguments. | | |

CC.1.2.11-12.I Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features. CC.1.2.11-12.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. CC.1.2.11-12.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. Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text. CC.1.3.11-12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs. CC.1.3.11-12.C Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama. CC.1.3.11-12.D Evaluate how an author's point of view or purpose shapes the content and style of a text. CC.1.3.11-12.F Evaluate how words and phrases shape meaning and tone in texts. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.) CC.1.3.11-12.H Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics. CC.1.3.11-12.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 11-12 reading and content, choosing flexibly from a range of strategies and tools. CC.1.3.11-12.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. CC.1.3.11-12.K Read and comprehend literary fiction on grade level, reading independently and proficiently. CC.1.4.11-12.A Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. CC.1.4.11-12.B Write with a sharp distinct focus identifying topic, task, and audience. CC.1.5.11-12.E Adapt speech to a variety of contexts and tasks. CC.1.5.11-12.G Demonstrate command of the conventions of standard English when speaking based on grade 11-12 level and content. CC.2.1.HS.F.1 Apply and extend the properties of exponents to solve problems with rational exponents. CC.2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems. CC.2.1.HS.F.3 Apply quantitative reasoning to choose and Interpret units and scales in formulas, graphs and data displays. CC.2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multi-step problems. CC.2.1.HS.F.5 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. CC.2.1.HS.F.6 Extend the knowledge of arithmetic operations and apply to complex numbers. CC.2.1.HS.F.7 Apply concepts of complex numbers in polynomial identities and quadratic equations to solve problems. CC.1.2.11-12.A Demonstrates 300 different intraverbal responses, tested or obtained from an accumulated list of known

| | intraverbals |
|--------------|---|
| -a | Provides at least 3 members of 10 classes (e.g., What do you see on a playground?) |
| b | Answers 25 multiple choice questions (e.g., Does a fish live in the water or in trees?) |
| c | Provides 10 categories when given several members (e.g., a horse, cow, and pig are all) |
| d | Provides the name of 25 items when given a specific feature (e.g., What has wheels?) |
| | |
| <u>-е</u> | Provides 2 features of 10 items when given their names (e.g., What's on a fire truck?) |
| 2-f | Provides an answer to 3 emotion questions (e.g., What makes you sad? What makes you happy?) |
| l-g | Provides at least 25 3+ word responses to questions (e.g., when asked What do you like to play? the child responds I like |
| | to play with cars) |
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and analyze the relationship between two or more central ideas of a text, including the development and interaction of ideas; provide an objective summary of the text.

and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and s based on and related to an author's implicit and explicit assumptions and beliefs.

e interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of

ow an author's point of view or purpose shapes the content and style of a text.

d evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the akes points clear, convincing, and engaging.

nd evaluate multiple sources of information presented in different media or formats (e.g. visually, quantitatively) as vords in order to address a question or solve a problem.

minal texts based upon reasoning, premises, purposes, and arguments.

undational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and eafures.

12.J

d use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, g at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when a word or phrase important to comprehension or expression.

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

12.L

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

and analyze the relationship between two or more themes or central ideas of a text, including the development and of the themes; provide an objective summary of the text.

and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and s based on and related to an author's implicit and explicit assumptions and beliefs.

12.C

e impact of the author's choices regarding how to develop and relate elements of a story or drama.

ow an author's point of view or purpose shapes the content and style of a text.

ow words and phrases shape meaning and tone in texts.

ultiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or aluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an lramatist.)

-12.H

te knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of acluding how two or more texts from the same period treat similar themes or topics.

or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 11-12 reading and posing flexibly from a range of strategies and tools.

d use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, g at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when a word or phrase important to comprehension or expression.

omprehend literary fiction on grade level, reading independently and proficiently.

-12.A

rmative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.

CC.1.4.11-12.B

Write with a sharp distinct focus identifying topic, task, and audience.

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|------|---|---|
| | | CC.1.5.11-12.E Adapt speech to a variety of contexts and tasks. |
| | | CC.1.5.11-12.G |
| | | Demonstrate command of the conventions of standard English when speaking based on grade 11-12 level and content. CC.2.1.HS.F.1 |
| | | Apply and extend the properties of exponents to solve problems with rational exponents. CC.2.1.HS.F.3 |
| | | Apply quantitative reasoning to choose and Interpret units and scales in formulas, graphs and data displays. CC.2.1.HS.F.4 |
| | | Use units as a way to understand problems and to guide the solution of multi-step problems. |
| 13-M | Answers 2 questions after being read short passages (15+ words) from books, for 25 passages (e.g., Who blew the | CC.1.2.11-12.A |
| | house down?) | Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text. |
| 13-a | Answers 25 questions with yes or no (e.g., Is a shoe good to eat?) | the central ideas; provide an objective summary of the text. CC.1.2.11-12.B |
| 13-b | Describes 5 locations not in view (e.g., Tell me about your bedroom?) | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and |
| 13-c | Answers 25 intraverbal questions involving adjectives (e.g., Can you tell me a big animal?) | conclusions based on and related to an author's implicit and explicit assumptions and beliefs. |
| 13-d | Answers a question about a single sentence just read, for 10 sentences | CC.1.2.11-12.C Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of |
| 13-u | i u | the text. |
| | Correctly answers the question How old are you? | CC.1.2.11-12.D |
| 13-f | Answers 2 time questions with general responses (e.g., What time do you go to bed?at nighttime) | Evaluate how an author's point of view or purpose shapes the content and style of a text. |
| 13-g | Completes a story sequence for 5 stories (e.g., Then what happened to the three little pigs?) | CC.1.2.11-12.E Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the |
| 13-h | Engages in 5 different conversations that contain at least 3 intraverbal exchanges on a single topic | structure makes points clear, convincing, and engaging. |
| 13-i | Describes 2 attributes about himself (e.g., I have brown hair. I have blue eyes.) | CC.1.2.11-12.G |
| | | Integrate and evaluate multiple sources of information presented in different media or formats (e.g. visually, quantitatively) as well as in words in order to address a question or solve a problem. |
| | | CC.1.2.11-12.H |
| | | Analyze seminal texts based upon reasoning, premises, purposes, and arguments. |
| | | CC.1.2.11-12.I |
| | | Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features. |
| | | CC.1.2.11-12.J |
| | | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, |
| | | and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when |
| | | considering a word or phrase important to comprehension or expression. CC.1.2.11-12.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.1.2.11-12.L |
| | | Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. |
| | | CC.1.3.11-12.A Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and |
| | | interaction of the themes; provide an objective summary of the text. |
| | | CC.1.3.11-12.B |
| | | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and |
| | | conclusions based on and related to an author's implicit and explicit assumptions and beliefs. CC.1.3.11-12.C |
| | | Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama. CC.1.3.11-12.D |
| | | Evaluate how an author's point of view or purpose shapes the content and style of a text. |
| | | CC.1.3.11-12.E |
| | | Evaluate the structure of texts including how specific sentences, paragraphs and larger portions of the texts relate to each other |
| | | and the whole. CC.1.3.11-12.F |
| | | Evaluate how words and phrases shape meaning and tone in texts. |
| | | CC.1.3.11-12.G |
| | | Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or |
| | | poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an |
| | | American dramatist.) CC.1.3.11-12.H |
| | | Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of |
| 1 | · | 2 |

| | | literature, including how two or more texts from the same period treat similar themes or topics. |
|--------------|---|---|
| | | CC.1.3.11-12.I |
| | | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 11-12 reading and |
| | | content, choosing flexibly from a range of strategies and tools. CC.1.3.11-12.K |
| | | Read and comprehend literary fiction on grade level, reading independently and proficiently. |
| | | CC.1.4.11-12.A |
| | | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. |
| | | CC.1.4.11-12.B Write with a sharp distinct focus identifying topic, task, and audience. |
| | | CC.1.5.11-12.E |
| | | Adapt speech to a variety of contexts and tasks. |
| | | CC.1.5.11-12.G |
| | | Demonstrate command of the conventions of standard English when speaking based on grade 11-12 level and content. CC.2.1.HS.F.1 |
| | | Apply and extend the properties of exponents to solve problems with rational exponents. |
| | | CC.2.1.HS.F.2 |
| | | Apply properties of rational and irrational numbers to solve real world or mathematical problems. CC.2.1.HS.F.3 |
| | | Apply quantitative reasoning to choose and Interpret units and scales in formulas, graphs and data displays. |
| | | CC.2.1.HS.F.4 |
| | | Use units as a way to understand problems and to guide the solution of multi-step problems. |
| | | CC.2.1.HS.F.5 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. |
| | | CC.2.1.HS.F.6 |
| | | Extend the knowledge of arithmetic operations and apply to complex numbers. |
| | | CC.2.1.HS.F.7 |
| 14 14 | Describes 25 different energy videous stories at a with 0 amounts (a.g. Tall we what however). The his mounts | Apply concepts of complex numbers in polynomial identities and quadratic equations to solve problems. CC.1.2.11-12.A |
| 14-M | Describes 25 different events, videos, stories, etc. with 8+ words (e.g., Tell me what happened The big monster | Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of |
| 1.4 | scared everybody and they all ran into the house.) | the central ideas; provide an objective summary of the text. |
| 14-a | Answers 25 different who, what, or where questions that contain 3 or more elements (e.g., What color is a fire truck?) | CC.1.2.11-12.B |
| 14-b | Provides at least 3 members of 25 categories (e.g., What do you find on a playground?) | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs. |
| 14-c | Answers 5 questions about daily or current events (e.g., Where are you going with dad?) | CC.1.2.11-12.C |
| 14-d | Intraverbally responds at least 25 times in a day to the verbal questions or statements from peers | Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of |
| 14-e | Shows generalization by giving the same answer to 10 questions presented in 3 different ways (e.g., answers my house to | the text. CC.1.2.11-12.D |
| | Where do you live? Where is your dog? and Where do play?) | Evaluate how an author's point of view or purpose shapes the content and style of a text. |
| 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.1.2.11-12.E |
| 14-g | Provides 3 pieces of personal information (e.g., Where do you live? What's your brother's name?) | Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the |
| 14-h | Answers 25 intraverbal questions involving prepositions (e.g., What's under your bed?) | structure makes points clear, convincing, and engaging. CC.1.2.11-12.G |
| 14-i | Answers 25 intraverbal questions involving propositions (e.g., Who has a brown dog?) | Integrate and evaluate multiple sources of information presented in different media or formats (e.g. visually, quantitatively) as |
| 14-j | Provides 25 answers to sequence questions (e.g., What do you do after you get to school?) | well as in words in order to address a question or solve a problem. |
| 14-j 14-k | Answers 10 when questions (e.g., When do you take a bath?) | CC.1.2.11-12.H Analyze seminal texts based upon reasoning, premises, purposes, and arguments. |
| 14-K | Allsweis to when questions (e.g., when do you take a bath?) | CC.1.2.11-12.I |
| | | Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and |
| | | rhetorical features. |
| | | CC.1.2.11-12.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, |
| | | and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when |
| | | considering a word or phrase important to comprehension or expression. |
| | | CC.1.2.11-12.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.1.2.11-12.L |
| | | Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. |
| | | CC.1.3.11-12.A |
| | | Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text. |
| | | interaction of the themes, provide an objective summary of the text. |

| | | CC.1.3.11-12.B |
|------|---|--|
| | | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs. |
| | | CC.1.3.11-12.C |
| | | Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama. |
| | | CC.1.3.11-12.D Evaluate how an author's point of view or purpose shapes the content and style of a text. |
| | | CC.1.3.11-12.E |
| | | Evaluate the structure of texts including how specific sentences, paragraphs and larger portions of the texts relate to each other |
| | | and the whole. |
| | | CC.1.3.11-12.G Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or |
| | | poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an |
| | | American dramatist.) |
| | | CC.1.3.11-12.H |
| | | Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics. |
| | | CC.1.3.11-12.I |
| | | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 11-12 reading and |
| | | content, choosing flexibly from a range of strategies and tools. CC.1.3.11-12.J |
| | | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, |
| | | and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when |
| | | considering a word or phrase important to comprehension or expression. |
| | | CC.1.3.11-12.K Read and comprehend literary fiction on grade level, reading independently and proficiently. |
| | | CC.1.4.11-12.A |
| | | Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. |
| | | CC.1.4.11-12.B |
| | | Write with a sharp distinct focus identifying topic, task, and audience. CC.1.5.11-12.E |
| | | Adapt speech to a variety of contexts and tasks. |
| | | CC.1.5.11-12.G |
| | | Demonstrate command of the conventions of standard English when speaking based on grade 11-12 level and content. |
| | | CC.2.1.HS.F.1 Apply and extend the properties of exponents to solve problems with rational exponents. |
| | | CC.2.1.HS.F.2 |
| | | Apply properties of rational and irrational numbers to solve real world or mathematical problems. |
| | | CC.2.1.HS.F.3 |
| | | Apply quantitative reasoning to choose and Interpret units and scales in formulas, graphs and data displays. CC.2.1.HS.F.4 |
| | | Use units as a way to understand problems and to guide the solution of multi-step problems. |
| | | CC.2.1.HS.F.5 |
| | | Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. |
| | | CC.2.1.HS.F.6 Extend the knowledge of arithmetic operations and apply to complex numbers. |
| | | CC.2.1.HS.F.7 |
| | | Apply concepts of complex numbers in polynomial identities and quadratic equations to solve problems. |
| 15-M | Answers 4 different rotating WH questions about a single topic for 10 topics (e.g., Who takes you to school? Where | CC.1.2.11-12.A Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of |
| | do you go to school? What do you take to school?) | the central ideas; provide an objective summary of the text. |
| 15-a | Answers 10 questions about community helpers (e.g., What does a doctor do?) | CC.1.2.11-12.B |
| 15-b | Answers 25 different questions that contain 4 or more parts of speech (e.g., What tool do you need to pound nails?) | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs. |
| 15-с | Takes turns adding to a story started by others (e.g., And then he saw a boat) | conclusions based on and related to an author's implicit and explicit assumptions and beliefs. CC.1.2.11-12.C |
| 15-d | Answers 5 different how questions (e.g., How do you fix the hole?) | Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of |
| 15-е | Provides last name when asked (e.g., Harrison) | the text. |
| 15-f | Answers 25 intraverbal questions involving adverbs (e.g., What animal moves slow?) | CC.1.2.11-12.D Evaluate how an author's point of view or purpose shapes the content and style of a text. |
| 15-g | Shows response generalization by describing the same 10 objects, events, pets, people, etc. in 3 different ways (e.g., in | CC.1.2.11-12.E |
| | I bhows response generalization by describing the same to objects, events, pets, people, etc. in 3 different ways (e.g., in | |
| 13 8 | reference to a pet dog Toby, the child says at different times a dog, an animal, Toby) | Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the |

| 15-h | Describes 5 events that happened in the past | structure makes points clear, convincing, and engaging. |
|------|--|--|
| 15-i | Describes 5 events that will happen in the future | CC.1.2.11-12.G Integrate and evaluate multiple sources of information presented in different media or formats (e.g. visually, quantitatively) as |
| 15-j | Summarizes 5 different stories with at least 10 words | well as in words in order to address a question or solve a problem. |
| 15-k | Suggests a possible solution when presented with a problem | CC.1.2.11-12.H |
| | a 1880 and the control of the contro | Analyze seminal texts based upon reasoning, premises, purposes, and arguments. |
| | | CC.1.2.11-12.I Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and |
| | | rhetorical features. |
| | | CC.1.2.11-12.J |
| | | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when |
| | | considering a word or phrase important to comprehension or expression. |
| | | CC.1.2.11-12.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.1.2.11-12.L |
| | | Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. |
| | | CC.1.3.11-12.A |
| | | Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and |
| | | interaction of the themes; provide an objective summary of the text. CC.1.3.11-12.B |
| | | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and |
| | | conclusions based on and related to an author's implicit and explicit assumptions and beliefs. |
| | | CC.1.3.11-12.C Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama. |
| | | CC.1.3.11-12.D |
| | | Evaluate how an author's point of view or purpose shapes the content and style of a text. |
| | | CC.1.3.11-12.E Evaluate the structure of texts including how specific sentences, paragraphs and larger portions of the texts relate to each other |
| | | and the whole. |
| | | CC.1.3.11-12.G |
| | | Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or |
| | | poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.) |
| | | CC.1.3.11-12.H |
| | | Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of |
| | | literature, including how two or more texts from the same period treat similar themes or topics. CC.1.3.11-12.I |
| | | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 11-12 reading and |
| | | content, choosing flexibly from a range of strategies and tools. |
| | | CC.1.3.11-12.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, |
| | | and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when |
| | | considering a word or phrase important to comprehension or expression. |
| | | CC.1.3.11-12.K Read and comprehend literary fiction on areade level reading independently and proficiently |
| | | Read and comprehend literary fiction on grade level, reading independently and proficiently. CC.1.4.11-12.A |
| | | Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. CC.1.4.11-12.B |
| | | Write with a sharp distinct focus identifying topic, task, and audience. |
| | | CC.1.5.11-12.E Adapt speech to a variety of contexts and tasks. |
| | | CC.1.5.11-12.G Demonstrate command of the conventions of standard English when speaking based on grade 11-12 level and content. |
| | | CC.2.1.HS.F.1 Apply and extend the properties of exponents to solve problems with rational exponents. |
| | | CC.2.1.HS.F.2 |
| | | Apply properties of rational and irrational numbers to solve real world or mathematical problems. CC.2.1.HS.F.3 |
| | | Apply quantitative reasoning to choose and Interpret units and scales in formulas, graphs and data displays. CC.2.1.HS.F.4 |
| | 1 | COMMING |

| Use units as a way to understand problems and to guide the solution of multi-step problems. |
|---|
| CC.2.1.HS.F.6 |
| Extend the knowledge of arithmetic operations and apply to complex numbers. |
| CC.2.1.HS.F.7 |
| Apply concepts of complex numbers in polynomial identities and quadratic equations to solve problems. |

| | CLASSROM ROUTINES & GRO LEVEL 2 | OUP SKILLS |
|-------|--|--|
| 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.1.5.11-12.D |
| 6-a | Adjusts to separation from parents (e.g., does not cry when parents leave) | Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task. |
| 6-b | Sits at a snack or lunch table when physically prompted for 1 minute | CC.1.5.11-12.E |
| 6-c | Lines up with other children when physically prompted | Adapt speech to a variety of contexts and tasks. CC.1.5.11-12.G |
| 6-d | Demonstrates general compliance for all classroom aides | Demonstrate command of the conventions of standard English when speaking based on grade 11-12 level and content. |
| | | CC.1.2.11-12.J |
| 7-M | Puts away personal items, lines up, and comes to a table with only 1 verbal prompt | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when |
| 7-a | Does not attempt to move away from a peer when seated next to him | considering a word or phrase important to comprehension or expression. |
| 7-b | Puts away personal items (e.g., coat, backpack, lunch box) with gestural and verbal prompts | |
| 7-c | Goes to and sits at a table with other children with only verbal prompts | |
| 7-d | Cooperates with hand washing with physical assistance | |
| 7-e | Does not engage in negative behavior toward a peer when seated next to him | |
| 8-M | Transitions between classroom activities with no more than 1 gestural or verbal prompt | |
| 8-a | Goes to a circle group and sits with only verbal prompts | |
| 8-b | Goes to and sits at a table or work station with only verbal prompts | |
| 8-c | Waits while seated at a table, without touching materials, until allowed to do so | |
| 8-d | Sits in a circle group for 2 minutes without disruptive behavior or prompts to remain seated | |
| 9-M | Sits in a small group for 5 minutes without disruptive behavior or attempting to leave the group | |
| 9-a | Comes inside after recess with only verbal prompts | |
| 9-b | Participates in group movement and song activities with only verbal prompts (e.g., Ring Around the Rosy, Duck-Duck Goose, Hokey Pokey) | |
| 9-c | Imitates group activities with objects (e.g., tapping sticks together, shaking a maraca) | |
| 9-d | Sings songs with the group with only verbal prompts (e.g., Head, shoulders, knees and toes) | |
| 10-M | Sits in a small group for 10 minutes, attends to the teacher or material for 50% of the period, and responds to 5 of a teacher's SDs | |
| 10-a | Gets lunch with only verbal prompts | |
| 10-b | Puts away backpack, lunch box, or coat upon entering the classroom with group prompts | |
| 10-c | Imitates group activities with objects (e.g., tapping sticks together, shaking a maraca) | |
| 10-d | Gets out and opens most snack/lunch items independently | |

| 10-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 | VB-MAPP Milestones & Supporting Skills | PA Core Standards | |
| 11-M 11-a 11-b 11-c 11-d | Uses the toilet and washes hands with only verbal prompts Sits or stands at an arts and crafts or activity table for 5 minutes without disruptive behavior Responds to 1 group instruction without additional prompts (e.g., Everybody stand up Works independently on a task or activity for 1 minute without prompts or reinforcement Comes to the front of the group with 1 verbal prompt | CC.1.2.11-12.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. CC.1.2.11-12.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. CC.2.1.HS.F.1 Apply and extend the properties of exponents to solve problems with rational exponents. CC.2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems. CC.2.1.HS.F.3 Apply quantitative reasoning to choose and Interpret units and scales in formulas, graphs and data displays. CC.2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multi-step problems. CC.2.1.HS.F.6 Extend the knowledge of arithmetic operations and apply to complex numbers. CC.2.1.HS.F.7 Apply concepts of complex numbers in polynomial identities and quadratic equations to solve problems. | |
| 12-a 12-b 12-c 12-d | 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?) Raises hand to take a turn in a group setting (e.g., Who wants to pick a song?) Uses classroom materials as designed (e.g., glue, scissors, crayons, paper) Puts away toys and material when prompted to do so Stays on task for 1 minute during an arts and crafts activity when an adult leaves the table | CC.1.5.11-12.E Adapt speech to a variety of contexts and tasks. CC.1.5.11-12.G Demonstrate command of the conventions of standard English when speaking based on grade 11-12 level and content. | |
| 13-M 13-a 13-b 13-c 13-d | Works independently for 5 minutes in a group, and stays on task for 50% of the period Gets necessary materials to complete an activity when verbally prompted (e.g., Get some glue.) Independently transitions between classroom activities with only group verbal prompts Responds to group questions without a direct prompt (e.g., What happened to Simba?) Mands to use the toilet and has minimal accidents | CC.1.2.11-12.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. | |
| 14-M 14-a 14-b 14-c 14-d 14-e 14-f | Acquires 2 new behaviors in a 15-minute group-teaching format involving 5 or more children Takes turns and shares items with peers Discriminates and follows two-component group instructions (e.g., All the boys line up) Follows safety rules in a classroom (e.g., No running. No pushing.) Leads 2 different group activities involving 3 other children (e.g., red-light, green-light game) Mands for a specific activity in a group setting (e.g., Let's play tag!) Assists in picking up after an activity with only 1 verbal prompt | CC.1.2.11-12.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. | |

| 15-M | Sits in a 20-minute group session involving 5 children without disruptive behaviors, and answers 5 intraverbal questions | CC.1.2.11-12.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when |
|--|---|--|
| 15-a 15-b 15-c 15-d 15-e 15-f 15-g 15-h | Focuses on a task despite disruptions in the room Meets some of his own self-care needs without prompts (e.g., wipes nose, puts on coat) Verbally interacts with peers 3 times in a table-top group activity Sits back down when his turn is over without prompts Keeps hands to self in a group setting Raises hand to indicate he knows the answer to a question during a group Completes 2 independent worksheets without prompts at a table with 3 other children Sits in a school assembly for 20 minutes without disruptive behavior | and instering a word or phrase important to comprehension or expression. CC.1.2.11-12.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. CC.1.5.11-12.E Adapt speech to a variety of contexts and tasks. CC.1.5.11-12.G Demonstrate command of the conventions of standard English when speaking based on grade 11-12 level and content. CC.2.1.HS.F.1 Apply and extend the properties of exponents to solve problems with rational exponents. CC.2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems. CC.2.1.HS.F.3 Apply quantitative reasoning to choose and Interpret units and scales in formulas, graphs and data displays. CC.2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multi-step problems. CC.2.1.HS.F.6 Extend the knowledge of arithmetic operations and apply to complex numbers. CC.2.1.HS.F.7 Apply concepts of complex numbers in polynomial identities and quadratic equations to solve problems. |

| | LINGUISTIC STRUCTURE | |
|---------|--|--|
| LEVEL 2 | | |
| Skill | VB-MAPP Milestones & Supporting Skills | PA Core Standards |
| 6-M | The child's articulation of 10 tacts can be understood by familiar adults who cannot see the item tacted | CC.1.5.11-12.E |
| | | Adapt speech to a variety of contexts and tasks. CC.1.5.11-12.G |
| | | Demonstrate command of the conventions of standard English when speaking based on grade 11-12 level and content. |
| 7-M | Has a total listener vocabulary of 100 words (e.g., Touch nose. Jump. Find keys.) | CC.1.2.11-12.A |
| 7-a | Uses recognizable words more frequently than jargon | Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of |
| 7-b | Emits 2-3 word carrier phrases without "understanding" each word (e.g., It's a cat. Go for a ride?) | the central ideas; provide an objective summary of the text. CC.1.2.11-12.B |
| 7-c | Has a total speaker vocabulary size of 50 words (all verbal operants except echoic) | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and |
| 7-0 | Thas a total speaker vocabulary size of 30 words (all verbal operants except echoic) | conclusions based on and related to an author's implicit and explicit assumptions and beliefs. CC.1.2.11-12.C |
| | | Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of |
| | | the text. |
| | | CC.1.2.11-12.D Evaluate how an author's point of view or purpose shapes the content and style of a text. |
| | | CC.1.2.11-12.E |
| | | Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the |
| | | structure makes points clear, convincing, and engaging. |
| | | CC.1.2.11-12.F Evaluate how words and phrases shape meaning and tone in texts. |
| | | CC.1.2.11-12.G |
| | | Integrate and evaluate multiple sources of information presented in different media or formats (e.g. visually, quantitatively) as |
| | | well as in words in order to address a question or solve a problem. |
| | | CC.1.2.11-12.H |
| | | Analyze seminal texts based upon reasoning, premises, purposes, and arguments. CC.1.2.11-12.I |
| | | Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and |
| | | rhetorical features. |

| | | CC.1.2.11-12.J |
|-----------|--|---|
| | | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speakin |
| | | and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when |
| | | considering a word or phrase important to comprehension or expression. |
| | | CC.1.2.11-12.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.1.2.11-12.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. |
| | | CC.1.3.11-12.A |
| | | Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and |
| | | interaction of the themes; provide an objective summary of the text. |
| | | CC.1,3,11-12.B |
| | | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and |
| | | conclusions based on and related to an author's implicit and explicit assumptions and beliefs. |
| | | CC.1.3.11-12.C |
| | | Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama. |
| | | CC.1.3.11-12.D |
| | | Evaluate how an author's point of view or purpose shapes the content and style of a text. |
| | | CC.1.3.11-12.E |
| | | Evaluate the structure of texts including how specific sentences, paragraphs and larger portions of the texts relate to each of and the whole. |
| | | CC.1.3.11-12.F |
| | | Evaluate how words and phrases shape meaning and tone in texts. |
| | | CC.1.3.11-12.G |
| | | Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or |
| | | poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by ar |
| | | American dramatist.) |
| | | CC.1.3.11-12.H |
| | | Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of |
| | | literature, including how two or more texts from the same period treat similar themes or topics. |
| | | CC.1.3.11-12.I |
| | | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 11-12 reading and |
| | | content, choosing flexibly from a range of strategies and tools. |
| | | CC.1.3.11-12.J |
| | | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when |
| | | considering a word or phrase important to comprehension or expression. |
| | | CC.1.3.11-12.K |
| | | Read and comprehend literary fiction on grade level, reading independently and proficiently. |
| | | CC.1.4.11-12.A |
| | | Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accuratel |
| | | CC.1.4.11-12.B |
| | | Write with a sharp distinct focus identifying topic, task, and audience. |
| | | CC.1.5.11-12.E |
| | | Adapt speech to a variety of contexts and tasks. |
| | | CC.1.5.11-12.G |
| | | Demonstrate command of the conventions of standard English when speaking based on grade 11-12 level and content. |
| | different 2-word utterances per day of any type except echoic (e.g., mand, tact) | CC.1.2.11-12.F Evaluate how words and phrases shape meaning and tone in texts. |
| Emits 2-w | ord mands for recurrence (e.g., more tickle) | CC.1.2.11-12.J |
| | ord noun-verb or verb-noun mands or tacts (e.g., Pour juice. Baby crying.) | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaki |
| | For a notal vero of vero notal manage of tacts (e.g., 1 our jace. Baby erymg.) Flume of voice on command (e.g., whispers and uses loud voice) | and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when |
| | | considering a word or phrase important to comprehension or expression. |
| Echoes 10 | different rhythms, intonations, or pitches | CC.1.3.11-12.F |
| | | Evaluate how words and phrases shape meaning and tone in texts. |
| | | CC.1.5.11-12.E |
| | | Adapt speech to a variety of contexts and tasks. |
| | | CC.1.5.11-12.G |
| | | Demonstrate command of the conventions of standard English when speaking based on grade 11-12 level and content. |
| Emita fun | ctional prosody (i.e., rhythm, stress, intonation) on 5 occasions in one day (e.g., puts emphasis | s or stress CC.1.2.11-12.F |

| | on certain words at appropriate times such as, It's MINE!) | Evaluate how words and phrases shape meaning and tone in texts. |
|---------------|--|--|
| 9-a | Consistently emits the initial consonants of words | CC.1.2.11-12.J |
| 9-b | Emits 2-word mands for possession (e.g., My cookie. That's mine.) | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when |
| 9-c | Emits 2-word mands or tacts for location (e.g., Come here. There's Thomas.) | considering a word or phrase important to comprehension or expression. |
| 9-d | Emits 2-word mands for negation or refusal (e.g., No Barney. No shoes. No more.) | CC.1.3.11-12.F |
| 9-e | Combines 2 words to make a novel word or phrase (e.g., Miss Betty) | Evaluate how words and phrases shape meaning and tone in texts. CC.1.5.11-12.E |
| | Combines 2 words to make a novel word of pinase (e.g., Miss Beay) | Adapt speech to a variety of contexts and tasks. |
| | | CC.1.5.11-12.G |
| 10-M | Has a total speaker vocabulary of 300 words (all verbal operants except echoic) | Demonstrate command of the conventions of standard English when speaking based on grade 11-12 level and content. CC.1.2.11-12.A |
| 10-W1 10-a | Echoes most words or approximations to words on command (generalized echoic repertoire) but still has articulation | Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of |
| 10-a | | the central ideas; provide an objective summary of the text. |
| 10 h | Strangers can understand at least 50% of the words emitted by the child | CC.1.2.11-12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and |
| 10-b | | conclusions based on and related to an author's implicit and explicit assumptions and beliefs. |
| 10-c | Emits a total listener vocabulary size of 400 words | CC.1.2.11-12.C |
| 10-d | Emits a mean length of utterance (MLU) of 2 1/2 morphemes (e.g., Push car. Where mommy go?) | Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text. |
| | | CC.1.2.11-12.D |
| | | Evaluate how an author's point of view or purpose shapes the content and style of a text. |
| | | CC.1.2.11-12.E Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the |
| | | structure makes points clear, convincing, and engaging. |
| | | CC.1.2.11-12.F |
| | | Evaluate how words and phrases shape meaning and tone in texts. CC.1.2.11-12.G |
| | | Integrate and evaluate multiple sources of information presented in different media or formats (e.g. visually, quantitatively) as |
| | | well as in words in order to address a question or solve a problem. |
| | | CC.1.2.11-12.H |
| | | Analyze seminal texts based upon reasoning, premises, purposes, and arguments. CC.1.2.11-12.I |
| | | Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and |
| | | rhetorical features. |
| | | CC.1.2.11-12.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, |
| | | and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when |
| | | considering a word or phrase important to comprehension or expression. |
| | | CC.1.2.11-12.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.1.2.11-12.L |
| | | Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. CC.1.3.11-12.A |
| | | Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and |
| | | interaction of the themes; provide an objective summary of the text. |
| | | CC.1.3.11-12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and |
| | | conclusions based on and related to an author's implicit and explicit assumptions and beliefs. |
| | | CC.1.3.11-12.C |
| | | Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama. |
| | | CC.1.3.11-12.D Evaluate how an author's point of view or purpose shapes the content and style of a text. |
| | | CC.1.3.11-12.E |
| | | Evaluate the structure of texts including how specific sentences, paragraphs and larger portions of the texts relate to each other |
| | | and the whole. CC.1.3.11-12.F |
| | | Evaluate how words and phrases shape meaning and tone in texts. |
| | | CC.1.3.11-12.G |
| | | Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or |
| | | poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an |

| American dramatist.) |
|---|
| CC.1.3.11-12.H |
| Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of |
| literature, including how two or more texts from the same period treat similar themes or topics. |
| CC.1.3.11-12.I |
| Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 11-12 reading and |
| content, choosing flexibly from a range of strategies and tools. |
| CC.1.3.11-12.J |
| Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, |
| and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when |
| considering a word or phrase important to comprehension or expression. |
| CC.1.4.11-12.A |
| Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. |
| CC.1.4.11-12.B |
| Write with a sharp distinct focus identifying topic, task, and audience. |
| CC.1.5.11-12.E |
| Adapt speech to a variety of contexts and tasks. |
| CC.1.5.11-12.G |
| Demonstrate command of the conventions of standard English when speaking based on grade 11-12 level and content. |
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| | LINGUISTIC STRUCTURE | |
|----------------------|---|---|
| | LEVEL 3 | |
| Skill | VB-MAPP Milestones & Supporting Skills | PA Core Standards |
| 11-M 11-a 11-b | 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) Emits auxiliary (helping) verbs in a tact or mand carrier phrase (e.g., do, have, will, can, was) Phrases emitted by the child in one day contain several different "small" words that were not directly taught, but seem | CC.1.2.11-12.F Evaluate how words and phrases shape meaning and tone in texts. CC.1.2.11-12.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when |
| 11-c | appropriate for the context (e.g., it, that, a, the, an, too, or, but) Uses "s" vs. "es" plural markers (e.g., books or glasses) | considering a word or phrase important to comprehension or expression. CC.1.3.11-12.F Evaluate how words and phrases shape meaning and tone in texts. CC.1.3.11-12.I |
| 11-d | Uses irregular plurals correctly (e.g., foot-feet, mouse-mice, tooth-teeth) Fig. (a.g., foot-feet, mouse-mice, tooth-teeth) | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 11-12 reading and content, choosing flexibly from a range of strategies and tools. CC.1.3.11-12.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. CC.1.4.11-12.B Write with a sharp distinct focus identifying topic, task, and audience. CC.1.5.11-12.E Adapt speech to a variety of contexts and tasks. CC.1.5.11-12.G Demonstrate command of the conventions of standard English when speaking based on grade 11-12 level and content. CC.2.1.HS.F.5 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. |
| 12-M | Emits verb inflections by combining 10 root verbs with affixes for regular past tense (e.g., played) and 10 root verbs with affixes for future tense (e.g., will play) | Evaluate how an author's point of view or purpose shapes the content and style of a text. CC.1.2.11-12.E |
| 12-a 12-b 12-c | Uses is and am appropriately with verbs (e.g., I am eating. The dog is barking.) Emits conjunctions to combine words and phrases (e.g., and, or, but) Emits some irregular past tense verbs appropriately (e.g., dug, ran, built) | Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. CC.1.2.11-12.F |

| 12-d | Emits 2-word noun-verb or verb-noun mands or tacts (e.g., Pour juice. Baby crying.) | Evaluate how words and phrases shape meaning and tone in texts. |
|-------|--|---|
| | | CC.1.2.11-12.J |
| 12-e | Emits present participle inflection with "verb-ing" (e.g., running, playing, swimming) | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, |
| | | and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when |
| | | considering a word or phrase important to comprehension or expression. CC.1.3.11-12.E |
| | | Evaluate the structure of texts including how specific sentences, paragraphs and larger portions of the texts relate to each other |
| | | and the whole. |
| | | CC.1.3.11-12.F |
| | | Evaluate how words and phrases shape meaning and tone in texts. CC.1.3.11-12.I |
| | | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 11-12 reading and |
| | | content, choosing flexibly from a range of strategies and tools. |
| | | CC.1.3.11-12.J |
| | | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, |
| | | and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when |
| | | considering a word or phrase important to comprehension or expression. CC.1.4.11-12.B |
| | | Write with a sharp distinct focus identifying topic, task, and audience. |
| | | CC.1.5.11-12.E |
| | | Adapt speech to a variety of contexts and tasks. |
| | | CC.1.5.11-12.G |
| | | Demonstrate command of the conventions of standard English when speaking based on grade 11-12 level and content. |
| 13-M | Emits 10 different noun phrases containing at least 3 words, with 2 modifiers (e.g., adjectives, prepositions, | CC.1.2.11-12.E |
| | pronouns) (e.g., He's my puppet. I want chocolate ice cream.) | Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the |
| 13-a | Speaks in 3-5 word sentences | structure makes points clear, convincing, and engaging. CC.1.2.11-12.F |
| 13-a | Emits prepositional phrases (e.g., on the table, in the house), but may not discriminate between prepositional pairs (e.g., | Evaluate how words and phrases shape meaning and tone in texts. |
| 13-0 | | CC.1.2.11-12.J |
| 10 | on vs. under; in vs. out) | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, |
| 13-c | Emits adjectives to modify nouns (e.g., blue train, chocolate cookie) | and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when |
| 13-d | Emits contractions in a mand, tact, or intraverbal context (e.g., can't, don't, won't) | considering a word or phrase important to comprehension or expression. CC.1.3.11-12.E |
| 13-е | Emits pronouns to modify nouns (e.g., My shoes. Your cup.) | Evaluate the structure of texts including how specific sentences, paragraphs and larger portions of the texts relate to each other |
| | | and the whole. |
| | | CC.1.3.11-12.F |
| | | Evaluate how words and phrases shape meaning and tone in texts. CC.1.3.11-12.I |
| | | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 11-12 reading and |
| | | content, choosing flexibly from a range of strategies and tools. |
| | | CC.1.3.11-12.J |
| | | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, |
| | | and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| | | CC.1.4.11-12.B |
| | | Write with a sharp distinct focus identifying topic, task, and audience. |
| | | CC.1.5.11-12.E |
| | | Adapt speech to a variety of contexts and tasks. CC.1.5.11-12.G |
| | | Demonstrate command of the conventions of standard English when speaking based on grade 11-12 level and content. |
| | | CC.2.1.HS.F.4 |
| | | Use units as a way to understand problems and to guide the solution of multi-step problems. |
| | | CC.2.1.HS.F.5 |
| 14 34 | Emite 10 different made whereast containing of least 2 monday 21, 2 mo | Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. CC.1.2.11-12.E |
| 14-M | Emits 10 different verb phrases containing at least 3 words, with 2 modifiers (e.g., adverbs, prepositions, | Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the |
| | pronouns) (e.g., Push me hard. Go up the steps.) | structure makes points clear, convincing, and engaging. |
| 14-a | Adjectives usually precede nouns when appropriate (e.g., a big boat vs. a boat big) | CC.1.2.11-12.F |
| 14-b | Verbs agree with the subjects in person (e.g., he was laughing vs. he were laughing) | Evaluate how words and phrases shape meaning and tone in texts. |
| 14-c | Verbs agree with the subjects in number (e.g., Joey is home vs. Joey are home) | CC,1,2,11*12nJ |
| | | CC.1.2.11-12.J |

| 14-d | Emits adjective inflections with the comparative suffixes "er" and "est" (e.g., good, better, best) | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when |
|--------|---|--|
| 14-e | Emits adverbs to modify verbs (e.g., Go fast. It's slow.) | considering a word or phrase important to comprehension or expression. |
| | | CC.1.3.11-12.E |
| | | Evaluate the structure of texts including how specific sentences, paragraphs and larger portions of the texts relate to each other and the whole. |
| | | CC 1.3.11-12 F |
| | | Evaluate how words and phrases shape meaning and tone in texts. |
| | READING | |
| | LEVEL 3 | |
| Skill | VB-MAPP Milestones & Supporting Skills | PA Core Standards |
| 11-M | Attends to a book when a story is being read to him for 75% of the time | CC.1.2.11-12.A |
| 11-a | Turns pages and looks at books for 30 seconds | Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text. |
| 11-b | Mands to be read stories from books | CC.1.2.11-12.B |
| 11-c | Touches pictures in books that correspond to the story (e.g., Where's the big bad wolf?) | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and |
| 15-M | Combines noun and verb phrases to produce 10 different syntactically correct clauses or sentences containing at | conclusions based on and related to an author's implicit and explicit assumptions and beliefs. CC.1.2.11-12.D |
| 20 1.1 | least 5 words (e.g., The dog licked my face.) | Evaluate how an author's point of view or purpose shapes the content and style of a text. |
| 15-a | Emits different noun and verb phrases connected by conjunctions (e.g., and, or, but, yet) | CC.1.2.11-12.E Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the |
| 15-b | Demonstrates a MLU of 5 morphemes (5 utterances in one "sentence" that each have an individual meaning, e.g., She | structure makes points clear, convincing, and engaging. |
| | pushed him down — the "ed" ending is a morpheme) | CC.1.2.11-12.F |
| 15-с | Pronouns agree with gender (e.g., the boy splashed himself vs. the boy splashed herself) | Evaluate how words and phrases shape meaning and tone in texts. CC.1.2.11-12.G |
| 15-d | Pronouns agree with number (e.g., the boy splashed himself vs. the boys splashed himself) | Integrate and evaluate multiple sources of information presented in different media or formats (e.g. visually, quantitatively) as |
| 15-е | Uses quantification in a sentence (e.g., always, never, sometimes) | well as in words in order to address a question or solve a problem. CC.1.2.11-12.H |
| 15-f | Uses demonstratives in a sentence (e.g., this that, these, those) | Analyze seminal texts based upon reasoning, premises, purposes, and arguments. |
| 15-g | Emits words that describe the certainty of other words (e.g., I think I'm sure maybe) | CC.1.2.11-12.I Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and |
| | | rhetorical features. |
| | | CC.1.2.11-12.J |
| | | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when |
| | | considering a word or phrase important to comprehension or expression. |
| | | CC.1.2.11-12.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. |
| | | CC.1.3.11-12.A |
| | | Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text. |
| | | CC.1.3.11-12.B |
| | | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and |
| | | conclusions based on and related to an author's implicit and explicit assumptions and beliefs. CC.1.3.11-12.C |
| | | Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama. |
| | | CC.1.3.11-12.D Evaluate how an author's point of view or purpose shapes the content and style of a text. |
| | | CC.1.3.11-12.F |
| | | Evaluate how words and phrases shape meaning and tone in texts. CC.1.3.11-12.H |
| | | Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of |
| | | literature, including how two or more texts from the same period treat similar themes or topics. |
| | | CC.1.3.11-12.K Read and comprehend literary fiction on grade level, reading independently and proficiently. |
| | | CC.1.5.11-12.E |
| | | Adapt speech to a variety of contexts and tasks. CC.1.5.11-12.G |
| | | CC,1,3,11°12,0 |

| | | Demonstrate command of the conventions of standard English when speaking based on grade 11-12 level and content. |
|------|---|--|
| 12-M | Selects (LDs) the correct uppercase letter from an array of 5 letters, for 10 different letters | CC.1.5.11-12.E Adapt speech to a variety of contexts and tasks. |
| 12-a | Completes an ABC inset puzzle without prompts | CC.1.5.11-12.G |
| 12-b | Recites 5 letters from the alphabet with a starting prompt (e.g., A B) | Demonstrate command of the conventions of standard English when speaking based on grade 11-12 level and content. |
| 12-c | Has a favorite book, and can provide the name of it by seeing the pictures on the cover | |
| 12-d | Tacts pictures in books while an adult reads the story | |
| 12-e | Matches to sample all uppercase letters | |
| | | |
| 13-M | Tacts 10 uppercase letters on command | CC.1.2.11-12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and |
| 13-a | Recites (or sings) the whole alphabet with only a verbal prompt to do so | conclusions based on and related to an author's implicit and explicit assumptions and beliefs. |
| 13-b | Mands for what written words say (e.g., What word is that?) | CC.1.2.11-12.E |
| 13-c | Pretends to read a book | Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. |
| 13-d | Discriminates as a listener (LDs) his own name from an array of 3 written names | CC.1.2.11-12.F |
| 13-е | Looks at the written words, rather than just the pictures when stories are being read to him | Evaluate how words and phrases shape meaning and tone in texts. CC.1.2.11-12.G |
| | | Integrate and evaluate multiple sources of information presented in different media or formats (e.g. visually, quantitatively) as |
| | | well as in words in order to address a question or solve a problem. |
| | | CC.1.2.11-12.H Analyze seminal texts based upon reasoning, premises, purposes, and arguments. |
| | | CC.1.2.11-12.I |
| | | Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and |
| | | rhetorical features. CC.1.3.11-12.B |
| | | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and |
| | | conclusions based on and related to an author's implicit and explicit assumptions and beliefs. CC.1.5.11-12.E |
| | | Adapt speech to a variety of contexts and tasks. |
| | | CC.1.5.11-12.G |
| | | Demonstrate command of the conventions of standard English when speaking based on grade 11-12 level and content. |
| 14-M | Reads his own name | CC.1,2.11-12.A |
| 14-w | Discriminates among most uppercase letters (but may confuse some; e.g., M and N; P and R) | Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of |
| 14-b | Matches 5 word cards to the same word written on paper | the central ideas; provide an objective summary of the text. CC.1.2.11-12.B |
| 14-c | Provides the letter name given 5 sounds, and 5 sounds given a letter name | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and |
| 14-d | Intraverbally recalls 3 stories that have been read to him | conclusions based on and related to an author's implicit and explicit assumptions and beliefs. |
| 14-e | Demonstrates LD and tact generalization for 3 different variations of the uppercase letters | CC.1.2.11-12.D Evaluate how an author's point of view or purpose shapes the content and style of a text. |
| 1+ 0 | Demonstrates LD and tact generalization for 3 different variations of the appereuse letters | CC.1.2.11-12.E |
| | | Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. |
| | | CC.1,2,11-12.H |
| | | Analyze seminal texts based upon reasoning, premises, purposes, and arguments. |
| | | |
| | | CC.1.2.11-12.I Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and |
| | | Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features. |
| | | Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features. CC.1.2.11-12.L |
| | | Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features. CC.1.2.11-12.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. |
| | | Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features. CC.1.2.11-12.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. CC.1.3.11-12.A Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and |
| | | Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features. CC.1.2.11-12.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. CC.1.3.11-12.A Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text. |
| | | Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features. CC.1.2.11-12.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. CC.1.3.11-12.A Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text. CC.1.3.11-12.B |
| | | Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features. CC.1.2.11-12.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. CC.1.3.11-12.A Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text. CC.1.3.11-12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs. |
| | | Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features. CC.1.2.11-12.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. CC.1.3.11-12.A Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text. CC.1.3.11-12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and |

| | | Evaluate the structure of texts including how specific sentences, paragraphs and larger portions of the texts relate to each other |
|------|--|---|
| | | and the whole. CC.1.3.11-12.F |
| | | Evaluate how words and phrases shape meaning and tone in texts. |
| | | CC.1.3.11-12.K |
| | | Read and comprehend literary fiction on grade level, reading independently and proficiently. |
| | | CC.1.5.11-12.E |
| | | Adapt speech to a variety of contexts and tasks. |
| | | CC.1.5.11-12.G |
| | | Demonstrate command of the conventions of standard English when speaking based on grade 11-12 level and content. |
| 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.1.2.11-12.A |
| | word bird to a picture of a bird) | Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text. |
| 15-a | Indicates if 2 words rhyme or not for 10 different rhymes (e.g., cat and hat vs. cat and book) | CC.1.2.11-12.B |
| 15-b | Tacts most uppercase letters (may confuse those that look similar; e.g., M and N; P and R) | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and |
| 15-c | | conclusions based on and related to an author's implicit and explicit assumptions and beliefs. |
| | Matches 10 lower case letters to uppercase letters | CC.1.2.11-12.E |
| 15-d | Discriminates as a listener between numbers and letters (e.g., Which one is a letter?) | Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the |
| 15-e | Spells his own name without prompts | structure makes points clear, convincing, and engaging. CC.1.2.11-12.F |
| 15-f | Selects (LDs) the correct written word from an array of 3 words, for 5 different words | Evaluate how words and phrases shape meaning and tone in texts. |
| | | CC.1.2.11-12.G |
| | | Integrate and evaluate multiple sources of information presented in different media or formats (e.g. visually, quantitatively) as |
| | | well as in words in order to address a question or solve a problem. |
| | | CC.1.2.11-12.H |
| | | Analyze seminal texts based upon reasoning, premises, purposes, and arguments. |
| | | CC.1.2.11-12.I |
| | | Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features. |
| | | CC.1.2.11-12.J |
| | | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, |
| | | and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when |
| | | considering a word or phrase important to comprehension or expression. |
| | | CC.1.2.11-12.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.1.2.11-12.L |
| | | Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. CC.1.3.11-12.A |
| | | Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and |
| | | interaction of the themes; provide an objective summary of the text. |
| | | CC.1.3.11-12.B |
| | | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and |
| | | conclusions based on and related to an author's implicit and explicit assumptions and beliefs. |
| | | CC.1.3.11-12.F |
| | | Evaluate how words and phrases shape meaning and tone in texts. |
| | | CC.1.3.11-12.G Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or |
| | | poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an |
| 1 | | American dramatist.) |
| 1 | | CC.1.3.11-12.I |
| 1 | | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 11-12 reading and |
| | | content, choosing flexibly from a range of strategies and tools. |
| 1 | | CC.1.3.11-12.K |
| 1 | | Read and comprehend literary fiction on grade level, reading independently and proficiently. |
| | | CC.1.5.11-12.E |
| 1 | | Adapt speech to a variety of contexts and tasks. CC.1.5.11-12.G |
| 1 | | Demonstrate command of the conventions of standard English when speaking based on grade 11-12 level and content. |
| | | Demonstrate systems of the contentions of standard English when speaking based on grade 11 12 level and content. |

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.1.4.11-12.A Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. CC.1.4.11-12.B Write with a sharp distinct focus identifying topic, task, and audience. | | |
| 12-a 12-b 12-c 12-d 12-e 12-f | Independently traces within ¼ inch of the lines of 5 different geometrical shapes (e.g. circle, square, triangle, rectangle, star) Demonstrates a proper grip on a writing instrument Imitates drawing a square and triangle Traces 3 different shapes and stays within 1 inch of the lines Copies 3 different shapes when given a sample Draws a line on paper from point A to point B within 1 inch of the center of a 6 inch curved path Copies 5 different lines and shapes together | CC.1.4.11-12.A Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. CC.1.4.11-12.B Write with a sharp distinct focus identifying topic, task, and audience. CC.2.1.HS.F.3 Apply quantitative reasoning to choose and interpret units and scales in formulas, graphs and data displays. | | |
| 13-M 13-a 13-b 13-c 13-d | Copies 10 letters or numbers legibly Copies 4 numbers or letters Independently combines shapes to make a picture (adult verbal prompts are okay) Independently draws a person with 4 recognizable body parts (adult verbal prompts are okay) Traces his own name on paper and stays within 1/2 inch of the letters | CC.1.4.11-12.A Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. CC.1.4.11-12.B Write with a sharp distinct focus identifying topic, task, and audience. CC.2.1.HS.F.3 Apply quantitative reasoning to choose and interpret units and scales in formulas, graphs and data displays. | | |
| 14-M 14-a 14-b 14-c 14-d | Legibly spells and writes his own name without copying Legibly copies his own name on lined paper Colors in pictures in coloring books and mostly stays within the lines Copies numbers 1-10 legibly on lined paper Copies 10 upper case and 10 lower case letters legibly on lined paper Copies all 26 upper and lower case letters legibly | CC.1.3.11-12.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. CC.1.4.11-12.A Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. CC.1.4.11-12.B Write with a sharp distinct focus identifying topic, task, and audience. CC.1.3.11-12.J | | |
| 15-M 15-a 15-b 15-c | Draws recognizable pictures of 3 different items Legibly writes 10 letters or numbers when dictated Copies 5 simple words legibly | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. CC.1.4.11-12.A Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. CC.1.4.11-12.B Write with a sharp distinct focus identifying topic, task, and audience. | | |

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.1.5.11-12.E |
| 11-a | Rote counts to 5 with a verbal starter prompt (e.g., count 1, 2,) | Adapt speech to a variety of contexts and tasks. CC.1.5.11-12.G |
| 11-b | Arranges objects by size (e.g., small, medium, and large blocks) | Demonstrate command of the conventions of standard English when speaking based on grade 11-12 level and content. |
| 11-c | Distinguishes between 1 and 2 items as a listener (e.g., Where are 2 boats?) | CC.2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems. |
| 11-d | Distinguishes between 1 and 2 items as a mand (e.g., I want 2 cookies.) | CC.2.1.HS.F.3 |
| 11-e | Matches to sample the numbers 1-10 (e.g., puts the number 4 with the number 4) | Apply quantitative reasoning to choose and Interpret units and scales in formulas, graphs and data displays. |
| | | CC.2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multi-step problems. |
| | | CC.2.1.HS.F.5 |
| | | Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. CC.2.1.HS.F.6 |
| | | Extend the knowledge of arithmetic operations and apply to complex numbers. |
| 12-M | Tacts the numbers 1-5 | CC.1.5.11-12.E |
| 12-a | Distinguishes between 1 and 2 items as a tact (e.g., How many shoes do you have?) | Adapt speech to a variety of contexts and tasks. CC.1.5.11-12.G |
| 12-b | Holds up corresponding fingers for numbers 1-5 (e.g., Show me 2 fingers.) | Demonstrate command of the conventions of standard English when speaking based on grade 11-12 level and content. |
| 12-c | Distinguishes between 1, 2, and 3 items as a listener (e.g., Can you find 3 flowers?) | CC.2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems. |
| 12-d | Counts 2 items with 1:1 correspondence | CC.2.1.HS.F.3 |
| | | Apply quantitative reasoning to choose and Interpret units and scales in formulas, graphs and data displays. CC.2.1.HS.F.4 |
| | | Use units as a way to understand problems and to guide the solution of multi-step problems. |
| | | CC.2.1.HS.F.5 |
| | | Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. CC.2.1.HS.F.6 |
| | | Extend the knowledge of arithmetic operations and apply to complex numbers. |
| 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.1.5.11-12.E |
| | cars.) | Adapt speech to a variety of contexts and tasks. CC.1.5.11-12.G |
| 13-a | Provides age when asked | Demonstrate command of the conventions of standard English when speaking based on grade 11-12 level and content. |
| 13-b | Counts out up to 3 items given the verbal prompt How many? and the related set of items | CC.2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems. |
| 13-с | Identifies as a listener (LDs) the number of items (e.g., Which picture has 2 cars?) | CC.2.1.HS.F.3 |
| 13-d | Demonstrates enumeration in counting (final emphasis on correct number) for numbers 1-3 | Apply quantitative reasoning to choose and Interpret units and scales in formulas, graphs and data displays. CC.2.1.HS.F.4 |
| | | Use units as a way to understand problems and to guide the solution of multi-step problems. |
| | | CC.2.1.HS.F.5 |
| 14-M | Identifies as a listener 8 different comparisons involving measurement (e.g., show me more or less, big or little, | Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. CC.1.5.11-12.E |
| 14-14 | | |
| | | Adapt speech to a variety of contexts and tasks. |
| | long or short, full or empty, loud or quiet) | Adapt speech to a variety of contexts and tasks. CC.1.5.11-12.G |
| 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?) | Adapt speech to a variety of contexts and tasks. CC.1.5.11-12.G Demonstrate command of the conventions of standard English when speaking based on grade 11-12 level and content. CC.2.1.HS.F.2 |
| 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 | Adapt speech to a variety of contexts and tasks. CC.1.5.11-12.G Demonstrate command of the conventions of standard English when speaking based on grade 11-12 level and content. CC.2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems. |
| 14-a 14-b 14-c | 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 Identifies (LDs) a container as full or empty | Adapt speech to a variety of contexts and tasks. CC.1.5.11-12.G Demonstrate command of the conventions of standard English when speaking based on grade 11-12 level and content. CC.2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems. CC.2.1.HS.F.3 |
| 14-a 14-b 14-c 14-d | 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 Identifies (LDs) a container as full or empty Identifies (LDs) an item as bigger or smaller than a comparison item | Adapt speech to a variety of contexts and tasks. CC.1.5.11-12.G Demonstrate command of the conventions of standard English when speaking based on grade 11-12 level and content. CC.2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems. CC.2.1.HS.F.3 Apply quantitative reasoning to choose and Interpret units and scales in formulas, graphs and data displays. CC.2.1.HS.F.4 |
| 14-a 14-b 14-c | 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 Identifies (LDs) a container as full or empty | Adapt speech to a variety of contexts and tasks. CC.1.5.11-12.G Demonstrate command of the conventions of standard English when speaking based on grade 11-12 level and content. CC.2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems. CC.2.1.HS.F.3 Apply quantitative reasoning to choose and Interpret units and scales in formulas, graphs and data displays. CC.2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multi-step problems. |
| 14-a 14-b 14-c 14-d | 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 Identifies (LDs) a container as full or empty Identifies (LDs) an item as bigger or smaller than a comparison item | Adapt speech to a variety of contexts and tasks. CC.1.5.11-12.G Demonstrate command of the conventions of standard English when speaking based on grade 11-12 level and content. CC.2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems. CC.2.1.HS.F.3 Apply quantitative reasoning to choose and Interpret units and scales in formulas, graphs and data displays. CC.2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multi-step problems. CC.2.1.HS.F.5 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. |
| 14-a 14-b 14-c 14-d | 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 Identifies (LDs) a container as full or empty Identifies (LDs) an item as bigger or smaller than a comparison item Identifies (LDs) an item as longer or shorter than a comparison item Correctly matches a written number to a quantity and a quantity to a written number for the numbers 1-5 (e.g., | Adapt speech to a variety of contexts and tasks. CC.1.5.11-12.G Demonstrate command of the conventions of standard English when speaking based on grade 11-12 level and content. CC.2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems. CC.2.1.HS.F.3 Apply quantitative reasoning to choose and Interpret units and scales in formulas, graphs and data displays. CC.2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multi-step problems. CC.2.1.HS.F.5 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. CC.1.2.11-12.A |
| 14-a 14-b 14-c 14-d 14-e | 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 Identifies (LDs) a container as full or empty Identifies (LDs) an item as bigger or smaller than a comparison item Identifies (LDs) an item as longer or shorter than a comparison item Correctly matches a written number to a quantity and a quantity to a written number for the numbers 1-5 (e.g., matches the number 3 to a picture of 3 trucks) | Adapt speech to a variety of contexts and tasks. CC.1.5.11-12.G Demonstrate command of the conventions of standard English when speaking based on grade 11-12 level and content. CC.2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems. CC.2.1.HS.F.3 Apply quantitative reasoning to choose and Interpret units and scales in formulas, graphs and data displays. CC.2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multi-step problems. CC.2.1.HS.F.5 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. CC.1.2.11-12.A Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of |
| 14-a 14-b 14-c 14-d 14-e 15-M | 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 Identifies (LDs) a container as full or empty Identifies (LDs) an item as bigger or smaller than a comparison item Identifies (LDs) an item as longer or shorter than a comparison item Correctly matches a written number to a quantity and a quantity to a written number for the numbers 1-5 (e.g., matches the number 3 to a picture of 3 trucks) Performs an action a specified number of times up to 5 (e.g., Clap 3 times) | Adapt speech to a variety of contexts and tasks. CC.1.5.11-12.G Demonstrate command of the conventions of standard English when speaking based on grade 11-12 level and content. CC.2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems. CC.2.1.HS.F.3 Apply quantitative reasoning to choose and Interpret units and scales in formulas, graphs and data displays. CC.2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multi-step problems. CC.2.1.HS.F.5 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. CC.1.2.11-12.A Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text. CC.1.2.11-12.C |
| 14-a 14-b 14-c 14-d 14-e | 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 Identifies (LDs) a container as full or empty Identifies (LDs) an item as bigger or smaller than a comparison item Identifies (LDs) an item as longer or shorter than a comparison item Correctly matches a written number to a quantity and a quantity to a written number for the numbers 1-5 (e.g., matches the number 3 to a picture of 3 trucks) | Adapt speech to a variety of contexts and tasks. CC.1.5.11-12.G Demonstrate command of the conventions of standard English when speaking based on grade 11-12 level and content. CC.2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems. CC.2.1.HS.F.3 Apply quantitative reasoning to choose and Interpret units and scales in formulas, graphs and data displays. CC.2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multi-step problems. CC.2.1.HS.F.5 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. CC.1.2.11-12.A Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text. |

| 15-d | Correctly Identifies (LDs) and tacts morning time and night time | CC.1.3.11-12.E |
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| 15-е | Intraverbally responds to what number is next for numbers 1-9 | Evaluate the structure of texts including how specific sentences, paragraphs and larger portions of the texts relate to each other and the whole. |
| 15-f | Correctly Identifies (LDs) 3 different coins, and intraverbally states what to do with money | CC.1.5.11-12.E |
| | | Adapt speech to a variety of contexts and tasks. |
| | | CC.1.5.11-12.G |
| | | Demonstrate command of the conventions of standard English when speaking based on grade 11-12 level and content. |
| | | CC.2.1.HS.F.2 |
| | | Apply properties of rational and irrational numbers to solve real world or mathematical problems. |
| | | CC.2.1.HS.F.3 |
| | | Apply quantitative reasoning to choose and Interpret units and scales in formulas, graphs and data displays. |
| | | CC.2.1.HS.F.4 |
| | | Use units as a way to understand problems and to guide the solution of multi-step problems. |
| | | CC.2.1.HS.F.5 |
| | | Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. |
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