

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 With prompting and support, actively engage in group reading activities with purpose and understanding. 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.
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, 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-e	Generalizes 2 known mands across 2 different people and 2 settings	
3-M	Generalizes 6 mands across 2 people, 2 settings, and 2 different examples of a reinforcers (e.g., mands bubbles	
3-a	Emits 2 spontaneous mands (no verbal prompt); — the object can be present	
3-b	Emits 5 mands without echoic or imitative prompts — can be with verbal or object prompts	
3-c	Generalizes 3 mands across 2 examples of a desired item (e.g., mands slide for 2 different slides)	
3-d	Emits 6 different mands without echoic or imitative prompts — can be with verbal or object prompts	
4-M	Spontaneously emits (no verbal prompts) 5 mands — the desired item can be present	
4-a	Mands for attention 2 times with some identifiable type of response (e.g., a tap on the arm)	
4-b	Emits 2 mands without an object present — can be with What do you want?	
4-c	Emits 2 mands without verbal prompts — can be with object prompts	
4-d	Mands for others to attend to the same stimulus that he is attending to 5 times per day	
4-e	Emits 1 mand to remove an undesirable item or activity (e.g.no)	
5-M	Emits 10 different mands without prompts (except, What do you want?) — the desired item can be present (e.g., apple, swing, car, juice)	
5-a	Emits 3 different mands without an object present — can be with a verbal prompt (e.g., mommy)	
5-b	Emits 3 different mands without verbal prompts — can be with an object prompt	
5-c	Mands contain intonations that vary and are appropriate to the current MO 2 times	

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

MAND LEVEL 2		
Skill	VB-MAPP Milestones & Supporting Skills List	PA Core Standards
6-M	Mands for 20 different missing items without prompts (except e.g., What do you need?) (e.g., mands for paper when given a crayon	CC.1.2.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.1.5.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.
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-c	Emits 2 mands to remove undesirable items or activities	
7-d	Demonstrates response generalization for two different mands (e.g., calls a filled cup both cup and drink; calls a dog both dog and Maggie)	
7-e	Mands contain varied intonation appropriate to both positive and negative MOs 5 times	
7-f	Mands for help or assistance 2 times	
7-g	Demonstrates a high frequency of manding (15 in a 5 minute period)	
8-M	Emits 5 different mands that contain 2 or more words (not including I want) (e.g., Go fast. My turn. Pour juice.) (TO: 60 min.)	
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-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.1.2.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.1.5.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.
11-a	Mands to peers 5 times	
11-b	Spontaneously mands for attention 5 times (e.g., Teacher! Hey! Excuse me.)	
11-c	The child emits 100 or more different mands in a one week period	
11-d	Mands contain 3-word phrases 10 times (e.g, Can I see?)	
11-e	Mands for a specific quantity of reinforcers 2 times (e.g., two gummy bears)	
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?)	
12-a	Mands to remove an aversive item or activity 2 times (e.g., Let go. Give it back.)	
12-b	Mands for others to perform a two-step action 2 times (e.g., Come here and watch me.)	
12-c	Says please and thank you with indirect adult verbal prompts (e.g., What do you say?)	
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.)	
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.)	
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-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.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.
1-a	Tacts 1 familiar person, pet, or object with verbal prompts and motivation present (e.g. mama)	
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	Tacts 6 non-reinforcing items (e.g., shoe, hat, spoon, car, cup, bed)	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.
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	CC.1.4.PK.C With prompting and support, generate ideas to convey information. 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.
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)	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.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.
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.1.1.PK.B <ul style="list-style-type: none">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 <ul style="list-style-type: none">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
6-a	Tacts 4 different people, pets, or characters by their specific name (can include mama and dada)	
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)	

		<p>Identify the front cover, back cover, and title page of a book.</p> <p>CC.1.2.PK.L With prompting and support, actively engage in group reading activities with purpose and understanding.</p> <p>CC.1.3.PK.D With prompting and support, name the author and illustrator of a story.</p> <p>CC.1.3.PK.E With prompting and support, recognize common types of text.</p> <p>CC.1.3.PK.F Answer questions about unfamiliar words read aloud from a story.</p> <p>CC.1.3.PK.G Describe pictures in books using details.</p> <p>CC.1.3.PK.H Answer questions to compare and contrast the adventures and experiences of characters in familiar stories.</p> <p>CC.1.3.PK.K With prompting and support, actively engage in group reading activities with purpose and understanding.</p> <p>CC.1.4.PK.D With prompting and support, make logical connections between drawing and dictation.</p> <p>CC.1.4.PK.M Dictate narratives to describe real or imagined experiences or events.</p> <p>CC.1.4.PK.T With guidance and support from adults and peers, respond to questions and suggestions, add details as needed</p> <p>CC.1.4.PK.W With guidance and support, recall information from experiences or books.</p>
7-M	Generalizes tacts across 3 examples of 50 items, or from a list of known generalizations	<p>CC.1.1.PK.B</p> <ul style="list-style-type: none">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. <p>CC.1.1.PK.D</p> <ul style="list-style-type: none">Develop beginning phonics and word skills.Associate some letters with their names and sounds.Identify familiar words and environmental print. <p>CC.1.2.PK.A With prompting and support, retell key details of text that support a provided main idea.</p> <p>CC.1.2.PK.C With prompting and support, make connections between information in a text and personal experiences.</p> <p>CC.1.2.PK.I With prompting and support, identify basic similarities and differences between two texts read aloud on the same topic.</p> <p>CC.1.3.PK.D With prompting and support, name the author and illustrator of a story.</p> <p>CC.1.3.PK.E With prompting and support, recognize common types of text.</p> <p>CC.1.3.PK.G Describe pictures in books using details.</p> <p>CC.1.3.PK.H Answer questions to compare and contrast the adventures and experiences of characters in familiar stories.</p> <p>CC.1.4.PK.D With prompting and support, make logical connections between drawing and dictation.</p> <p>CC.1.4.PK.M Dictate narratives to describe real or imagined experiences or events.</p> <p>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.</p> <p>CC.1.4.PK.W With guidance and support, recall information from experiences or books.</p>
8-M	Tacts 10 actions when asked, for example, What am I doing? (e.g., jumping, sleeping, eating)	<p>CC.1.2.PK.B Answer questions about a text.</p> <p>CC.1.2.PK.C With prompting and support, make connections between information in a text and personal experiences.</p> <p>CC.1.2.PK.E Identify the front cover, back cover, and title page of a book.</p>
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 What he doing? (e.g., drinking, swimming)	
7-e	Tacts 40 items when asked What’s that? (e.g., tree, bowl, sock, crayon, apple)	
8-a	Tacts 2 tactile stimuli (e.g., says ball when feeling a ball in a bag)	
8-b	Tacts 5 noun-verb or verb-noun combinations (e.g., dog eating, rolling ball)	
8-c	Tacts two or more items from 10 different pages in a book when asked, What do you see here?	
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. 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 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 (e.g., washing face, Joe swinging, baby sleeping)	CC.1.2.PK.A With prompting and support, retell key details of text that support a provided main idea. 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.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.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.
9-a	Tacts 25 two-component noun-noun relations (e.g., paper and pencil; car and truck)	
9-b	Acquires a new tact in less than 15 training trials	
9-c	Spontaneously tacts items in a book, on TV, or in a video 5 times (e.g., Cinderella)	
9-d	Learns 2 new tacts without direct training (e.g., untrained echoic to tact transfer)	
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)	
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 <ul style="list-style-type: none">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). <ul style="list-style-type: none">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 <ul style="list-style-type: none">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. 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
10-a	Tacts 10 actions (e.g., climbing, playing, coloring, swimming, washing)	
10-b	Tacts 2 gustatory stimuli (e.g., tacts orange by tasting it)	
10-c	Tacts 20 items in a 1 minute fluency test	
10-d	Tacts 2 different colors (e.g., red, blue)	
10-e	Tacts 2 different shapes (e.g., circle, star)	

		<p>With prompting and support, actively engage in group reading activities with purpose and understanding.</p> <p>CC.1.3.PK.D</p> <p>With prompting and support, name the author and illustrator of a story.</p> <p>CC.1.3.PK.E</p> <p>With prompting and support, recognize common types of text.</p> <p>CC.1.3.PK.F</p> <p>Answer questions about unfamiliar words read aloud from a story.</p> <p>CC.1.3.PK.G</p> <p>Describe pictures in books using details.</p> <p>CC.1.3.PK.H</p> <p>Answer questions to compare and contrast the adventures and experiences of characters in familiar stories.</p> <p>CC.1.3.PK.I</p> <p>With prompting and support, clarify unknown words or phrases read aloud.</p> <p>CC.1.3.PK.J</p> <p>Use new vocabulary and phrases acquired in conversations and being read to.</p> <p>CC.1.3.PK.K</p> <p>With prompting and support, actively engage in group reading activities with purpose and understanding.</p> <p>CC.1.4.PK.D</p> <p>With prompting and support, make logical connections between drawing and dictation.</p> <p>CC.1.4.PK.M</p> <p>Dictate narratives to describe real or imagined experiences or events.</p> <p>CC.1.4.PK.O</p> <p>With prompting and support describe experiences and events.</p> <p>CC.1.4.PK.P</p> <p>Recount a single event and tell about the events in the order in which they occurred.</p> <p>CC.1.4.PK.T</p> <p>With guidance and support from adults and peers, respond to questions and suggestions, add details as needed.</p> <p>CC.1.4.PK.V</p> <p>Ask questions about topics of personal interest to gain information; with teacher guidance and support, locate information on the chosen topic.</p> <p>CC.1.4.PK.W</p> <p>With guidance and support, recall information from experiences or books.</p> <p>CC.1.5.PK.D</p> <p>Using simple sentences, share stories, familiar experiences, and interests, speaking clearly enough to be understood by most audiences.</p> <p>CC.1.5.PK.E</p> <p>Using simple sentences, express thoughts, feelings, and ideas, speaking clearly enough to be understood by most audiences.</p> <p>CC.1.5.PK.G</p> <p>Demonstrate command of the conventions of standard English when speaking, based on prekindergarten level and content.</p>
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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.PK.B <ul style="list-style-type: none">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 <ul style="list-style-type: none">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.
11-a	Tacts 2 olfactory stimuli (e.g., cookies, popcorn, flowers)	
11-b	Acquires 5 new tacts in a week without direct training	
11-c	Tacts 2 people (not family members) by their first names	
11-d	Tacts 5 categories or classes (e.g., animals, drinks, toys)	
11-e	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)	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.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 Identify and describe shapes.
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.1.5.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.
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-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-d	Tacts 2 prepositional relations (e.g., Where is Oscar? ...in the garbage can) (part intraverbal)	
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.1.2.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 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.1.5.PK.G Demonstrate command of the conventions of standard English when speaking, based on prekindergarten level and content. CC.2.1.PK.A.3 Compare numbers.
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.)	
13-c	Tacts 2 pairs of relative adjectives (e.g., big and little; long and short) (part intraverbal if questions such as What size is this? are used)	
13-d	Spontaneously tacts with 2 different adjectives	
13-e	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.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.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.
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 (The dog’s in the house.)	
	Tacts 5 subject-verb-noun combinations in a complete sentence (e.g., The girl is pulling the wagon.)	
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.PK.D <ul style="list-style-type: none">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. CC.1.2.PK.G With prompting and support, answer questions to connect illustrations to the written word. 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.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.
15-a	Tacts 3 emotional states of self or others (e.g., sad, happy, mad) (part intraverbal if questions such as How do you feel? are used)	
15-b	Tacts 5 frequently used gestures that have a verbal function (e.g., pinching their nose for a bad smell, finger over the lips for quiet, thumbs up for a good job, a fake yawn for being tired)	
15-c	Tacts 5 community helpers (e.g., policeman, fireman, nurse, doctor, garbage man)	
15-d	Tacts with 2 different negation words 5 times (e.g., That’s not a cat.)	
15-e	Tacts 5 social, community, or group events (e.g., parade, party, emergency)	
15-f	Spontaneously tacts 2 different social circumstances (e.g., They are busy. They are arguing.)	
15-g	Spontaneously emits untrained tacts in sentences containing at least 5 words, 5 times	

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 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 Participate in collaborative conversations with peers and adults in small and larger groups.
1-a	Turns head to locate the source of a sound (e.g., bell, squeaky toy, a cell phone ringing)	
2-M	Responds to hearing his own name 5 times (e.g., looks at the speaker)	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.
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, for 5 different reinforcers (e.g., Where’s Elmo? Where’s mommy?)	CC.1.1.PK.D <ul style="list-style-type: none">Develop beginning phonics and word skills.Associate some letters with their names and sounds.Identify familiar words and environmental print. 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 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.N 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.
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.)	
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	CC.1.1.PK.C <ul style="list-style-type: none">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.1.1.PK.D <ul style="list-style-type: none">Develop beginning phonics and word skills.
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)	<ul style="list-style-type: none">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. CC.1.1.1.PK.B <ul style="list-style-type: none">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.1.1.1.PK.C <ul style="list-style-type: none">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.1.1.1.PK.D <ul style="list-style-type: none">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 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. 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.A
5-M	Selects the correct item from an array of 4, for 20 different objects or pictures (e.g., Show me cat. Touch shoe.)	
5-a	Identifies (LD) 5 items in a 10 second period (fluency test)	
5-b	Demonstrates 6 different motor actions on command without a visual prompt	
5-c	Maintains an acquired listener skill after 24 hours without training	
5-d	Spontaneously emits (no direct prompts to respond) a listener response (LD) 2 times	
5-e	Generalizes known listener tasks across 3 different people, 3 settings, and 3 times of day	

		<p>Draw/dictate to compose informative/ explanatory texts examining a topic.</p> <p>CC.1.4.PK.B With prompting and support, draw/dictate about one specific topic.</p> <p>CC.1.4.PK.C With prompting and support, generate ideas to convey information.</p> <p>CC.1.4.PK.D With prompting and support, make logical connections between drawing and dictation.</p> <p>CC.1.4.PK.M Dictate narratives to describe real or imagined experiences or events.</p> <p>CC.1.4.PK.N Establish who and what the narrative will be about.</p> <p>CC.1.4.PK.T With guidance and support from adults and peers, respond to questions and suggestions, add details as needed.</p> <p>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.</p> <p>CC.1.4.PK.W With guidance and support, recall information from experiences or books.</p> <p>CC.1.5.PK.B Answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>CC.1.5.PK.C Respond to what a speaker says in order to follow directions, seek help, or gather information.</p> <p>CC.2.1.PK.A.1 Know number names and the count sequence.</p> <p>CC.2.3.PK.A.1 Identify and describe shapes.</p>
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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.)	<p>CC.1.1.PK.B</p> <ul style="list-style-type: none">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. <p>CC.1.1.PK.D</p> <ul style="list-style-type: none">Develop beginning phonics and word skills.Associate some letters with their names and sounds.Identify familiar words and environmental print. <p>CC.1.2.PK.C With prompting and support, make connections between information in a text and personal experiences.</p> <p>CC.1.2.PK.E Identify the front cover, back cover, and title page of a book.</p> <p>CC.1.2.PK.F With prompting and support, answer questions about unfamiliar words read aloud from a text.</p> <p>CC.1.2.PK.I With prompting and support, identify basic similarities and differences between two texts read aloud on the same topic.</p> <p>CC.1.3.PK.D With prompting and support, name the author and illustrator of a story.</p> <p>CC.1.3.PK.E With prompting and support, recognize common types of text.</p> <p>CC.1.3.PK.H Answer questions to compare and contrast the adventures and experiences of characters in familiar stories.</p> <p>CC.1.4.PK.D With prompting and support, make logical connections between drawing and dictation.</p>
6-a	Selects the correct item from a messy array of 5, for 25 different items (e.g., book, car, dog, shoe)	
6-b	Acquires a new listener skill in less than 25 training trials	
6-c	Discriminates among 6 people, pets, or characters by name (e.g., Find Oscar.)	
6-d	Generalizes in a listener task across 3 examples of 25 different items	

		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 can find 3 examples of a train)	CC.1.1.PK.B <ul style="list-style-type: none">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 <ul style="list-style-type: none">Develop beginning phonics and word skills.Associate some letters with their names and sounds.Identify familiar words and environmental print. 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.
7-a	Goes to 3 specified people on command (e.g., Go to Debbie)	
7-b	Points to a named item in a book for 5 items (e.g., Where’s the fire truck?)	
7-c	Selects 5 items in the natural environment on command (e.g., get the spoon, while at the table)	
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.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.C Respond to what a speaker says in order to follow directions, seek help, or gather information.
8-a	Goes to 3 specified locations on command (e.g., Go to the kitchen. Show me your bedroom.)	
8-b	Selects the correct item from an array of 8 containing 2 similar stimuli (e.g., same color), for 20 items	
8-c	Selects an item when given the sound that the item makes for 5 items (e.g., barking: dog, siren: fire truck)	
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 swing.)	CC.1.3.PK.I With prompting and support, clarify unknown words or phrases read aloud. 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.
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)	
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.1.1.PK.B

	accumulated list of known words	<ul style="list-style-type: none">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.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.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.
10-a	Performs two consecutive actions for 10 different sets of actions (verb-verb) (e.g., Show me jumping and clapping.	
10-b	Discriminates between 2 colors from an array of 4 different colored objects	
10-c	Discriminates between 2 shapes from an array of 4 different shapes	
10-d	Generalizes in a noun-verb listener task with a new object for 5 different actions (e.g., after receiving training on spinning and rolling a pencil, the child correctly spins and rolls a straw on the first trial)	
10-e	Generalizes in a noun-verb listener task with a new action for 5 objects (e.g., can spin any item)	

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). <ul style="list-style-type: none">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.G With prompting and support, answer questions to connect illustrations to the written word.
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., Touch my ear.)	CC.1.2.PK.L 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.
12-a	Follows instructions to take an item to 5 different locations (e.g., Take the tray to the sink.)	
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-e	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.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 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.
13-a	Demonstrates 3 pretend emotions on command (e.g., Show me a sad face. Make a happy face.)	
13-b	Identifies (LDs) 10 items based on a subject, adjective, and noun (e.g., Show me the girl’s red hair.)	
13-c	Performs 10 actions based on a subject, preposition, and noun (e.g., Put the horse in the barn.)	
13-d	Identifies (LDs) 10 items based on a verb, pronoun, and noun (e.g., Brush his hair.)	
13-e	Generalizes a pronoun and a preposition to a new situation (e.g., uses his correctly with a new friend)	
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 Ask questions about topics of personal interest to gain information; with teacher guidance and support, locate information on the chosen topic.
14-a	Performs 10 actions based on a subject, verb, and adverb (e.g., Show me the frog jumping high.)	
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.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.
15-a	Discriminates among items given negation words for 10 tasks (e.g., Which one is not a food?)	
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?)	
15-c	Correctly responds to 10 singular vs. plural tasks (e.g., Touch the dog. vs. Touch the dogs.)	
15-d	Generalizes 5 adjectives to new nouns (e.g., says, Sticky fly stuff when first encounters a fly trap)	
15-e	Generalizes 5 adverbs to new verbs (e.g., says, Lava moves slow when first encountering lava)	

		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.
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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. 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
1-a	Visually attends to faces and people 5 times	
1-b	Visually attends to reinforcing objects 5 times	
2-M	Grasps small objects with thumb and index finger (pincer grasp) 5 times	CC.1.1.PK.A Practice appropriate book handling skills.
2-a	Reaches for and successfully grabs objects 5 times	
2-b	Uses index finger to poke things or for other uses 5 times	
2-c	Manipulates toys and objects in a variety of ways for 10 seconds, 5 times	
3-M	3-M Visually attends to a toy or book for 30 seconds (not a self-stim item)	CC.1.1.PK.A Practice appropriate book handling skills. 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.T With guidance and support from adults and peers, respond to questions and suggestions, add details as needed prompting and
3-a	Transfers objects from one hand to another 5 times	
3-b	Looks for an object that has fallen out of sight 5 times	

		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 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.
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.1.1.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). <ul style="list-style-type: none">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.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 objects in each category.
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-piece in-set 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)	

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 <ul style="list-style-type: none">Practice appropriate book handling skills.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.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.
6-a	Connects 2 items or toys together (e.g. Duplos)	
6-b	Nests identical objects in a stack 2 times (e.g., bowls, cups, plates)	
6-c	Turns 2 pages in a book	
6-d	Completes 3 different inset puzzles containing 3-4 pieces without prompts	
6-e	Stacks 4 blocks without help	
6-f	Matches identical objects or pictures in a neat array of 3, for 10 items (e.g., matches a hat to a hat)	
6-g	Matches identical objects or pictures that are different sizes in a messy array of 6, for 10 items (e.g., matches a big red ball to a little red ball)	
6-h	Places 5 items where they belong or in an appropriate context (e.g., puts a cup in the sink)	
7-M	Matches similar colors and shapes for 10 different colors or shapes given models (e.g., given red, blue, and green bowls and a pile of red, blue, and green bears the child sorts the items by color	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-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.1.1.PK.B <ul style="list-style-type: none">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.
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.1.1.PK.B <ul style="list-style-type: none">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 <ul style="list-style-type: none">Develop beginning phonics and word skills.Associate some letters with their names and sounds.Identify familiar words and environmental print. CC.1.2.PK.I <p>With prompting and support, identify basic similarities and differences between two texts read aloud on the same topic.</p> CC.1.3.PK.H <p>Answer questions to compare and contrast the adventures and experiences of characters in familiar stories.</p> CC.1.4.PK.D <p>With prompting and support, make logical connections between drawing and dictation.</p> CC.2.1.PK.A.3 <p>Compare numbers.</p> CC.2.4.PK.A.1 <p>Describe and compare measurable attributes of length and weight of everyday objects.</p> CC.2.4.PK.A.4 <p>Classify objects and count the number of objects in each category.</p>
9-a	Matches different colored, but otherwise exactly the same, objects or pictures in a messy array of 8 for 25 items (e.g., a red Ford Mustang to a blue Ford Mustang)	
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)	
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.PK.I <p>With prompting and support, identify basic similarities and differences between two texts read aloud on the same topic.</p> CC.1.4.PK.D <p>With prompting and support, make logical connections between drawing and dictation.</p> CC.2.1.PK.A.3 <p>Compare numbers.</p> CC.2.4.PK.A.1 <p>Describe and compare measurable attributes of length and weight of everyday objects.</p> CC.2.4.PK.A.4 <p>Classify objects and count the number of objects in each category.</p>
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-c	Matches a picture of an action to a non-identical picture of the same action for 10 actions (e.g., matches a picture of a girl swimming to a picture of a boy swimming in a different pool)	
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)	

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 Compare numbers. CC.2.3.PK.A.2 Analyze, compare, create, and compose shapes.
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., 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 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.
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)	
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	
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. CC.2.1.PK.A.3 Compare numbers. CC.2.3.PK.A.2 Analyze, compare, create, and compose shapes.
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	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.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 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.
14-a	Successfully completes a human figure puzzle with at least 6 parts	
14-b	Matches 25 items that are associated with each other in a messy array of 6 with 3 similar stimuli	
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	
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). <ul style="list-style-type: none">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.1.3.PK.G Describe pictures in books using details. CC.1.4.PK.W With guidance and support, recall information from experiences or books.
15-a	Completes an A-B pattern for 5 different color or shape patterns	
15-b	Completes an A-B pattern for 5 different picture patterns	
15-c	Places 3 pictures in the correct sequential order for 5 sets	
15-d	Constructs 5 felt (or similar material) scenes with 5 parts (e.g., farm, party)	

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 Practice appropriate book handling skills. C.1.2.PK.E Identify the front cover, back cover, and title page of a book.
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.1.2.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.
2-a	Points to a toy or object of interest	
2-b	Drops items to watch them fall, or demonstrates other interests in cause-and-effect	
2-c	Opens cupboard doors, toy boxes, or reaches in a toy container	
2-d	Repeats a play behavior that produces an auditory sound (e.g., squeezes toys, bangs items)	
2-e	Makes eye contact with others 3 times during play	
3-M	Demonstrates generalization by engaging in exploratory movement and playing with the toys in a novel environment for 2 minutes (e.g., in a new playroom)	CC.1.1.PK.A Practice appropriate book handling skills. CC.1.2.PK.J Use new vocabulary and phrases acquired in conversations and being read to.
3-a	Brings a toy or object of interest to an adult	
3-b	Dumps containers of items on floor	
3-c	Transfers items in or out of a container	
3-d	Generalizes known play behaviors to a novel environment	
3-e	Carries toys or objects from one place to another	
4-M	Independently engages in movement play for 2 minutes (e.g., swinging, dancing, rocking, jumping, climbing)	CC.1.1.PK.A Practice appropriate book handling skills. CC.1.2.PK.E Identify the front cover, back cover, and title page of a book.
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.1.1.PK.A Practice appropriate book handling skills. 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.
5-a	Takes pieces of a set apart (e.g., Duplos, Bristle blocks)	
5-b	Spontaneously pulls and pushes items around	
5-c	Carries a large play object to a new location (e.g., a toy car garage)	
5-d	Emits sounds or words associated with toys (e.g., says vroom vroom with a car)	
5-e	Connects things or puts them together (e.g., a car on a track, Duplos)	

INDEPENDENT PLAY LEVEL 2		
Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
6-M	Searches for a missing or corresponding toy or part of a set for 5 items or sets (e.g., a puzzle piece, a ball for a drop-in toy, a bottle for a baby doll)	CC.1.4.PK.V Ask questions about topics of personal interest to gain information; with teacher guidance and support, locate information on the chosen topic. CC.2.2.PK.A.1 Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.
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.1.1.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. CC.1.2.PK.E Identify the front cover, back cover, and title page of a book.
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.1.1.PK.A Practice appropriate book handling skills. CC.1.2.PK.E Identify the front cover, back cover, and title page of a book. CC.1.2.PK.L With prompting and support, actively engage in group reading activities with purpose and understanding.
9-a	Mands to go to a playground or play structure, or otherwise get access to play items he can’t independently obtain (e.g., mands to be lifted up to monkey bars)	
9-b	Completes 5 inset puzzles with 5 or more pieces	
9-c	Repeatedly plays with specific components of a play structure (e.g., goes down a slide several times, goes back and forth on a rope bridge)	
9-d	Spontaneously kicks a ball forward	
10-M	Assembles toys that have multiple parts for 5 different sets of materials	CC.1.1.PK.C Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <ul style="list-style-type: none">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.
10-a	Plays with toy sets as designed (e.g., birthday set, tea set)	
10-b	Allows others to play in close proximity	
10-c	Demonstrates interest in a peer’s completed project (e.g., a sand castle, Lego structure)	
10-d	Mands to peers to not disturb his structure or toy assembly	
10-e	Improvises when parts are missing (e.g., still plays with a car that is missing a wheel)	
10-f	Helps to pick up toys after an activity with adult prompts	

INDEPENDENT PLAY
LEVEL 3

Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
11-M	Spontaneously engages in pretend or imaginary play on 5 occasions (e.g., dressing up, a pretend party with stuffed animals, pretends to cook)	CC.1.4.PK.V Ask questions about topics of personal interest to gain information; with teacher guidance and support, locate information on the chosen topic.
11-a	Navigates a riding toy around obstructions (e.g., moving a tricycle or big wheel around a pole)	
11-b	Demonstrates 1 to 1 correspondence in play activities (e.g., places plastic eggs in an egg carton, a doll in a bed with a bottle)	
11-c	Will get toys and play independently for 2 minutes	
11-d	Sings, hums, or recites a few words to familiar songs while engaged in an activity	
12-M	Repeats a gross motor behavior to obtain a better effect for 2 activities (e.g., throwing a ball in a basket, swinging a bat at a T-ball, foot stomping to launch a rocket, pumping a swing)	CC.1.4.PK.D With prompting and support, make logical connections between drawing and dictation. CC.2.2.PK.A.1 Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.
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)	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.
13-a	Uses arts and crafts materials as intended (e.g., cuts with scissors, uses glue)	
13-b	Waits for a turn at an activity (e.g., waits for another child to get off a swing, or a turn at an activity table)	
13-c	Independently draws recognizable items	
13-d	Shows a completed project to an adult or peer (e.g., an art project)	
13-e	Colors items mostly within their boundaries in a coloring book	
14-M	Independently engages in sustained play activities for 10 minutes without adult prompts or reinforcement (e.g., playing with an Etch-a-sketch, playing dress-up)	CC.1.4.PK.B With prompting and support, draw/dictate about 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.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.
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)	
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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.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 Participate in collaborative conversations with peers and adults in small and larger groups.
1-a	Smiles when hearing familiar voices 3 times (e.g., his mom or dad’s voice)	
1-b	Looks at the faces of familiar people at least 3 times	
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.1.3.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 Participate in collaborative conversations with peers and adults in small and larger groups.
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	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.
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-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)	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.
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)	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.
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	

		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.
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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 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.
6-a	Looks at a peer when he talks 2 times	
6-b	Chases peers in play with adult prompts 2 times	
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-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 With prompting and support, actively engage in group reading activities with purpose and understanding. 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.
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-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)	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.
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.)	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 Participate in collaborative conversations with peers and adults in small and larger groups.
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-e	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.)	

		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	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.1.2.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.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-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-e	Spontaneously imitates a peer riding on a tricycle, toy car, or other riding toy 2 times	

SOCIAL BEHAVIOR AND SOCIAL PLAY LEVEL 3		
Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
11-M	Spontaneously cooperates with a peer to accomplish a specific outcome 5 times (e.g., one child holds a bucket while the other pours in water)	CC.1.2.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.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.
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.1.2.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.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	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?)	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.K
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	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 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.
13-d	Gives directions to a peer in a social play activity 2 times	
13-e	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)	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.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.
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.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.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.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.G Demonstrate command of the conventions of standard English when speaking, based on prekindergarten level and content.
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		
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-a	Imitates mouthing movements 3 times (e.g., puckering lips, opening mouth)	Practice appropriate book handling skills. CC.2.3.PK.A.2 Analyze, compare, create, and compose shapes.
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.2.1.PK.A.2 Count to tell the number of objects. CC.2.3.PK.A.2 Analyze, compare, create, and compose shapes.
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)	CC.1.1.PK.A Practice appropriate book handling skills. CC.2.1.PK.A.2 Count to tell the number of objects. CC.2.3.PK.A.2 Analyze, compare, create, and compose shapes.
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	CC.1.1.PK.A Practice appropriate book handling skills. CC.2.1.PK.A.2 Count to tell the number of objects. CC.2.3.PK.A.2 Analyze, compare, create, and compose shapes.
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)	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.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 Analyze, compare, create, and compose shapes.
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.1.4.PK.P Recount a single event and tell about the events in the order in which they occurred. CC.1.5.PK.C Respond to what a speaker says in order to follow directions, seek help, or gather information.
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.1.1.PK.D <ul style="list-style-type: none">Develop beginning phonics and word skills.Associate some letters with their names and sounds.Identify familiar words and environmental print. 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 Respond to what a speaker says in order to follow directions, seek help, or gather information.
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)	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 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-a	Imitates 5 actions in a 10-second fluency test	
8-b	Imitates drawing a circle on 2 occasions	
8-c	Imitates 5 pretend play activities (e.g., a monster, pouring tea, shooting spider webs)	
8-d	Spontaneously imitates 5 fine motor arts and crafts activities (e.g., cutting, pasting, drawing)	
8-e	Acquires 5 new listener skills through transfer of control from imitation to listener (e.g., the child learns to cast a toy fishing pole by first being shown how, then told how)	
8-f	Imitates other children during daily activities on 2 occasions (e.g., lining up, pulling a wagon)	
8-g	Repeats a fun behavior previously observed (delayed imitation) (e.g., squirting water)	
9-M	Spontaneously imitates 5 functional skills in the natural environment (e.g., eating with a spoon, putting on a coat, removing shoes)	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-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”)	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.1.5.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
10-a	Imitates building items or the construction of a toy set (e.g., Legos, a train set, Lincoln Logs)	
10-b	Imitates 5 sequences of multi-step functional self-care skills (e.g., brushing teeth, washing face, putting on shoes)	
10-c	Imitates 5 functional activities of daily living skills (e.g., setting the table, sweeping the floor)	
10-d	Demonstrates delayed imitation of adult behavior in pretend play (e.g., driving a car, typing)	

10-e	Imitates 50 different motor behaviors on command	Using simple sentences, express thoughts, feelings, and ideas, speaking clearly enough to be understood by most audiences.
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ECHOIC LEVEL 1		
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.

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.

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. CC.1.5.PK.C Respond to what a speaker says in order to follow directions, seek help, or gather information.
7-a	Selects an item from an array of 5 for 5 different fill-in statements containing a verb (e.g., You sleep in a...)	
7-b	Selects an item from an array of 5 for 5 different spoken associated sets of words (e.g., Shoes and...)	
7-c	Reverses 5 previously acquired associations in an LRFFC format (e.g., Shoes and..., Socks and...)	
7-d	Generalizes 10 known LRFFC responses to different tones of voice, volumes, prosody, etc.	
7-e	Generalizes 10 known LRFFC responses to new carrier phrases without training (e.g., Let's sit on a...Time to sit on a...)	
7-f	Generalizes 10 known LRFFC responses to 2 different pictures or objects (e.g., two different shoes)	
8-M	Selects the correct item from an array of 10 (or from a book) for 25 different verb-noun what, which, or who questions (e.g., What do you ride? Which one barks? Who can hop?)	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.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.1.3.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 Respond to what a speaker says in order to follow directions, seek help, or gather information.
8-a	Selects an item from an array of 8 for 10 fill-in function statements (e.g., You draw with a...)	
8-b	Selects an item from an array of 8 for 10 fill-in feature statements (e.g., You find wheels on a...)	
8-c	Selects an item from an array of 8 for 10 fill-in class statements (e.g., A kind of animal is a...)	
8-d	Selects an item from an array of 8 for 10 different what questions (e.g., What do you eat?)	
8-e	Selects an item from an array of 8 for 10 different 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	
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.1.3.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.1.5.PK.C Respond to what a speaker says in order to follow directions, seek help, or gather information.
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	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.1.4.PK.D With prompting and support, make logical connections between drawing and dictation. CC.1.5.PK.C Respond to what a speaker says in order to follow directions, seek help, or gather information.
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)	
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-e	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.PK.D <ul style="list-style-type: none">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.
11-a	Selects 2 members of a class (e.g., Find two body parts.) from an array of 10, for 25 classes	
11-b	Selects 50 items from a book given any type of LRFFC task	
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.1.2.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.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.1.5.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.
12-a	Selects an item from an array of 10 given a color and class (e.g., a yellow animal) for 25 items	
12-b	Selects an item from an array of 10 given a shape and class (e.g., a round food) for 25 items	
12-c	Selects an item from an array of 10 given a function (e.g., color on it) and a class (e.g., art supplies) for 25 LRFFC tasks (e.g., Find something to color on from the art cabinet.)	
12-d	Selects an item from an array of 10 given a feature (e.g., wheels, wings) and a class (e.g., animals, vehicles) for 25 LRFFC tasks (e.g., Where’s a vehicle with wheels? Where’s a vehicle with wings?)	
12-e	Selects an item from an array of 10 given any adjective (but not color or shape) and a function (e.g., It’s hot and you eat it... spaghetti) for 25 LRFFC tasks	
12-f	Selects an item from an array of 10 given any adjective (but not color or shape) and a feature (e.g., It’s soft and has ears... rabbit) for 25 LRFFC tasks	
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 the house down?)	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.B Answer questions about key details in a text read aloud or information presented orally or through other media.
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	
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	
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-e	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 the...store) 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 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.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.1.2.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.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.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.1.5.PK.B Answer questions about key details in a text read aloud or information presented orally or through other media.
14-a	Selects all members of a class from an array of 10 when asked (e.g., Find all the clothing.) for 3 members of 25 classes	
14-b	Selects an item from a book given a when question (e.g., When do you need a towel?) for 10 items	
14-c	Selects an item from a book given a how question (e.g., How do you get to school?) for 10 items	
14-d	Selects an item from an array of 10 given a preposition after a verb (e.g., eat with, eat at, write on, write with) for 25 verb-preposition combinations	
14-e	Selects an item when asked to find something that is different in an array of 5 (e.g., 4 spoons and 1 fork) for 25 items	
14-f	Selects an item from an array of 10 when asked What is missing? from a picture (e.g., a car without wheels, an airplane without wings) for 25 items	
15-M	Demonstrates 1000 different LRFFC responses, tested or obtained from an accumulated list of known responses	CC.1.1.PK.D <ul style="list-style-type: none">Develop beginning phonics and word skills.Associate some letters with their names and sounds.Identify familiar words and environmental print. 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.B Answer questions about key details in a text read aloud or information presented orally or through other media.
15-a	Selects an item from an array of 10 relating to past events (e.g., Where did you go yesterday?) for 5 events	
15-b	Selects an item relating to future events (e.g., What’s happening tomorrow?) for 5 events	
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?)	
15-d	Selects an item from an array of 10 when asked Which one is not? in an LRFFC format (e.g., Which one is not a musical instrument?) for 25 functions, features, or classes	
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.1.1.PK.B <ul style="list-style-type: none">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 <ul style="list-style-type: none">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 <ul style="list-style-type: none">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 <p>Answer questions about a text.</p> CC.1.2.PK.C <p>With prompting and support, make connections between information in a text and personal experiences.</p> CC.1.4.PK.M <p>Dictate narratives to describe real or imagined experiences or events.</p> CC.1.4.PK.V <p>Ask questions about topics of personal interest to gain information; with teacher guidance and support, locate information on the chosen topic.</p> CC.1.5.PK.A <p>Participate in collaborative conversations with peers and adults in small and larger groups.</p> CC.2.1.PK.A.1 <p>Know number names and the count sequence.</p>
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) 8-a Completes 2 eat and 2 drink classification fill-ins (e.g., You eat... You drink...)	CC.1.2.PK.C <p>With prompting and support, make connections between information in a text and personal experiences.</p> CC.1.2.PK.I <p>With prompting and support, identify basic similarities and differences between two texts read aloud on the same topic.</p> CC.1.2.PK.L <p>With prompting and support, actively engage in group reading activities with purpose and understanding.</p> CC.1.3.PK.H <p>Answer questions to compare and contrast the adventures and experiences of characters in familiar stories.</p> CC.1.3.PK.K <p>With prompting and support, actively engage in group reading activities with purpose and understanding.</p> CC.1.4.PK.C <p>With prompting and support, generate ideas to convey information.</p> CC.1.4.PK.D <p>With prompting and support, make logical connections between drawing and dictation.</p> CC.1.4.PK.M <p>Dictate narratives to describe real or imagined experiences or events.</p> CC.1.4.PK.T <p>With guidance and support from adults and peers, respond to questions and suggestions, add details as needed.</p>
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.1.1.PK.B <ul style="list-style-type: none">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
8-a	Completes 2 <i>eat</i> and 2 <i>drink</i> classification fill-ins (e.g., You eat... You drink...)	
8-b	Completes 5 different noun-noun association fill-in-the-blank phrases (e.g., mommy and...)	
8-c	Completes 5 song fill-ins with 2 or more words (e.g., Old McDonald... had a farm)	

8-d	Generalizes 10 intraverbal responses to new carrier phrases (e.g., We bounce a... Let’s bounce a...)	<p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none">• 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. <p>CC.1.1.PK.D</p> <ul style="list-style-type: none">• Develop beginning phonics and word skills.• Associate some letters with their names and sounds.• Identify familiar words and environmental print. <p>CC.1.2.PK.A With prompting and support, retell key details of text that support a provided main idea.</p> <p>CC.1.2.PK.B Answer questions about a text.</p> <p>CC.1.2.PK.I With prompting and support, identify basic similarities and differences between two texts read aloud on the same topic.</p> <p>CC.1.3.PK.A With prompting and support, retell a familiar story in sequence with picture support.</p> <p>CC.1.3.PK.B Answer questions about a particular story (who, what, how, when, and where).</p> <p>CC.1.3.PK.C With prompting and support, answer questions to identify characters, settings, and major events in a story.</p> <p>CC.1.3.PK.D With prompting and support, name the author and illustrator of a story.</p> <p>CC.1.3.PK.E With prompting and support, recognize common types of text.</p> <p>CC.1.3.PK.G Describe pictures in books using details.</p> <p>CC.1.3.PK.H Answer questions to compare and contrast the adventures and experiences of characters in familiar stories.</p> <p>CC.1.4.PK.D With prompting and support, make logical connections between drawing and dictation.</p> <p>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.</p> <p>CC.1.4.PK.W With guidance and support, recall information from experiences or books.</p> <p>CC.1.5.PK.A Participate in collaborative conversations with peers and adults in small and larger groups.</p> <p>CC.1.5.PK.B Answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>CC.1.5.PK.G Demonstrate command of the conventions of standard English when speaking, based on prekindergarten level and content.</p>
9-M	Answers 25 different what questions (e.g., What do you brush?)	<p>CC.1.2.PK.A With prompting and support, retell key details of text that support a provided main idea.</p> <p>CC.1.2.PK.B Answer questions about a text.</p> <p>CC.1.2.PK.F With prompting and support, answer questions about unfamiliar words read aloud from a text.</p> <p>CC.1.2.PK.G With prompting and support, answer questions to connect illustrations to the written word.</p> <p>CC.1.2.PK.I With prompting and support, identify basic similarities and differences between two texts read aloud on the same topic.</p> <p>CC.1.2.PK.K With prompting and support, clarify unknown words or phrases read aloud.</p> <p>CC.1.2.PK.L With prompting and support, actively engage in group reading activities with purpose and understanding.</p> <p>CC.1.3.PK.A With prompting and support, retell a familiar story in sequence with picture support.</p> <p>CC.1.3.PK.B Answer questions about a particular story (who, what, how, when, and where).</p> <p>CC.1.3.PK.C With prompting and support, answer questions to identify characters, settings, and major events in a story.</p>
9-a	Completes 10 different verb-noun fill-in-the-blank phrases (e.g., You ride the... You play in...)	
9-b	Spontaneously emits (no additional verbal prompts) 2 intraverbal responses	
9-c	Answers 10 different what questions with a verb as the primary SD (e.g., What do you brush?)	
9-d	Answers 10 different what questions with a noun as the primary SD (e.g., What’s in the barn?)	
9-e	When asked What do you eat (or drink)? provides 2 or more members of each category	
9-f	Provides 5 novel responses to previously acquired questions (response generalization) (e.g., when asked to name an animal the child answers bear for the first time without receiving training on bear)	

		<p>CC.1.3.PK.D With prompting and support, name the author and illustrator of a story.</p> <p>CC.1.3.PK.E With prompting and support, recognize common types of text.</p> <p>CC.1.3.PK.F Answer questions about unfamiliar words read aloud from a story.</p> <p>CC.1.3.PK.G Describe pictures in books using details.</p> <p>CC.1.3.PK.H Answer questions to compare and contrast the adventures and experiences of characters in familiar stories.</p> <p>CC.1.3.PK.K With prompting and support, actively engage in group reading activities with purpose and understanding.</p> <p>CC.1.4.PK.D With prompting and support, make logical connections between drawing and dictation.</p> <p>CC.1.4.PK.O With prompting and support describe experiences and events.</p> <p>CC.1.4.PK.P Recount a single event and tell about the events in the order in which they occurred.</p> <p>CC.1.4.PK.T With guidance and support from adults and peers, respond to questions and suggestions, add details as needed.</p> <p>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.</p> <p>CC.1.4.PK.W With guidance and support, recall information from experiences or books.</p> <p>CC.1.5.PK.A Participate in collaborative conversations with peers and adults in small and larger groups.</p> <p>CC.1.5.PK.B Answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>CC.1.5.PK.D Using simple sentences, share stories, familiar experiences, and interests, speaking clearly enough to be understood by most audiences.</p> <p>CC.1.5.PK.E Using simple sentences, express thoughts, feelings, and ideas, speaking clearly enough to be understood by most audiences.</p>
10-M	Answers 25 different who or where questions (e.g., Whose your friend? Where is your pillow?)	<p>CC.1.2.PK.A With prompting and support, retell key details of text that support a provided main idea.</p> <p>CC.1.2.PK.B Answer questions about a text.</p> <p>CC.1.2.PK.F With prompting and support, answer questions about unfamiliar words read aloud from a text.</p> <p>CC.1.2.PK.G With prompting and support, answer questions to connect illustrations to the written word.</p> <p>CC.1.2.PK.I With prompting and support, identify basic similarities and differences between two texts read aloud on the same topic.</p> <p>CC.1.2.PK.K With prompting and support, clarify unknown words or phrases read aloud.</p> <p>CC.1.2.PK.L With prompting and support, actively engage in group reading activities with purpose and understanding.</p> <p>CC.1.3.PK.A With prompting and support, retell a familiar story in sequence with picture support.</p> <p>CC.1.3.PK.B Answer questions about a particular story (who, what, how, when, and where).</p> <p>CC.1.3.PK.C With prompting and support, answer questions to identify characters, settings, and major events in a story.</p> <p>CC.1.3.PK.D With prompting and support, name the author and illustrator of a story.</p> <p>CC.1.3.PK.E With prompting and support, recognize common types of text.</p> <p>CC.1.3.PK.F Answer questions about unfamiliar words read aloud from a story.</p> <p>CC.1.3.PK.G Describe pictures in books using details.</p>
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 animals do you like? What toys do you like?)	
10-e	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.)	

		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.
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INTRAVERBAL LEVEL 3		
Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
11-M	Spontaneously emits 20 intraverbal comments (can be part mand) (e.g., dad says I’m going to the car, and the child spontaneously says I want to go for a ride!)	CC.1.2.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.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 Ask questions about topics of personal interest to gain information; with teacher guidance and support, locate information on the chosen topic.
11-a	Completes 10 two-component (noun-verb) fill-ins (e.g., For breakfast you eat... For lunch you eat...)	
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 computer...Daddy 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	CC.1.2.PK.A

	intraverbals	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.1.2.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.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 Using simple sentences, express thoughts, feelings, and ideas, speaking clearly enough to be understood by most audiences.
12-a	Provides at least 3 members of 10 classes (e.g., What do you see on a playground?)	
12-b	Answers 25 multiple choice questions (e.g., Does a fish live in the water or in trees?)	
12-c	Provides 10 categories when given several members (e.g., a horse, cow, and pig are all...)	
12-d	Provides the name of 25 items when given a specific feature (e.g., What has wheels?)	
12-e	Provides 2 features of 10 items when given their names (e.g., What’s on a fire truck?)	
12-f	Provides an answer to 3 emotion questions (e.g., What makes you sad? What makes you happy?)	
12-g	Provides at least 25 3+ word responses to questions (e.g., when asked What do you like to play? the child responds I like to play with cars)	
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.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.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.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.
13-a	Answers 25 questions with yes or no (e.g., Is a shoe good to eat?)	
13-b	Describes 5 locations not in view (e.g., Tell me about your bedroom?)	
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	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.)	

		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.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.
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.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.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
14-a	Answers 25 different who, what, or where questions that contain 3 or more elements (e.g., What color is a fire truck?)	
14-b	Provides at least 3 members of 25 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?)	
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?)	

		<p>With prompting and support, make logical connections between drawing and dictation.</p> <p>CC.1.4.PK.M Dictate narratives to describe real or imagined experiences or events.</p> <p>CC.1.4.PK.N Establish who and what the narrative will be about.</p> <p>CC.1.4.PK.O With prompting and support describe experiences and events.</p> <p>CC.1.4.PK.P Recount a single event and tell about the events in the order in which they occurred.</p> <p>CC.1.4.PK.T With guidance and support from adults and peers, respond to questions and suggestions, add details as needed.</p> <p>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.</p> <p>CC.1.4.PK.W With guidance and support, recall information from experiences or books.</p> <p>CC.1.5.PK.A Participate in collaborative conversations with peers and adults in small and larger groups.</p> <p>CC.1.5.PK.D Using simple sentences, share stories, familiar experiences, and interests, speaking clearly enough to be understood by most audiences.</p> <p>CC.1.5.PK.E Using simple sentences, express thoughts, feelings, and ideas, speaking clearly enough to be understood by most audiences.</p> <p>CC.1.5.PK.G Demonstrate command of the conventions of standard English when speaking, based on prekindergarten level and content.</p>
15-M	Answers 4 different rotating WH questions about a single topic for 10 topics (e.g., Who takes you to school? Where do you go to school? What do you take to school?)	<p>CC.1.2.PK.A With prompting and support, retell key details of text that support a provided main idea.</p> <p>CC.1.2.PK.B Answer questions about a text.</p> <p>CC.1.2.PK.F With prompting and support, answer questions about unfamiliar words read aloud from a text.</p> <p>CC.1.2.PK.G With prompting and support, answer questions to connect illustrations to the written word.</p> <p>CC.1.2.PK.I With prompting and support, identify basic similarities and differences between two texts read aloud on the same topic.</p> <p>CC.1.2.PK.K With prompting and support, clarify unknown words or phrases read aloud.</p> <p>CC.1.2.PK.L With prompting and support, actively engage in group reading activities with purpose and understanding.</p> <p>CC.1.3.PK.A With prompting and support, retell a familiar story in sequence with picture support.</p> <p>CC.1.3.PK.B Answer questions about a particular story (who, what, how, when, and where).</p> <p>CC.1.3.PK.C With prompting and support, answer questions to identify characters, settings, and major events in a story.</p> <p>CC.1.3.PK.F Answer questions about unfamiliar words read aloud from a story.</p> <p>CC.1.3.PK.G Describe pictures in books using details.</p> <p>CC.1.3.PK.H Answer questions to compare and contrast the adventures and experiences of characters in familiar stories.</p> <p>CC.1.3.PK.K With prompting and support, actively engage in group reading activities with purpose and understanding.</p> <p>CC.1.4.PK.D With prompting and support, make logical connections between drawing and dictation.</p> <p>CC.1.4.PK.O With prompting and support describe experiences and events.</p> <p>CC.1.4.PK.P Recount a single event and tell about the events in the order in which they occurred.</p> <p>CC.1.4.PK.T With guidance and support from adults and peers, respond to questions and suggestions, add details as needed.</p> <p>CC.1.4.PK.W</p>
15-a	Answers 10 questions about community helpers (e.g., What does a doctor do?)	
15-b	Answers 25 different questions that contain 4 or more parts of speech (e.g., What tool do you need to pound nails?)	
15-c	Takes turns adding to a story started by others (e.g., And then he saw a boat...)	
15-d	Answers 5 different how questions (e.g., How do you fix the hole?)	
15-e	Provides last name when asked (e.g., Harrison)	
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	

		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.
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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.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 Participate in collaborative conversations with peers and adults in small and larger groups.
6-a	Adjusts to separation from parents (e.g., does not cry when parents leave)	
6-b	Sits at a snack or lunch table when physically prompted for 1 minute	
6-c	Lines up with other children when physically prompted	
6-d	Demonstrates general compliance for all classroom aides	
7-M	Puts away personal items, lines up, and comes to a table with only 1 verbal prompt	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.
7-a	Does not attempt to move away from a peer when seated next to him	
7-b	Puts away personal items (e.g., coat, backpack, lunch box) with gestural and verbal prompts	
7-c	Goes to and sits at a table with other children with only verbal prompts	
7-d	Cooperates with hand washing with physical assistance	
7-e	Does not engage in negative behavior toward a peer when seated next to him	
8-M	Transitions between classroom activities with no more than 1 gestural or verbal prompt	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-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	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.
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	CC.1.2.PK.L

	a teacher’s SDs	With prompting and support, actively engage in group reading activities with purpose and understanding. CC.1.3.PK.K
10-a	Gets lunch with only verbal prompts	With prompting and support, actively engage in group reading activities with purpose and understanding. CC.1.4.PK.T
10-b	Puts away backpack, lunch box, or coat upon entering the classroom with group prompts	With guidance and support from adults and peers, respond to questions and suggestions, add details as needed CC.1.5.PK.A
10-c	Imitates group activities with objects (e.g., tapping sticks together, shaking a maraca)	Participate in collaborative conversations with peers and adults in small and larger groups.
10-d	Gets out and opens most snack/lunch items independently	
10-e	Verbally responds in a group setting 2 times during a 5 minute session	
10-f	Imitates peers doing a song or activity in a group setting 2 times in a 5 minute session	
10-g	Will sit on the toilet without negative behavior when prompted, but may not eliminate	

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.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.
11-a	Sits or stands at an arts and crafts or activity table for 5 minutes without disruptive behavior	
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 (e.g., Everybody stand up. Does anyone have a red shirt on?)	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.
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	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-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-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.1.2.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-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!)	

		<p>Answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>CC.1.5.PK.G</p> <p>Demonstrate command of the conventions of standard English when speaking, based on prekindergarten level and content.</p> <p>CC.2.1.PK.A.2</p> <p>Count to tell the number of objects.</p> <p>CC.2.3.PK.A.1</p> <p>Identify and describe shapes.</p> <p>CC.2.3.PK.A.2</p> <p>Analyze, compare, create, and compose shapes.</p> <p>CC.2.4.PK.A.1</p> <p>Describe and compare measurable attributes of length and weight of everyday objects.</p>
7-M	Has a total listener vocabulary of 100 words (e.g., Touch nose. Jump. Find keys.)	<p>CC.1.2.PK.A</p> <p>With prompting and support, retell key details of text that support a provided main idea.</p> <p>CC.1.2.PK.B</p> <p>Answer questions about a text.</p> <p>CC.1.2.PK.C</p> <p>With prompting and support, make connections between information in a text and personal experiences.</p> <p>CC.1.2.PK.I</p> <p>With prompting and support, identify basic similarities and differences between two texts read aloud on the same topic.</p> <p>CC.1.2.PK.L</p> <p>With prompting and support, actively engage in group reading activities with purpose and understanding.</p> <p>CC.1.3.PK.A</p> <p>With prompting and support, retell a familiar story in sequence with picture support.</p> <p>CC.1.3.PK.B</p> <p>Answer questions about a particular story (who, what, how, when, and where).</p> <p>CC.1.3.PK.C</p> <p>With prompting and support, answer questions to identify characters, settings, and major events in a story.</p> <p>CC.1.3.PK.G</p> <p>Describe pictures in books using details.</p> <p>CC.1.3.PK.H</p> <p>Answer questions to compare and contrast the adventures and experiences of characters in familiar stories.</p> <p>CC.1.4.PK.A</p> <p>Draw/dictate to compose informative/ explanatory texts examining a topic.</p> <p>CC.1.4.PK.B</p> <p>With prompting and support, draw/dictate about one specific topic.</p> <p>CC.1.4.PK.C</p> <p>With prompting and support, generate ideas to convey information.</p> <p>CC.1.4.PK.D</p> <p>With prompting and support, make logical connections between drawing and dictation.</p> <p>CC.1.4.PK.M</p> <p>Dictate narratives to describe real or imagined experiences or events.</p> <p>CC.1.4.PK.N</p> <p>Establish who and what the narrative will be about.</p> <p>CC.1.4.PK.W</p> <p>With guidance and support, recall information from experiences or books.</p> <p>CC.1.5.PK.A</p> <p>Participate in collaborative conversations with peers and adults in small and larger groups.</p> <p>CC.1.5.PK.B</p> <p>Answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>CC.1.5.PK.G</p> <p>Demonstrate command of the conventions of standard English when speaking, based on prekindergarten level and content.</p>
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-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)	<p>CC.1.2.PK.A</p> <p>With prompting and support, retell key details of text that support a provided main idea.</p> <p>CC.1.2.PK.B</p> <p>Answer questions about a text.</p> <p>CC.1.2.PK.C</p> <p>With prompting and support, make connections between information in a text and personal experiences.</p> <p>CC.1.2.PK.I</p> <p>With prompting and support, identify basic similarities and differences between two texts read aloud on the same topic.</p> <p>CC.1.2.PK.L</p> <p>With prompting and support, actively engage in group reading activities with purpose and understanding.</p>
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	

		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.
9-M	Emits functional prosody (i.e., rhythm, stress, intonation) on 5 occasions in one day (e.g., puts emphasis or stress on certain words at appropriate times such as, It’s MINE!)	CC.1.3.PK.G Describe pictures in books using details. CC.1.4.PK.A Draw/dictate to compose informative/ explanatory texts examining a topic. CC.1.4.PK.M Dictate narratives to describe real or imagined experiences or events. CC.1.5.PK.G Demonstrate command of the conventions of standard English when speaking, based on prekindergarten level and content.
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)	CC.1.1.PK.C <ul style="list-style-type: none">• 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
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?)	

		<div>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.</div>
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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 Draw/dictate to compose informative/ explanatory texts examining a topic. CC.1.4.PK.M Dictate narratives to describe real or imagined experiences or events.
11-a	Emits auxiliary (helping) verbs in a tact or mand carrier phrase (e.g., do, have, will, can, was)	
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)	

11-c	Uses “s” vs. “es” plural markers (e.g., books or glasses)	CC.1.5.PK.G 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 verbs with affixes for future tense (e.g., will play)	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.1.5.PK.G Demonstrate command of the conventions of standard English when speaking, based on prekindergarten level and content.
12-a	Uses is and am appropriately with verbs (e.g., I am eating. The dog is barking.)	
12-b	Emits conjunctions to combine words and phrases (e.g., and, or, but)	
12-c	Emits some irregular past tense verbs appropriately (e.g., dug, ran, built)	
12-d	Emits 2-word noun-verb or verb-noun mands or tacts (e.g., Pour juice. Baby crying.)	
12-e	Emits present participle inflection with “verb-ing” (e.g., running, playing, swimming)	
13-M	Emits 10 different noun phrases containing at least 3 words, with 2 modifiers (e.g., adjectives, prepositions, pronouns) (e.g., He’s my puppet. I want chocolate ice cream.)	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.1.5.PK.G Demonstrate command of the conventions of standard English when speaking, based on prekindergarten level and content.
13-a	Speaks in 3-5 word sentences	
13-b	Emits prepositional phrases (e.g., on the table, in the house), but may not discriminate between prepositional pairs (e.g., on vs. under; in vs. out)	
13-c	Emits adjectives to modify nouns (e.g., blue train, chocolate cookie)	
13-d	Emits contractions in a mand, tact, or intraverbal context (e.g., can’t, don’t, won’t)	
13-e	Emits pronouns to modify nouns (e.g., My shoes. Your cup.)	
14-M	Emits 10 different verb phrases containing at least 3 words, with 2 modifiers (e.g., adverbs, prepositions, pronouns) (e.g., Push me hard. Go up the steps.)	CC.1.2.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.1.5.PK.G Demonstrate command of the conventions of standard English when speaking, based on prekindergarten level and content.
14-a	Adjectives usually precede nouns when appropriate (e.g., a big boat vs. a boat big)	
14-b	Verbs agree with the subjects in person (e.g., he was laughing vs. he were laughing)	
14-c	Verbs agree with the subjects in number (e.g., Joey is home vs. Joey are home)	
14-d	Emits adjective inflections with the comparative suffixes “er” and “est” (e.g., good, better, best)	
14-e	Emits adverbs to modify verbs (e.g., Go fast. It’s slow.)	
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.)	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.1.5.PK.G
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-c	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-e	Uses quantification in a sentence (e.g., always, never, sometimes)	
15-f	Uses demonstratives in a sentence (e.g., this that, these, those)	
15-g	Emits words that describe the certainty of other words (e.g., I think... I’m sure... maybe)	

	Demonstrate command of the conventions of standard English when speaking, based on prekindergarten level and content.
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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.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.1.3.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 Using simple sentences, express thoughts, feelings, and ideas, speaking clearly enough to be understood by most audiences.
11-a	Turns pages and looks at books for 30 seconds	
11-b	Mands to be read stories from books	
11-c	Touches pictures in books that correspond to the story (e.g., Where’s the big bad wolf?)	
12-M	Selects (LDs) the correct uppercase letter from an array of 5 letters, for 10 different letters	CC.1.1.PK.B <ul style="list-style-type: none">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 <ul style="list-style-type: none">Develop beginning phonics and word skills.Associate some letters with their names and sounds.Identify familiar words and environmental print.
12-a	Completes an ABC inset puzzle without prompts	
12-b	Recites 5 letters from the alphabet with a starting prompt (e.g., A B...)	
12-c	Has a favorite book, and can provide the name of it by seeing the pictures on the cover	
12-d	Tacts pictures in books while an adult reads the story	
12-e	Matches to sample all uppercase letters	
13-M	Tacts 10 uppercase letters on command	CC.1.1.PK.B <ul style="list-style-type: none">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
13-a	Recites (or sings) the whole alphabet with only a verbal prompt to do so	
13-b	Mands for what written words say (e.g., What word is that?)	
13-c	Pretends to read a book	

13-d	Discriminates as a listener (LDs) his own name from an array of 3 written names	<ul style="list-style-type: none">Develop beginning phonics and word skills.Associate some letters with their names and sounds.Identify familiar words and environmental print.
13-e	Looks at the written words, rather than just the pictures when stories are being read to him	
14-M	Reads his own name	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.
14-a	Discriminates among most uppercase letters (but may confuse some; e.g., M and N; P and R)	
14-b	Matches 5 word cards to the same word written on paper	
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	
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 <ul style="list-style-type: none">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.1.1.PK.D <ul style="list-style-type: none">Develop beginning phonics and word skills.Associate some letters with their names and sounds.Identify familiar words and environmental print. 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.
15-a	Indicates if 2 words rhyme or not for 10 different rhymes (e.g., cat and hat vs. cat and book)	
15-b	Tacts most uppercase letters (may confuse those that look similar; e.g., M and N; P and R)	
15-c	Matches 10 lower case letters to uppercase letters	
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
11-M	Imitates 5 different writing actions modeled by an adult using a writing instrument and writing surface	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.
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.1.4.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-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	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.
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	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-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-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.PK.M Dictate narratives to describe real or imagined experiences or events.
15-a	Draws recognizable pictures of 3 different items	
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.PK.B <ul style="list-style-type: none">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.2.1.PK.A.1 Know number names and the count sequence.
11-a	Rote counts to 5 with a verbal starter prompt (e.g., count 1, 2, ...)	
11-b	Arranges objects by size (e.g., small, medium, and large blocks)	
11-c	Distinguishes between 1 and 2 items as a listener (e.g., Where are 2 boats?)	
11-d	Distinguishes between 1 and 2 items as a mand (e.g., I want 2 cookies.)	
11-e	Matches to sample the numbers 1-10 (e.g., puts the number 4 with the number 4)	
12-M	Tacts the numbers 1-5	CC.1.1.PK.B <ul style="list-style-type: none">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.2.1.PK.A.1 Know number names and the count sequence.
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.)	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-a	Provides age when asked	
13-b	Counts out up to 3 items given the verbal prompt How many? and the related set of items	
13-c	Identifies as a listener (LDs) the number of items (e.g., Which picture has 2 cars?)	

13-d	Demonstrates enumeration in counting (final emphasis on correct number) for numbers 1-3	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	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)	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.
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)	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. CC.2.4.PK.A.4 Classify objects and count the number of objects in each category.
15-a	Performs an action a specified number of times up to 5 (e.g., Clap 3 times)	
15-b	Completes a sequence or pattern containing 2 elements (e.g., red-green; red-green...)	
15-c	Correctly Identifies (LDs) the ordinal terms “first” and “last”	
15-d	Correctly Identifies (LDs) and tacts morning time and night time	
15-e	Intraverbally responds to what number is next for numbers 1-9	
15-f	Correctly Identifies (LDs) 3 different coins, and intraverbally states what to do with money	

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 topic. CC.1.2.K.L Actively engage in group reading activities with purpose and understanding. CC.1.3.K.H Answer questions to 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 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.T With guidance and support from adults and peers, respond to questions and suggestions, 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.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 Demonstrate command of the conventions of standard English when speaking based on kindergarten level and content.
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, 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-e	Generalizes 2 known mands across 2 different people and 2 settings	
3-M	Generalizes 6 mands across 2 people, 2 settings, and 2 different examples of a reinforcers (e.g., mands bubbles	
3-a	Emits 2 spontaneous mands (no verbal prompt); — the object can be present	
3-b	Emits 5 mands without echoic or imitative prompts — can be with verbal or object prompts	
3-c	Generalizes 3 mands across 2 examples of a desired item (e.g., mands slide for 2 different slides)	
3-d	Emits 6 different mands without echoic or imitative prompts — can be with verbal or object prompts	
4-M	Spontaneously emits (no verbal prompts) 5 mands — the desired item can be present	
4-a	Mands for attention 2 times with some identifiable type of response (e.g., a tap on the arm)	
4-b	Emits 2 mands without an object present — can be with What do you want?	
4-c	Emits 2 mands without verbal prompts — can be with object prompts	
4-d	Mands for others to attend to the same stimulus that he is attending to 5 times per day	
4-e	Emits 1 mand to remove an undesirable item or activity (e.g.no)	
5-M	Emits 10 different mands without prompts (except, What do you want?) — the desired item can be present (e.g., apple, swing, car, juice)	
5-a	Emits 3 different mands without an object present — can be with a verbal prompt (e.g., mommy)	
5-b	Emits 3 different mands without verbal prompts — can be with an object prompt	
5-c	Mands contain intonations that vary and are appropriate to the current MO 2 times	
5-d	Acquires a new mand in less than 20 training trials	

5-e	Continues to emit a mand 2 times if the reinforcer is not delivered (persistence)	
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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.1.2.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 Answer questions to 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 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.T With guidance and support from adults and peers, respond to questions and suggestions, 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.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 Demonstrate command of the conventions of standard English when speaking based on kindergarten level and content.
6-a	Spontaneously emits 5 mands without an object present and without verbal prompts	
6-b	Emits 10 different mands without echoic or imitative prompts — object can be present	
6-c	Mands for 5 different missing items without prompts (except a verbal prompt)	
6-d	Generalizes 4 mands to 4 different people	
6-e	Maintains a newly acquired mand for a missing item after 24 hours of no contact with the item	
7-M	Mands for others to emit 5 different actions needed to enjoy a desired activity (e.g., open to get outside, push when on a swing)	
7-a	Mands 2 times with 2 words in a phrase or sentence (e.g., Drink juice.)	
7-b	Mands for other individuals to emit 2 different actions with verbal prompts (e.g., go, spin)	
7-c	Emits 2 mands to remove undesirable items or activities	
7-d	Demonstrates response generalization for two different mands (e.g., calls a filled cup both cup and drink; calls a dog both dog and Maggie)	
7-e	Mands contain varied intonation appropriate to both positive and negative MOs 5 times	
7-f	Mands for help or assistance 2 times	
7-g	Demonstrates a high frequency of manding (15 in a 5 minute period)	
8-M	Emits 5 different mands that contain 2 or more words (not including I want) (e.g., Go fast. My turn. Pour juice.) (TO: 60 min.)	
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-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.1.2.K.J Use word and phrases acquired through conversations, reading, and being read to, and responding to texts. CC.1.2.K.L Actively engage in group reading activities with purpose and understanding. 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.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.PK.C With prompting and support, generate ideas to convey information. 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, 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 about key details in a text read aloud or information presented orally or through other media. CC.1.5.K.D Using simple sentences, share stories, familiar experiences, and interests, speaking clearly enough to be understood by all audiences using appropriate volume. CC.1.5.K.E
11-a	Mands to peers 5 times	
11-b	Spontaneously mands for attention 5 times (e.g., Teacher! Hey! Excuse me.)	
11-c	The child emits 100 or more different mands in a one week period	
11-d	Mands contain 3-word phrases 10 times (e.g, Can I see?)	
11-e	Mands for a specific quantity of reinforcers 2 times (e.g., two gummy bears)	
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?)	
12-a	Mands to remove an aversive item or activity 2 times (e.g., Let go. Give it back.)	
12-b	Mands for others to perform a two-step action 2 times (e.g., Come here and watch me.)	
12-c	Says please and thank you with indirect adult verbal prompts (e.g., What do you say?)	
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.)	
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.)	
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?)	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.
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.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 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.
1-a	Tacts 1 familiar person, pet, or object with verbal prompts and motivation present (e.g. mama)	
2-M	Tacts any 4 items without echoic or imitative prompts (e.g., people, pets, characters, or other objects)	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 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. 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-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	CC.1.4.K.C With prompting and support, generate ideas to convey information that relates to the chosen topic.
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)	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 With prompting and support, make connections 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.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.
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.1.1.K.B Demonstrate understanding of the organization and basic features of print. <ul style="list-style-type: none">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. <ul style="list-style-type: none">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
6-a	Tacts 4 different people, pets, or characters by their specific name (can include mama and dada)	
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)	

		<p>With prompting and support, identify the main idea and retell key details of text.</p> <p>CC.1.2.K.B</p> <p>With prompting and support, answer questions about key details in a text.</p> <p>CC.1.2.K.C</p> <p>With prompting and support, make a connection between two individual events, ideas, or pieces of information in text.</p> <p>CC.1.2.K.E</p> <p>Identify parts of a book (title, author) and parts of a text (beginning, end, details).</p> <p>CC.1.2.K.L</p> <p>Actively engage in group reading activities with purpose and understanding.</p> <p>CC.1.3.K.D</p> <p>Name the author and illustrator of a story and define the role of each in telling the story.</p> <p>CC.1.3.K.E</p> <p>Recognize common types of text.</p> <p>CC.1.3.K.F</p> <p>Ask and answer questions about unknown words in a text.</p> <p>CC.1.3.K.G</p> <p>Make connections between the illustrations and the text in a story (read or read aloud).</p> <p>CC.1.3.K.H</p> <p>Compare and contrast the adventures and experiences of characters in familiar stories.</p> <p>CC.1.3.K.K</p> <p>Actively engage in group reading activities with purpose and understanding.</p> <p>CC.1.4.K.D</p> <p>Make logical connections between drawing and dictation/writing.</p> <p>CC.1.4.K.M</p> <p>Use a combination of drawing, dictating, and writing to compose narratives that describe real or imagined experiences or events.</p> <p>CC.1.4.K.T</p> <p>With guidance and support from adults and peers, respond to questions and suggestions from peers, add details to strengthen writing as needed.</p> <p>CC.1.4.K.W</p> <p>With guidance and support, recall information from experiences or gather information from provided sources to answer a question.</p>
7-M	Generalizes tacts across 3 examples of 50 items, or from a list of known generalizations	<p>CC.1.1.K.B</p> <p>Demonstrate understanding of the organization and basic features of print.</p> <ul style="list-style-type: none">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. <p>CC.1.1.K.D</p> <p>Know and apply grade level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none">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. <p>CC.1.2.K.A</p> <p>With prompting and support, identify the main idea and retell key details of a text.</p> <p>CC.1.2.K.C</p> <p>With prompting and support, make a connection between two individual events, ideas, or pieces of information in a text.</p> <p>CC.1.2.K.I</p> <p>With prompting and support, identify basic similarities and differences between two texts (read or read aloud) on the same topic.</p> <p>CC.1.3.K.D</p> <p>Name the author and illustrator of a story and define the role of each in telling the story.</p> <p>CC.1.3.K.E</p> <p>Recognize common types of text.</p> <p>CC.1.3.K.G</p> <p>Make connections between the illustrations and the text in a story (read or read aloud).</p> <p>CC.1.3.K.H</p> <p>Compare and contrast the adventures and experiences of characters in familiar stories.</p> <p>CC.1.4.K.D</p> <p>Make logical connections between drawing and dictation/writing.</p>
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 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.1.4.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.
8-M	Tacts 10 actions when asked, for example, What am I doing? (e.g., jumping, sleeping, eating)	CC.1.2.K.B With prompting and support, answer questions about key details in a text.
8-a	Tacts 2 tactile stimuli (e.g., says ball when feeling a ball in a bag)	CC.1.2.K.C
8-b	Tacts 5 noun-verb or verb-noun combinations (e.g., dog eating, rolling ball)	With prompting and support, make connections between two individual events, ideas, or pieces of information in a text.
8-c	Tacts two or more items from 10 different pages in a book when asked, What do you see here?	CC.1.2.K.E
8-d	Glances at a listener while tacting on 5 occasions	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 (e.g., washing face, Joe swinging, baby sleeping)	CC.1.2.K.A With prompting and support, identify the main idea and retell key details of text.
9-a	Tacts 25 two-component noun-noun relations (e.g., paper and pencil; car and truck)	CC.1.2.K.I
9-b	Acquires a new tact in less than 15 training trials	With prompting and support, identify basic similarities and differences between two texts (read or read aloud) on the same 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
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).
9-e	Shows response generalization for 5 items (i.e., tacts the same stimulus with two different words teacher and Katie; cat and Garfield; dog and Maggie)	CC.1.3.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.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. <ul style="list-style-type: none">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)	<ul style="list-style-type: none">Recognize that spoken words are represented in written language by specific sequences of letters.
10-c	Tacts 20 items in a 1 minute fluency test	<ul style="list-style-type: none">Understand that words are separated by spaces in print.
10-d	Tacts 2 different colors (e.g., red, blue)	<ul style="list-style-type: none">Recognize and name all upper and lower case letters of the alphabet.
10-e	Tacts 2 different shapes (e.g., circle, star)	CC.1.1.K.C Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <ul style="list-style-type: none">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.

	<p>CC.1.1.K.D Know and apply grade level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none">• 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. <p>CC.1.2.K.A With prompting and support, identify the main idea and retell key details of text.</p> <p>CC.1.2.K.B With prompting and support, answer questions about key details in a text.</p> <p>CC.1.2.K.C With prompting and support, make connections between two individual events, ideas, or pieces of information in a text.</p> <p>CC.1.2.K.F With prompting and support, ask and answer questions about unknown words in a text.</p> <p>CC.1.2.K.G Answer questions to describe the relationship between illustrations and the text in which they appear.</p> <p>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.</p> <p>CC.1.2.K.J Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.</p> <p>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.</p> <p>CC.1.2.K.L Actively engage in group reading activities with purpose and understanding.</p> <p>CC.1.3.K.D Name the author and illustrator of a story and define the role of each in telling the story.</p> <p>CC.1.3.K.E Recognize common types of text.</p> <p>CC.1.3.K.F Ask and answer questions about unknown words in a text.</p> <p>CC.1.3.K.G Make connections between the illustration and the text in a story (read or read aloud).</p> <p>CC.1.3.K.H Compare and contrast the adventures and experiences of characters in familiar stories.</p> <p>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.</p> <p>CC.1.3.K.J Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.</p> <p>CC.1.3.PK.K Actively engage in group reading activities with purpose and understanding.</p> <p>CC.1.4.K.D With prompting and support, make logical connections between drawing and dictation.</p> <p>CC.1.4.K.M Use a combination of drawing, dictating, and writing to compose narratives that describe real or imagined experiences or events.</p> <p>CC.1.4.K.O Describe experiences and events.</p> <p>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.</p> <p>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.</p> <p>CC.1.4.K.V Participate in individual or shared research projects on a topic of interest.</p> <p>CC.1.4.K.W With guidance and support, recall information from experiences or gather information from provided sources to answer a question.</p> <p>CC.1.5.K.D</p>
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		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.
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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.K.B Demonstrate understanding of the organization and basic features of print. <ul style="list-style-type: none">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). <ul style="list-style-type: none">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. <ul style="list-style-type: none">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 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
11-a	Tacts 2 olfactory stimuli (e.g., cookies, popcorn, flowers)	
11-b	Acquires 5 new tacts in a week without direct training	
11-c	Tacts 2 people (not family members) by their first names	
11-d	Tacts 5 categories or classes (e.g., animals, drinks, toys)	
11-e	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	

		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.
12-M	Tacts 4 different prepositions (e.g., in, out, on, under) and 4 pronouns (e.g., I, you, me, mine)	CC.1.5.K.G Demonstrate command of the conventions of standard English when speaking based on kindergarten level and content.
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-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-d	Tacts 2 prepositional relations (e.g., Where is Oscar? ...in the garbage can) (part intraverbal)	
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.1.2.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.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.1.5.K.G Demonstrate command of the conventions of standard English when speaking based on kindergarten level and content. CC.2.1.K.A.3 Apply the concept of magnitude to compare numbers and quantities.
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.)	
13-c	Tacts 2 pairs of relative adjectives (e.g., big and little; long and short) (part intraverbal if questions such as What size is this? are used)	
13-d	Spontaneously tacts with 2 different adjectives	
13-e	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.K.L 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.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.
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 (The dog’s in the house.)	
	Tacts 5 subject-verb-noun combinations in a complete sentence (e.g., The girl is pulling the wagon.)	
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. <ul style="list-style-type: none">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 used)	<ul style="list-style-type: none">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.F 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.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.
15-b	Tacts 5 frequently used gestures that have a verbal function (e.g., pinching their nose for a bad smell, finger over the lips for quiet, thumbs up for a good job, a fake yawn for being tired)	
15-c	Tacts 5 community helpers (e.g., policeman, fireman, nurse, doctor, garbage man)	
15-d	Tacts with 2 different negation words 5 times (e.g., That’s not a cat.)	
15-e	Tacts 5 social, community, or group events (e.g., parade, party, emergency)	
15-f	Spontaneously tacts 2 different social circumstances (e.g., They are busy. They are arguing.)	
15-g	Spontaneously emits untrained tacts in sentences containing at least 5 words, 5 times	

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.
2-M	Responds to hearing his own name 5 times (e.g., looks at the speaker)	CC.1.2.K.L
2-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.
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.1.1.K.D Know and apply grade level phonics and word analysis skills in decoding words. <ul style="list-style-type: none">• 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.•
3-a	Interrupts a play activity when his name is called	CC.1.2.K.I
3-b	Responds to no, hot, stop or other commands in the appropriate context	With prompting and support, identify basic similarities and differences between two texts (read or read aloud) on the same topic.
3-c	Attends to an object or picture when named (without discrimination) 5 times	CC.1.3.K.H
3-d	Responds to 2 simple (1 part) verbal instructions in context (e.g., sit down, when by a chair)	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.K.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 a ball and a shoe and asked touch ball)	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.
		CC.1.1.K.C Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <ul style="list-style-type: none">• 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.
4-M	Performs 4 different motor actions on command without a visual prompt (e.g., Can you jump? Show me clapping.)	CC.1.1.K.D Know and apply grade level phonics and word analysis skills in decoding words. <ul style="list-style-type: none">• 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.
4-a	Selects the correct item from an array of 2 for 10 different objects or pictures	CC.1.5.K.C Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
4-b	Maintains eye contact to a speaker for 2 seconds	CC.1.1.K.B
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)	<div>Demonstrate understanding of the organization and basic features of print.<ul style="list-style-type: none">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<div>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).<ul style="list-style-type: none">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.</div>CC.1.1.K.D<div>Know and apply grade level phonics and word analysis skills in decoding words.<ul style="list-style-type: none">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.</div>CC.1.2.K.A<div>With prompting and support, identify the main idea and retell key details of text.</div>CC.1.2.K.B<div>With prompting and support, answer questions about key details in a text.</div>CC.1.2.K.C<div>With prompting and support, make connections between two individual events, ideas, or pieces of information in a text.</div>CC.1.2.K.E<div>Identify parts of a book (title, author) and parts of a text (beginning, end, details).</div>CC.1.2.K.F<div>With prompting and support, ask and answer questions about unknown words in a text.</div>CC.1.2.K.G<div>Answers questions to describe the relationship between illustrations and the text in which they appear.</div>CC.1.2.K.I<div>With prompting and support, identify basic similarities and differences between two texts (read or read aloud) on the same topic.</div>CC.1.2.K.J<div>Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.</div>CC.1.2.K.K<div>Determine or clarify the meaning of unknown or multiple meaning word and phrases based upon grade level reading and content.</div>CC.1.2.K.L<div>Actively engage in group reading activities with purpose and understanding.</div>CC.1.3.K.A<div>With prompting and support, retell a familiar stories including key details.</div>CC.1.3.K.B<div>Answer questions about key details in a text.</div>CC.1.3.K.C<div>With prompting and support, identify characters, settings, and major events in a story.</div>CC.1.3.K.D<div>Name the author and illustrator of a story and define the role of each in telling the story.</div>CC.1.3.K.E<div>Recognize common types of text.</div>CC.1.3.K.F<div>Answer questions about unknown words in a text.</div>CC.1.3.K.G<div>Make connections between the illustrations and the text in a story (read or read aloud).</div>CC.1.3.K.H<div>Compare and contrast the adventures and experiences of characters in familiar stories.</div>CC.1.3.K.I<div>Determine or clarify the meaning of unknown or multiple meaning words and phrases based upon grade level reading and content.</div>CC.1.3.K.J<div>Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.</div>CC.1.3.K.K</div>
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	

		<p>Actively engage in group reading activities with purpose and understanding.</p> <p>CC.1.4.K.A Use a combination of drawing, dictating, and writing to compose informative/explanatory texts.</p> <p>CC.1.4.K.B Use a combination of drawing, dictating, and writing to focus on one specific topic.</p> <p>CC.1.4.K.C With prompting and support, generate ideas to convey information that relates to the chosen topic.</p> <p>CC.1.4.K.D Make logical connections between drawing and dictation.</p> <p>CC.1.4.K.M Use a combination of drawing, dictating, and writing to compose narratives that describe real or imagined experiences or events.</p> <p>CC.1.4.K.N Establish “who” and “what” the narrative will be about.</p> <p>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.</p> <p>CC.1.4.K.V Participate in individual or shared research projects on a topic of interest.</p> <p>CC.1.4.K.W With guidance and support, recall information from experiences or gather information from provided sources to answer a question.</p> <p>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.</p> <p>CC.1.5.K.C Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>CC.2.1.K.A.1 Know number names and write and recite the count sequence.</p> <p>CC.2.3.K.A.1 Identify and describe two- and three-dimensional shapes.</p>
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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.)	<p>CC.1.1.K.B Demonstrate understanding of the organization and basic features of print.</p> <ul style="list-style-type: none">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. <p>CC.1.1.K.D Know and apply grade level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none">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. <p>CC.1.2.K.C With prompting and support, make connections between two individual events, ideas, or pieces of information in a text.</p> <p>CC.1.2.K.E Identify parts of a book (title, author) and parts of a text (beginning, end, details).</p> <p>CC.1.2.K.F With prompting and support, ask and answer questions about unknown words in a text.</p> <p>CC.1.2.K.I With prompting and support, identify basic similarities and differences between two texts (read or read aloud) on the same</p>
6-a	Selects the correct item from a messy array of 5, for 25 different items (e.g., book, car, dog, shoe)	
6-b	Acquires a new listener skill in less than 25 training trials	
6-c	Discriminates among 6 people, pets, or characters by name (e.g., Find Oscar.)	
6-d	Generalizes in a listener task across 3 examples of 25 different items	

		<p>topic.</p> <p>CC.1.3.K.D Name the author and illustrator of a story and define the role of each in telling the story.</p> <p>CC.1.3.K.E Recognize common types of text.</p> <p>CC.1.3.K.H Compare and contrast the adventures and experiences of characters in familiar stories.</p> <p>CC.1.4.K.D Make logical connections between drawing and dictation.</p> <p>CC.1.4.K.M Use a combination of drawing, dictating, and writing to compose narratives that describe real or imagined experiences or events.</p> <p>CC.1.4.K.O Describe experiences and events.</p> <p>CC.1.4.K.V Participate in individual or shared research projects on a topic of interest.</p> <p>CC.1.5.K.C Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>
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)	<p>CC.1.1.K.B Demonstrate understanding of the organization and basic features of print.</p> <ul style="list-style-type: none">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. <p>CC.1.1.K.D Know and apply grade level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none">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. <p>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.</p> <p>CC.1.2.K.L Actively engage in group reading activities with purpose and understanding.</p> <p>CC.1.3.K.H Compare and contrast the adventures and experiences of characters in familiar stories.</p> <p>CC.1.3.K.K Actively engage in group reading activities with purpose and understanding.</p> <p>CC.1.4.K.D Make logical connections between drawing and dictation.</p> <p>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.</p> <p>CC.1.4.K.V Participate in individual or shared research projects on a topic of interest.</p> <p>CC.1.5.K.C Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>
7-a	Goes to 3 specified people on command (e.g., Go to Debbie)	
7-b	Points to a named item in a book for 5 items (e.g., Where’s the fire truck?)	
7-c	Selects 5 items in the natural environment on command (e.g., get the spoon, while at the table)	
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?)	<p>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.</p> <p>CC.1.2.K.L Actively engage in group reading activities with purpose and understanding.</p> <p>CC.1.3.K.H Compare and contrast the adventures and experiences of characters in familiar stories.</p> <p>CC.1.3.K.K Actively engage in group reading activities with purpose and understanding.</p> <p>CC.1.4.K.D Make logical connections between drawing and dictation.</p> <p>CC.1.4.K.T With guidance and support from adults and peers, respond to questions and suggestions from peers, and add details to</p>
8-a	Goes to 3 specified locations on command (e.g., Go to the kitchen. Show me your bedroom.)	
8-b	Selects the correct item from an array of 8 containing 2 similar stimuli (e.g., same color), for 20 items	
8-c	Selects an item when given the sound that the item makes for 5 items (e.g., barking: dog, siren: fire truck)	
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?)	

		strengthen writing as needed. 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	Follows 25 two-component noun-verb and/or verb-noun instructions (e.g., Show me the baby sleeping. Push the swing.)	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.1.5.K.A Participate in collaborative conversations with peers and adults in small and larger groups. CC.1.5.K.C Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
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)	
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 accumulated list of known words	CC.1.1.K.B Demonstrate understanding of the organization and basic features of print. <ul style="list-style-type: none">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. <ul style="list-style-type: none">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.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
10-a	Performs two consecutive actions for 10 different sets of actions (verb-verb) (e.g., Show me jumping and clapping.	
10-b	Discriminates between 2 colors from an array of 4 different colored objects	
10-c	Discriminates between 2 shapes from an array of 4 different shapes	
10-d	Generalizes in a noun-verb listener task with a new object for 5 different actions (e.g., after receiving training on spinning and rolling a pencil, the child correctly spins and rolls a straw on the first trial)	
10-e	Generalizes in a noun-verb listener task with a new action for 5 objects (e.g., can spin any item)	

		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.
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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.1.1.K.C Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <ul style="list-style-type: none">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.1.2.K.G Answers questions to describe the relationship between illustrations and the text in which they appear.
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., Touch my ear.)	CC.1.2.K.L 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.
12-a	Follows instructions to take an item to 5 different locations (e.g., Take the tray to the sink.)	
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-e	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. 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.
13-a	Demonstrates 3 pretend emotions on command (e.g., Show me a sad face. Make a happy face.)	
13-b	Identifies (LDs) 10 items based on a subject, adjective, and noun (e.g., Show me the girl’s red hair.)	
13-c	Performs 10 actions based on a subject, preposition, and noun (e.g., Put the horse in the barn.)	
13-d	Identifies (LDs) 10 items based on a verb, pronoun, and noun (e.g., Brush his hair.)	
13-e	Generalizes a pronoun and a preposition to a new situation (e.g., uses his correctly with a new friend)	
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 Participate in individual or shared research projects on a topic of interest.
14-a	Performs 10 actions based on a subject, verb, and adverb (e.g., Show me the frog jumping high.)	

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 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.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.
15-a	Discriminates among items given negation words for 10 tasks (e.g., Which one is not a food?)	
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?)	
15-c	Correctly responds to 10 singular vs. plural tasks (e.g., Touch the dog. vs. Touch the dogs.)	
15-d	Generalizes 5 adjectives to new nouns (e.g., says, Sticky fly stuff when first encounters a fly trap)	
15-e	Generalizes 5 adverbs to new verbs (e.g., says, Lava moves slow when first encountering lava)	

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 Utilize book handling skills.
1-a	Visually attends to faces and people 5 times	

1-b	Visually attends to reinforcing objects 5 times	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.
2-M	Grasps small objects with thumb and index finger (pincer grasp) 5 times	
2-a	Reaches for and successfully grabs objects 5 times	
2-b	Uses index finger to poke things or for other uses 5 times	
2-c	Manipulates toys and objects in a variety of ways for 10 seconds, 5 times	
		CC.1.1.K.A Utilize book handling skills.
3-M	3-M Visually attends to a toy or book for 30 seconds (not a self-stim item)	
3-a	Transfers objects from one hand to another 5 times	
3-b	Looks for an object that has fallen out of sight 5 times	
		CC.1.1.K.A Utilize book handling skills. 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.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	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	
		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.4 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)	
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-piece in-set 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)	

		CC.2.4.K.A.4 Classify objects and count the number of objects in each category.
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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.1.1.K.B Demonstrate understanding of the organization and basic features of print. <ul style="list-style-type: none">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.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.
6-a	Connects 2 items or toys together (e.g. Duplos)	
6-b	Nests identical objects in a stack 2 times (e.g., bowls, cups, plates)	
6-c	Turns 2 pages in a book	
6-d	Completes 3 different inset puzzles containing 3-4 pieces without prompts	
6-e	Stacks 4 blocks without help	
6-f	Matches identical objects or pictures in a neat array of 3, for 10 items (e.g., matches a hat to a hat)	
6-g	Matches identical objects or pictures that are different sizes in a messy array of 6, for 10 items (e.g., matches a big red ball to a little red ball)	
6-h	Places 5 items where they belong or in an appropriate context (e.g., puts a cup in the sink)	
7-M	Matches similar colors and shapes for 10 different colors or shapes given models (e.g., given red, blue, and green bowls and a pile of red, blue, and green bears the child sorts the items by color	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-c	Matches identical pictures that have different backgrounds in a messy array of 8, for 25 pictures	
7-d	Matches identical pictures (2D) to objects (3D) and vice versa, in a messy array of 8, for 10 pairs (e.g., matches a picture of Thomas the Train to a toy Thomas the Train	
7-e	Spontaneously matches 2 items together in play or other situations (e.g., picks up a Hulk figurine and selects a matching Hulk from a bin of figurines)	
7-f	Completes identical matches in an array of 8, for 10 matches in less than 20 seconds (fluency)	
8-M	Matches identical objects or pictures in a messy array of 8 containing 3 similar stimuli, for 25 items (e.g., matches a dog to a dog in an array that also contains a cat, a pig, and a pony	CC.1.1.K.B Demonstrate understanding of the organization and basic features of print. <ul style="list-style-type: none">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.
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.1.1.K.B 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 Ford Mustang to a blue Ford Mustang	<ul style="list-style-type: none">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. <ul style="list-style-type: none">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.
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)	
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. 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-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-c	Matches a picture of an action to a non-identical picture of the same action for 10 actions (e.g., matches a picture of a girl swimming to a picture of a boy swimming in a different pool)	
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)	

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. CC.2.1.K.A.3 Apply the concept of magnitude to compare numbers and quantities. CC.2.3.K.A.2 Analyze, compare, create, and compose two- and three-dimensional shapes.
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., 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. CC.1.3.K.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)	

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 Make logical connections between drawing and dictation/writing.
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.K.I With prompting and support, identify basic similarities and differences between two texts (read and read aloud) on the same topic. CC.2.1.K.A.3 Apply the concept of magnitude to compare numbers and quantities. CC.2.3.K.A.2 Analyze, compare, create, and compose two- and three-dimensional shapes.
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	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	
		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.
14-M	Sorts 5 items from 5 different categories without a model (e.g., animals, clothing, furniture)	
14-a	Successfully completes a human figure puzzle with at least 6 parts	
14-b	Matches 25 items that are associated with each other in a messy array of 6 with 3 similar stimuli	
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	
		CC.1.1.K.C Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <ul style="list-style-type: none">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.1.2.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.
15-M	Continues 20 three-step patterns, sequences, or seriation tasks (e.g., star, triangle, heart, star, triangle...)	
15-a	Completes an A-B pattern for 5 different color or shape patterns	
15-b	Completes an A-B pattern for 5 different picture patterns	
15-c	Places 3 pictures in the correct sequential order for 5 sets	
15-d	Constructs 5 felt (or similar material) scenes with 5 parts (e.g., farm, party)	

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 Utilize book handling skills. C.1.2.K.E Identify parts of a book (title, author) and parts of a text (beginning, end, details).
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	
		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.
2-M	Shows variation in play by independently interacting with 5 different items (e.g., plays with rings, then a ball, then a 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 for 2 minutes (e.g., in a new playroom)	CC.1.1.K.A Utilize book handling skills. CC.1.2.K.J Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.
3-a	Brings a toy or object of interest to an adult	
3-b	Dumps containers of items on floor	
3-c	Transfers items in or out of a container	
3-d	Generalizes known play behaviors to a novel environment	
3-e	Carries toys or objects from one place to another	
4-M	Independently engages in movement play for 2 minutes (e.g., swinging, dancing, rocking, jumping, climbing)	CC.1.1.K.A Utilize book handling skills. C.1.2.K.E Identify parts of a book (title, author) and parts of a text (beginning, end, details).
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.1.1.K.A Utilize book handling skills. CC.1.1.K.D Know and apply grade level phonics and word analysis skills in decoding words. <ul style="list-style-type: none">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.
5-a	Takes pieces of a set apart (e.g., Duplos, Bristle blocks)	
5-b	Spontaneously pulls and pushes items around	
5-c	Carries a large play object to a new location (e.g., a toy car garage)	
5-d	Emits sounds or words associated with toys (e.g., says vroom vroom with a car)	
5-e	Connects things or puts them together (e.g., a car on a track, Duplos)	

INDEPENDENT PLAY LEVEL 2		
Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
6-M	Searches for a missing or corresponding toy or part of a set for 5 items or sets (e.g., a puzzle piece, a ball for a drop-in toy, a bottle for a baby doll)	CC.1.4.K.V Participate in individual or shared research projects on a topic of interest. CC.2.2.K.A.1 Extend concepts of putting together and taking apart to add and subtract within 10.
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.1.1.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-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.K.A Utilize book handling skills. C.1.2.K.E Identify parts of a book (title, author) and parts of a text (beginning, end, details).
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.1.1.K.A Utilize book handling skills. C.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.
9-a	Mands to go to a playground or play structure, or otherwise get access to play items he can’t independently obtain (e.g., mands to be lifted up to monkey bars)	
9-b	Completes 5 inset puzzles with 5 or more pieces	
9-c	Repeatedly plays with specific components of a play structure (e.g., goes down a slide several times, goes back and forth on a rope bridge)	
9-d	Spontaneously kicks a ball forward	
10-M	Assembles toys that have multiple parts for 5 different sets of materials	CC.1.1.K.C Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <ul style="list-style-type: none">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.
10-a	Plays with toy sets as designed (e.g., birthday set, tea set)	
10-b	Allows others to play in close proximity	
10-c	Demonstrates interest in a peer’s completed project (e.g., a sand castle, Lego structure)	
10-d	Mands to peers to not disturb his structure or toy assembly	
10-e	Improvises when parts are missing (e.g., still plays with a car that is missing a wheel)	
10-f	Helps to pick up toys after an activity with adult prompts	

INDEPENDENT PLAY LEVEL 3		
Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
11-M	Spontaneously engages in pretend or imaginary play on 5 occasions (e.g., dressing up, a pretend party with stuffed animals, pretends to cook)	CC.1.4.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. CC.2.2.K.A.1 Extend concepts of putting together and taking apart to add and subtract within 10.
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)	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.
13-a	Uses arts and crafts materials as intended (e.g., cuts with scissors, uses glue)	
13-b	Waits for a turn at an activity (e.g., waits for another child to get off a swing, or a turn at an activity table)	
13-c	Independently draws recognizable items	
13-d	Shows a completed project to an adult or peer (e.g., an art project)	
13-e	Colors items mostly within their boundaries in a coloring book	
14-M	Independently engages in sustained play activities for 10 minutes without adult prompts or reinforcement (e.g., playing with an Etch-a-sketch, playing dress-up)	CC.1.4.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 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.
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 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 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.
1-a	Smiles when hearing familiar voices 3 times (e.g., his mom or dad’s voice)	
1-b	Looks at the faces of familiar people at least 3 times	
1-c	Orients towards or makes eye contact with familiar people 5 times	

		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 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.K.K 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 Make logical connections between drawing and dictation/writing.
2-b	Participates and smiles in reciprocal social play 2 times (e.g., patty cake, peek-a-boo)	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.
2-c	Seeks out adult attention using eye gaze, sounds, or gestures 3 times (e.g., pointing)	CC.1.5.K.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.K.I With prompting and support, identify basic similarities and differences between two texts (read and read aloud) on the same topic.
3-a	Takes a desired item from an adult 3 times (e.g., takes a toy when offered)	CC.1.2.K.L Actively engage in group reading activities with purpose and understanding.
3-b	Reacts positively to being approached by other children 2 times (can be siblings)	CC.1.3.K.H Compare and contrast the adventures and experiences of characters in familiar stories.
3-c	Responds to greetings from others with 2 seconds of eye contact 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. 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 other children)	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.
4-a	Approaches other children 2 times with an adult prompt	CC.1.2.K.L Actively engage in group reading activities with purpose and understanding.
4-b	Appropriately stands close by other children in group activities 2 times	CC.1.3.K.K Actively engage in group reading activities with purpose and understanding.
4-c	Imitates a wave “bye-bye” to others when prompted 2 times	CC.1.4.K.D Make logical connections between drawing and dictation/writing.
4-d	Sits next to other children in group activities 2 times when prompted by an adult	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 With prompting and support, identify basic similarities and differences between two texts (read or read aloud) on the same topic.
5-a	Spontaneously follows another child 2 times	CC.1.2.K.L Actively engage in group reading activities with purpose and understanding.
5-b	Spontaneously imitates the behavior of another child 2 times	CC.1.3.K.J Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.
5-c	Laughs or smiles when others engage in silly, fun, or entertaining behavior 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.

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 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.
6-a	Looks at a peer when he talks 2 times	
6-b	Chases peers in play with adult prompts 2 times	
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-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.K.L Actively engage in group reading activities with purpose and understanding. 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.
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-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)	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.
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.)	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. 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.
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-e	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	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 topic. CC.1.2.K.L 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.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.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-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-e	Spontaneously imitates a peer riding on a tricycle, toy car, or other riding toy 2 times	

SOCIAL BEHAVIOR AND SOCIAL PLAY LEVEL 3		
Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
11-M	Spontaneously cooperates with a peer to accomplish a specific outcome 5 times (e.g., one child holds a bucket while the other pours in water)	CC.1.2.K.L 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. 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.
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.1.2.K.L 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.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.
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?)	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.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
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-e	Spontaneously offers a reinforcer (sharing) to a peer 2 times	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.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. 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.
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.1.2.K.L 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. 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.
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.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.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.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. CC.1.5.K.G Demonstrate command of the conventions of standard English when speaking based on kindergarten level and content.
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		
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 Utilize book handling skills. CC.2.3.K.A.2 Analyze, compare, create, and compose two- and three-dimensional shapes.
1-a	Imitates mouthing movements 3 times (e.g., puckering lips, opening mouth)	
1-b	Imitates 1 motor movement of another person on demand (i.e., will imitate when asked)	
2-M	Imitates 4 gross motor movements when prompted with, Do this	CC.2.1.K.A.2 Apply one-to-one correspondence to count the number of objects. CC.2.3.K.A.2 Analyze, compare, create, and compose two- and three-dimensional shapes.
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)	CC.1.1.K.A Utilize book handling skills. CC.2.1.K.A.2 Apply one-to-one correspondence to count the number of objects. CC.2.3.K.A.2 Analyze, compare, create, and compose two- and three-dimensional shapes.
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	CC.1.1.K.A Utilize book handling skills. CC.2.1.K.A.2 Apply one-to-one correspondence to count the number of objects. CC.2.3.K.A.2 Analyze, compare, create, and compose two- and three-dimensional shapes.
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)	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.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 Analyze, compare, create, and compose two- and three-dimensional shapes.
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.1.4.PK.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.1.5.PK.C Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
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.1.1.K.D Know and apply grade level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> 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.1.4.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.1.5.K.C Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
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)	CC.1.2.K.A With prompting and support, identify the main idea and retell key details of text. 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.
8-a	Imitates 5 actions in a 10-second fluency test	
8-b	Imitates drawing a circle on 2 occasions	
8-c	Imitates 5 pretend play activities (e.g., a monster, pouring tea, shooting spider webs)	
8-d	Spontaneously imitates 5 fine motor arts and crafts activities (e.g., cutting, pasting, drawing)	
8-e	Acquires 5 new listener skills through transfer of control from imitation to listener (e.g., the child learns to cast a toy fishing pole by first being shown how, then told how)	
8-f	Imitates other children during daily activities on 2 occasions (e.g., lining up, pulling a wagon)	
8-g	Repeats a fun behavior previously observed (delayed imitation) (e.g., squirting water)	
9-M	Spontaneously imitates 5 functional skills in the natural environment (e.g., eating with a spoon, putting on a coat, removing shoes)	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. CC.1.5.K.C Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
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”)	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
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)	reaction to what happened. 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-c	Imitates 5 functional activities of daily living skills (e.g., setting the table, sweeping the floor)	
10-d	Demonstrates delayed imitation of adult behavior in pretend play (e.g., driving a car, typing)	
10-e	Imitates 50 different motor behaviors on command	

ECHOIC LEVEL 1		
Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
	Intentionally left blank	CC.1.5.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.

ECHOIC LEVEL 2		
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. 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.
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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 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
7-a	Selects an item from an array of 5 for 5 different fill-in statements containing a verb (e.g., You sleep in a...)	
7-b	Selects an item from an array of 5 for 5 different spoken associated sets of words (e.g., Shoes and...)	
7-c	Reverses 5 previously acquired associations in an LRFFC format (e.g., Shoes and..., Socks and...)	
7-d	Generalizes 10 known LRFFC responses to different tones of voice, volumes, prosody, etc.	
7-e	Generalizes 10 known LRFFC responses to new carrier phrases without training (e.g., Let's sit on a...Time to sit on a...)	
7-f	Generalizes 10 known LRFFC responses to 2 different pictures or objects (e.g., two different shoes)	
8-M	Selects the correct item from an array of 10 (or from a book) for 25 different verb-noun what, which, or who questions (e.g., What do you ride? Which one barks? Who can hop?)	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.E Recognize common types of text. CC.1.3.K.H Compare and contrast the adventures and experiences of characters in familiar stories. CC.1.3.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.
8-a	Selects an item from an array of 8 for 10 fill-in function statements (e.g., You draw with a...)	
8-b	Selects an item from an array of 8 for 10 fill-in feature statements (e.g., You find wheels on a...)	
8-c	Selects an item from an array of 8 for 10 fill-in class statements (e.g., A kind of animal is a...)	
8-d	Selects an item from an array of 8 for 10 different what questions (e.g., What do you eat?)	
8-e	Selects an item from an array of 8 for 10 different 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.1.2.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. 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.1.5.K.C Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
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-e	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.1.2.K.L Actively engage in group reading activities with purpose and understanding CC.1.3.K.E Recognize common types of text. CC.1.4.K.D Make logical connections between drawing and dictation/writing. CC.1.5.K.C Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
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-e	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. <ul style="list-style-type: none">• 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.1.5.K.C Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
11-a	Selects 2 members of a class (e.g., Find two body parts.) from an array of 10, for 25 classes	
11-b	Selects 50 items from a book given any type of LRFFC task	
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.1.2.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.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.1.5.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 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
12-a	Selects an item from an array of 10 given a color and class (e.g., a yellow animal) for 25 items	
12-b	Selects an item from an array of 10 given a shape and class (e.g., a round food) for 25 items	
12-c	Selects an item from an array of 10 given a function (e.g., color on it) and a class (e.g., art supplies) for 25 LRFFC tasks (e.g., Find something to color on from the art cabinet.)	
12-d	Selects an item from an array of 10 given a feature (e.g., wheels, wings) and a class (e.g., animals, vehicles) for 25 LRFFC tasks (e.g., Where’s a vehicle with wheels? Where’s a vehicle with wings?)	
12-e	Selects an item from an array of 10 given any adjective (but not color or shape) and a function (e.g., It’s hot and you eat	

	it... spaghetti) for 25 LRFFC tasks	
12-f	Selects an item from an array of 10 given any adjective (but not color or shape) and a feature (e.g., It’s soft and has ears... rabbit) for 25 LRFFC tasks	
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.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.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.B Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
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?)	
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	
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	
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-e	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 the...store) 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.)	
		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 topic. 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.C With prompting and support, identify characters, settings, and major events in a story. 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 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
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	
14-a	Selects all members of a class from an array of 10 when asked (e.g., Find all the clothing.) for 3 members of 25 classes	
14-b	Selects an item from a book given a when question (e.g., When do you need a towel?) for 10 items	
14-c	Selects an item from a book given a how question (e.g., How do you get to school?) for 10 items	
14-d	Selects an item from an array of 10 given a preposition after a verb (e.g., eat with, eat at, write on, write with) for 25 verb-preposition combinations	
14-e	Selects an item when asked to find something that is different in an array of 5 (e.g., 4 spoons and 1 fork) for 25 items	
14-f	Selects an item from an array of 10 when asked What is missing? from a picture (e.g., a car without wheels, an airplane without wings) for 25 items	
15-M	Demonstrates 1000 different LRFFC responses, tested or obtained from an accumulated list of known responses	CC.1.1.K.D Know and apply grade level phonics and word analysis skills in decoding words. <ul style="list-style-type: none">• 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 or read aloud) on the same topic. CC.1.2.K.L Actively engage in group reading activities with purpose and understanding.
15-a	Selects an item from an array of 10 relating to past events (e.g., Where did you go yesterday?) for 5 events	
15-b	Selects an item relating to future events (e.g., What’s happening tomorrow?) for 5 events	
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?)	
15-d	Selects an item from an array of 10 when asked Which one is not? in an LRFFC format (e.g., Which one is not a musical instrument?) for 25 functions, features, or classes	
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?)	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.
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INTRAVERBAL LEVEL 2		
Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
6-M	Completes 10 different fill-in-the-blank phrases of any type (e.g., song fill-ins, social games and fun fill-ins, animal or object sounds)	CC.1.1.K.B Demonstrate understanding of the organization and basic features of print. <ul style="list-style-type: none">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). <ul style="list-style-type: none">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. <ul style="list-style-type: none">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.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.1.4.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.1.5.K.A Participate in collaborative conversations with peers and adults in small and larger groups. CC.2.1.K.A.1 Know number names and write and recite the count sequence.
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) 8-a Completes 2 eat and 2 drink classification fill-ins (e.g., You eat... You drink...)	
7-a	Completes 5 different in-context fill-ins (e.g., You sleep in your... while at his bed)	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.
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	

		<p>CC.1.4.K.C With prompting and support, generate ideas and details to convey information that relates to the chosen topic.</p> <p>CC.1.4.K.D Make logical connections between drawing and dictation/writing.</p> <p>CC.1.4.K.M Use a combination of drawing, dictating, and writing to compose narratives that describe real or imagined experiences or events.</p> <p>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.</p>
8-M	Completes 25 different fill-in-the-blank phrases (not including songs) (e.g., You eat... You sleep in a... Shoes and...)	<p>CC.1.1.K.B Demonstrate understanding of the organization and basic features of print.</p> <ul style="list-style-type: none">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. <p>CC.1.1.K.C Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none">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. <p>CC.1.1.K.D Know and apply grade level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none">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. <p>CC.1.2.K.A With prompting and support, identify the main idea and retell key details of text.</p> <p>CC.1.2.K.B With prompting and support, answer questions about key details in a text.</p> <p>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.</p> <p>CC.1.3.K.A With prompting and support, retell familiar stories including key details.</p> <p>CC.1.3.K.B Answer questions about key details in a text.</p> <p>CC.1.3.K.C With prompting and support, identify characters, settings, and major events in a story.</p> <p>CC.1.3.K.D Name the author and illustrator of a story and define the role of each in telling the story.</p> <p>CC.1.3.K.E Recognize common types of text.</p> <p>CC.1.3.K.G Make connections between the illustrations and the text in a story (read or read aloud).</p> <p>CC.1.3.K.H Compare and contrast the adventures and experiences of characters in familiar stories.</p> <p>CC.1.4.K.D Make logical connections between drawing and dictation/writing.</p> <p>CC.1.4.K.V Participate in individual or shared research projects on a topic of interest.</p> <p>CC.1.4.K.W With guidance and support, recall information from experiences or gather information from provided sources to answer a question.</p> <p>CC.1.5.K.A Participate in collaborative conversations with peers and adults in small and larger groups.</p> <p>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.</p> <p>CC.1.5.K.G Demonstrate command of the conventions of standard English when speaking based on kindergarten level and content.</p>
8-a	Completes 2 <i>eat</i> and 2 <i>drink</i> classification fill-ins (<i>e.g., You eat... You drink...</i>)	
8-b	Completes 5 different noun-noun association fill-in-the-blank phrases (e.g., mommy and...)	
8-c	Completes 5 song fill-ins with 2 or more words (e.g., Old McDonald... had a farm)	
8-d	Generalizes 10 intraverbal responses to new carrier phrases (e.g., We bounce a... Let’s bounce a...)	

9-M	Answers 25 different what questions (e.g., What do you brush?)	CC.1.2.K.A With prompting and support, 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.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.
9-e	When asked What do you eat (or drink)? provides 2 or more members of each category	CC.1.2.K.G 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 animal the child answers bear for the first time without receiving training on bear)	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.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. 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.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
10-a	Answers 5 different where questions (e.g., Where are your videos?).	With prompting and support, identify the main idea and retell key details of text.
10-b	Answers 5 different who questions (e.g., Who is your teacher?)	CC.1.2.K.B With prompting and support, answer questions about key details in a text.

10-c	Demonstrates 2 untrained intraverbal responses (e.g., responds flower when someone says daisy)	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.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 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-d	Answers 10 different class questions (e.g., What animals do you like? What toys do you like?)	
10-e	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.1.2.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 Participate in individual or shared research projects on a topic of interest.
11-a	Completes 10 two-component (noun-verb) fill-ins (e.g., For breakfast you eat... For lunch you eat...)	
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 computer...Daddy 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.1.2.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 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.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.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
12-a	Provides at least 3 members of 10 classes (e.g., What do you see on a playground?)	
12-b	Answers 25 multiple choice questions (e.g., Does a fish live in the water or in trees?)	
12-c	Provides 10 categories when given several members (e.g., a horse, cow, and pig are all...)	
12-d	Provides the name of 25 items when given a specific feature (e.g., What has wheels?)	
12-e	Provides 2 features of 10 items when given their names (e.g., What’s on a fire truck?)	
12-f	Provides an answer to 3 emotion questions (e.g., What makes you sad? What makes you happy?)	
12-g	Provides at least 25 3+ word responses to questions (e.g., when asked What do you like to play? the child responds I like to play with cars)	

		<p>With guidance and support from adults and peers, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p>CC.1.4.K.W With guidance and support, recall information from experiences or gather information from provided sources to answer a question.</p> <p>CC.1.5.K.A Participate in collaborative conversations with peers and adults in small and larger groups.</p> <p>CC.1.5.K.D Share stories, familiar experiences, and interests speaking clearly enough to be understood by all audiences using appropriate volume.</p> <p>CC.1.5.K.E Speak audibly and express thoughts, feelings, and ideas clearly.</p>
13-M	Answers 2 questions after being read short passages (15+ words) from books, for 25 passages (e.g., Who blew the house down?)	<p>CC.1.2.K.A With prompting and support, identify the main idea and retell key details of text.</p> <p>CC.1.2.K.B With prompting and support, answer questions about key details in a text.</p> <p>CC.1.2.K.C With prompting and support, make a connection between two individual, events, ideas, or pieces of information in a text.</p> <p>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.</p> <p>CC.1.2.K.J Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.</p> <p>CC.1.2.K.L Actively engage in group reading activities with purpose and understanding.</p> <p>CC.1.3.K.A With prompting and support, retell familiar stories including key details.</p> <p>CC.1.3.K.B Answer questions about key details in a text.</p> <p>CC.1.3.K.C With prompting and support, identify characters, settings, and major events in a story.</p> <p>CC.1.3.K.G Make connections between the illustrations and the text in a story (read or read aloud).</p> <p>CC.1.3.K.H Compare and contrast the adventures and experiences of characters in familiar stories.</p> <p>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.</p> <p>CC.1.3.K.K Actively engage in group reading activities with purpose and understanding.</p> <p>CC.1.4.K.D Make logical connections between drawing and dictation/writing..</p> <p>CC.1.4.K.O Describe experiences and events.</p> <p>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.</p> <p>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.</p> <p>CC.1.4.K.W With guidance and support, recall information from experiences or gather information from provided sources to answer a question.</p> <p>CC.1.5.K.D Share stories, familiar experiences, and interests speaking clearly enough to be understood by all audiences using appropriate volume.</p> <p>CC.1.5.K.E Speak audibly and express thoughts, feelings, and ideas clearly.</p>
13-a	Answers 25 questions with yes or no (e.g., Is a shoe good to eat?)	
13-b	Describes 5 locations not in view (e.g., Tell me about your bedroom?)	
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	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 scared everybody and they all ran into the house.)	<p>CC.1.2.K.A With prompting and support, identify the main idea and retell key details of text.</p> <p>CC.1.2.K.B With prompting and support, answer questions about key details in a text.</p>
14-a	Answers 25 different who, what, or where questions that contain 3 or more elements (e.g., What color is a fire truck?)	

14-b	Provides at least 3 members of 25 categories (e.g., What do you find on a playground?)	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.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 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
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?)	

		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 do you go to school? What do you take to school?)	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 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.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.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.
15-a	Answers 10 questions about community helpers (e.g., What does a doctor do?)	
15-b	Answers 25 different questions that contain 4 or more parts of speech (e.g., What tool do you need to pound nails?)	
15-c	Takes turns adding to a story started by others (e.g., And then he saw a boat...)	
15-d	Answers 5 different how questions (e.g., How do you fix the hole?)	
15-e	Provides last name when asked (e.g., Harrison)	
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 & 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 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.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.
6-a	Adjusts to separation from parents (e.g., does not cry when parents leave)	
6-b	Sits at a snack or lunch table when physically prompted for 1 minute	
6-c	Lines up with other children when physically prompted	
6-d	Demonstrates general compliance for all classroom aides	
7-M	Puts away personal items, lines up, and comes to a table with only 1 verbal prompt	CC.1.2.K.A With prompting and support, identify the main idea and retell key details of text. 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. CC.1.5.K.C Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
7-a	Does not attempt to move away from a peer when seated next to him	
7-b	Puts away personal items (e.g., coat, backpack, lunch box) with gestural and verbal prompts	
7-c	Goes to and sits at a table with other children with only verbal prompts	
7-d	Cooperates with hand washing with physical assistance	
7-e	Does not engage in negative behavior toward a peer when seated next to him	
8-M	Transitions between classroom activities with no more than 1 gestural or verbal prompt	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. CC.1.5.K.C Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
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	CC.1.2.K.L 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. CC.1.5.K.C Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
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	CC.1.2.K.L 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.
10-a	Gets lunch with only verbal prompts	
10-b	Puts away backpack, lunch box, or coat upon entering the classroom with group prompts	
10-c	Imitates group activities with objects (e.g., tapping sticks together, shaking a maraca)	
10-d	Gets out and opens most snack/lunch items independently	
10-e	Verbally responds in a group setting 2 times during a 5 minute session	
10-f	Imitates peers doing a song or activity in a group setting 2 times in a 5 minute session	
10-g	Will sit on the toilet without negative behavior when prompted, but may not eliminate	

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 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.C Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
11-a	Sits or stands at an arts and crafts or activity table for 5 minutes without disruptive behavior	
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 (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. CC.1.2.K.L 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.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.
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	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.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.
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-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.1.2.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.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.
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-M	Sits in a 20-minute group session involving 5 children without disruptive behaviors, and answers 5 intraverbal questions	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.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
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-e	Keeps hands to self in a group setting	
15-f	Raises hand to indicate he knows the answer to a question during a group	

15-g	Completes 2 independent worksheets without prompts at a table with 3 other children	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 Describe and compare attributes of length, area, weight, and capacity of everyday objects.
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	CC.1.2.K.A With prompting and support, identify the main idea and retell key details of 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.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 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.
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)	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 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
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	

		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 on certain words at appropriate times such as, It’s MINE!)	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 Use a combination of drawing, dictating, and writing to compose informative/ explanatory texts. 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.1.5.K.G Demonstrate command of the conventions of standard English when speaking based on kindergarten level and content.
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)	
		CC.1.1.K.C Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <ul style="list-style-type: none">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.1.2.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 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.
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?)	

		<p>CC.1.3.K.G Make connections between the illustrations and the text in a story (read or read aloud).</p> <p>CC.1.3.K.H Compare and contrast the adventures and experiences of characters in familiar stories.</p> <p>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.</p> <p>CC.1.4.K.A Use a combination of drawing, dictating, and writing to compose informative/ explanatory texts.</p> <p>CC.1.4.K.B Use a combination of drawing, dictating, and writing to focus on one specific topic.</p> <p>CC.1.4.K.C With prompting and support, generate ideas and details to convey information that relates to the chosen topic.</p> <p>CC.1.4.K.D Make logical connections between drawing and dictation/writing.</p> <p>CC.1.4.P.M Use a combination of drawing, dictating, and writing to compose narratives that describe real or imagined experiences or events.</p> <p>CC.1.4.K.O Describe experiences and events.</p> <p>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.</p> <p>CC.1.4.K.V Participate in individual or shared research projects on a topic of interest.</p> <p>CC.1.4.K.W With guidance and support, recall information from experiences or gather information from provided sources to answer a question.</p> <p>CC.1.5.K.A Participate in collaborative conversations with peers and adults in small and larger groups.</p> <p>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.</p> <p>CC.1.5.K.E Speak audibly and express thoughts, feelings, and ideas clearly.</p>
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LINGUISTIC STRUCTURE LEVEL 3		
Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
11-M	Emits noun inflections by combining 10 root nouns with suffixes for plurals (e.g., dog vs. dogs) and 10 root nouns with suffixes for possession (e.g., dog’s collar vs. cat’s collar)	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 Use a combination of drawing, dictating, and writing to compose informative/ explanatory texts. 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 Demonstrate command of the conventions of standard English when speaking based on kindergarten level and content.
11-a	Emits auxiliary (helping) verbs in a tact or mand carrier phrase (e.g., do, have, will, can, was)	
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)	
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)	
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 Use a combination of drawing, dictating, and writing to focus on one specific topic.
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)	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.1.5.K.G
12-c	Emits some irregular past tense verbs appropriately (e.g., dug, ran, built)	
12-d	Emits 2-word noun-verb or verb-noun mands or tacts (e.g., Pour juice. Baby crying.)	
12-e	Emits present participle inflection with “verb-ing” (e.g., running, playing, swimming)	
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 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.1.3.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.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.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 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.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.1.1.PK.B Demonstrate understanding of the organization and basic features of print. <ul style="list-style-type: none">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.PK.D Know and apply grade level phonics and word analysis skills in decoding words. <ul style="list-style-type: none">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.
13-a	Turns pages and looks at books for 30 seconds	
13-b	Mands to be read to and back, or intraverbal context (e.g., can’t, don’t, won’t)	
13-c	Emits pictures in books that correspond to the story (e.g., Where’s the big bad wolf?)	
14-M	Emits 10 different verb phrases containing at least 3 words, with 2 modifiers (e.g., adverbs, prepositions, pronouns) (e.g., Push me hard. Go up the steps.)	
14-a	Adjectives usually precede nouns when appropriate (e.g., a big boat vs. a boat big)	
14-b	Verbs agree with the subjects in person (e.g., he was laughing vs. he were laughing)	
14-c	Verbs agree with the subjects in number (e.g., Joey is home vs. Joey are home)	
14-d	Emits adjective inflections with the comparative suffixes “er” and “est” (e.g., good, better, best)	
14-e	Emits adverbs to modify verbs (e.g., Go fast. It’s slow.)	
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-c	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)	
12-M	Selects (LDs) the correct uppercase letter from an array of 5 letters, for 10 different letters	
12-a	Completes an ABC inset puzzle without prompts	
12-b	Recites 5 letters from the alphabet with a starting prompt (e.g., A B...I’m sure...maybe)	
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.1.1.PK.B Demonstrate understanding of the organization and basic features of print. <ul style="list-style-type: none">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.PK.D Know and apply grade level phonics and word analysis skills in decoding words. <ul style="list-style-type: none">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.
13-a	Recites (or sings) the whole alphabet with only a verbal prompt to do so	
13-b	Mands for what written words say (e.g., What word is that?)	
13-c	Pretends to read a book	
13-d	Discriminates as a listener (LDs) his own name from an array of 3 written names	
13-e	Looks at the written words, rather than just the pictures when stories are being read to him	
14-M	Reads his own name	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.
14-a	Discriminates among most uppercase letters (but may confuse some; e.g., M and N; P and R)	
14-b	Matches 5 word cards to the same word written on paper	
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	
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). <ul style="list-style-type: none">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.PK.D Know and apply grade level phonics and word analysis skills in decoding words. <ul style="list-style-type: none">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.1.3.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.
15-a	Indicates if 2 words rhyme or not for 10 different rhymes (e.g., cat and hat vs. cat and book)	
15-b	Tacts most uppercase letters (may confuse those that look similar; e.g., M and N; P and R)	
15-c	Matches 10 lower case letters to uppercase letters	
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
11-M	Imitates 5 different writing actions modeled by an adult using a writing instrument and writing surface	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.
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,	CC.1.4.K.A

	rectangle, star)	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-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	
		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.
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	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.
14-M	Legibly spells and writes his own name without copying	
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	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.
14-d	Copies 10 upper case and 10 lower case letters legibly on lined paper	
		CC.1.4.K.M Use a combination of drawing, dictating, and writing to compose narratives that describe real or imagined experiences or events.
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-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 Demonstrate understanding of the organization and basic features of print. <ul style="list-style-type: none">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.2.1.K.A.1 Know number names and write and recite the count sequence.
11-a	Rote counts to 5 with a verbal starter prompt (e.g., count 1, 2, ...)	
11-b	Arranges objects by size (e.g., small, medium, and large blocks)	
11-c	Distinguishes between 1 and 2 items as a listener (e.g., Where are 2 boats?)	
11-d	Distinguishes between 1 and 2 items as a mand (e.g., I want 2 cookies.)	
11-e	Matches to sample the numbers 1-10 (e.g., puts the number 4 with the number 4)	
12-M	Tacts the numbers 1-5	CC.1.1.K.B Demonstrate understanding of the organization and basic features of print. <ul style="list-style-type: none">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.
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	<ul style="list-style-type: none">Recognize and name all upper and lower case letters of the alphabet. 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 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.2.2.K.A.1 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.
13-a	Provides age when asked	
13-b	Counts out up to 3 items given the verbal prompt How many? and the related set of items	
13-c	Identifies as a listener (LDs) the number of items (e.g., Which picture has 2 cars?)	
13-d	Demonstrates enumeration in counting (final emphasis on correct number) for numbers 1-3	
14-M	Identifies as a listener 8 different comparisons involving measurement (e.g., show me more or less, big or little, long or short, full or empty, loud or quiet)	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 Classify objects and count the number of objects in each category.
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)	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. CC.2.1.K.A.3 Apply the concept of magnitude to compare numbers and quantities. CC.2.4.K.A.4 Classify objects and count the number of objects in each category.
15-a	Performs an action a specified number of times up to 5 (e.g., Clap 3 times)	
15-b	Completes a sequence or pattern containing 2 elements (e.g., red-green; red-green...)	
15-c	Correctly Identifies (LDs) the ordinal terms “first” and “last”	
15-d	Correctly Identifies (LDs) and tacts morning time and night time	
15-e	Intraverbally responds to what number is next for numbers 1-9	
15-f	Correctly Identifies (LDs) 3 different coins, and intraverbally states what to do with money	

1 st 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 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.1.4.1.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.
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, 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-e	Generalizes 2 known mands across 2 different people and 2 settings	
3-M	Generalizes 6 mands across 2 people, 2 settings, and 2 different examples of a reinforcers (e.g., mands bubbles	
3-a	Emits 2 spontaneous mands (no verbal prompt); — the object can be present	
3-b	Emits 5 mands without echoic or imitative prompts — can be with verbal or object prompts	
3-c	Generalizes 3 mands across 2 examples of a desired item (e.g., mands slide for 2 different slides)	
3-d	Emits 6 different mands without echoic or imitative prompts — can be with verbal or object prompts	
4-M	Spontaneously emits (no verbal prompts) 5 mands — the desired item can be present	
4-a	Mands for attention 2 times with some identifiable type of response (e.g., a tap on the arm)	
4-b	Emits 2 mands without an object present — can be with What do you want?	
4-c	Emits 2 mands without verbal prompts — can be with object prompts	
4-d	Mands for others to attend to the same stimulus that he is attending to 5 times per day	
4-e	Emits 1 mand to remove an undesirable item or activity (e.g.no)	
5-M	Emits 10 different mands without prompts (except, What do you want?) — the desired item can be present (e.g., apple, swing, car, juice)	
5-a	Emits 3 different mands without an object present — can be with a verbal prompt (e.g., mommy)	
5-b	Emits 3 different mands without verbal prompts — can be with an object prompt	
5-c	Mands contain intonations that vary and are appropriate to the current MO 2 times	
5-d	Acquires a new mand in less than 20 training trials	

5-e	Continues to emit a mand 2 times if the reinforcer is not delivered (persistence)	
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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.1.3.1.I Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade level reading and content. 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.2.7.1.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.
6-a	Spontaneously emits 5 mands without an object present and without verbal prompts	
6-b	Emits 10 different mands without echoic or imitative prompts — object can be present	
6-c	Mands for 5 different missing items without prompts (except a verbal prompt)	
6-d	Generalizes 4 mands to 4 different people	
6-e	Maintains a newly acquired mand for a missing item after 24 hours of no contact with the item	
7-M	Mands for others to emit 5 different actions needed to enjoy a desired activity (e.g., open to get outside, push when on a swing)	CC.1.3.1.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.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.
7-a	Mands 2 times with 2 words in a phrase or sentence (e.g., Drink juice.)	
7-b	Mands for other individuals to emit 2 different actions with verbal prompts (e.g., go, spin)	
7-c	Emits 2 mands to remove undesirable items or activities	
7-d	Demonstrates response generalization for two different mands (e.g., calls a filled cup both cup and drink; calls a dog both dog and Maggie)	
7-e	Mands contain varied intonation appropriate to both positive and negative MOs 5 times	
7-f	Mands for help or assistance 2 times	
7-g	Demonstrates a high frequency of manding (15 in a 5 minute period)	
8-M	Emits 5 different mands that contain 2 or more words (not including I want) (e.g., Go fast. My turn. Pour juice.) (TO: 60 min.)	CC.1.2.1.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.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.
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?)	

		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	Spontaneously emits 15 different mands (e.g., Let’s play. Open. I want book.)	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 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.
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)	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.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 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.T
11-a	Mands to peers 5 times	
11-b	Spontaneously mands for attention 5 times (e.g., Teacher! Hey! Excuse me.)	
11-c	The child emits 100 or more different mands in a one week period	
11-d	Mands contain 3-word phrases 10 times (e.g, Can I see?)	
11-e	Mands for a specific quantity of reinforcers 2 times (e.g., two gummy bears)	

		<p>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.</p> <p>CC.1.5.1.A Participate in collaborative conversations with peers and adults in small and larger groups.</p> <p>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.</p> <p>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.</p> <p>CC.2.7.1.B Predict and explain the outcomes of events.</p> <p>CC.2.7.1.D List or graph the possible results of an experiment.</p> <p>CC.2.7.1.E Answer questions about predictions and actual outcomes based on data.</p> <p>CC.2.8.1.A Use the concept of equality and concrete objects to demonstrate understanding of the commutative and associative properties.</p> <p>CC.2.8.1.B Use concrete objects and trial and error to solve number sentences.</p> <p>CC.2.8.1.D Use a rule to find a missing addend or symbol to make a number sentence true, with adult assistance.</p> <p>CC.2.8.1.F Describe and answer questions about data from classroom graphs and charts.</p>
12-M	Politely mands to stop an undesirable activity or remove any aversive MO under 5 different circumstances (e.g., Please stop pushing me. No thank you. Excuse me, can you move?)	<p>CC.1.5.1.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.</p> <p>CC.2.7.1.B Predict and explain the outcomes of events.</p>
12-a	Mands to remove an aversive item or activity 2 times (e.g., Let go. Give it back.)	
12-b	Mands for others to perform a two-step action 2 times (e.g., Come here and watch me.)	
12-c	Says please and thank you with indirect adult verbal prompts (e.g., What do you say?)	
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.)	<p>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.</p> <p>CC.2.7.1.B Predict and explain the outcomes of events.</p>
13-a	Spontaneously mands to use the bathroom 2 times	
13-b	Mands for others to attend to his own nonverbal behavior 2 times (e.g., watch me)	
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.)	
14-M	Gives directions, instructions, or explanations as to how to do something or how to participate in an activity 5 times (e.g., You put the glue on first, then stick it. You sit here while I get a book.)	<p>CC.1.2.1.C Describe the connection between two individual, events, ideas, or pieces of information in a text.</p> <p>CC.1.3.1.A Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>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.</p> <p>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.</p> <p>CC.1.5.1.D Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>CC.2.7.1.A Determine the probability of an event occurring.</p>
14-a	Mands for sympathy or other emotional support 2 times (e.g., He’s mean.)	
14-b	Mands for others to deliver a specific object to another person 2 times (e.g., Give it to Sarah.)	
14-c	Mands for instructions for completing a task 2 times (e.g., Where does it go? How do I do it?)	
14-d	Spontaneously mands with 3 different major parts of speech (e.g., noun-verb-adjective) in one sentence 2 times (e.g., Push the big bike fast.)	

		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.
15-M	Mands for others to attend to his own intraverbal behavior 5 times (e.g., Listen to me... I'll tell you... Here's what happened... I'm telling the story...)	CC.1.2.1.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.1.4.1.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.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.
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.1.3.1.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 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.
1-a	Tacts 1 familiar person, pet, or object with verbal prompts and motivation present (e.g. mama)	
2-M	Tacts any 4 items without echoic or imitative prompts (e.g., people, pets, characters, or other objects)	
3-M	Tacts 6 non-reinforcing items (e.g., shoe, hat, spoon, car, cup, bed)	CC.1.3.1.H 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. CC.1.5.1.D Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. CC.1.5.1.E
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)	

		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 Read with accuracy and fluency to support comprehension: <ul style="list-style-type: none">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.1.3.1.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.
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)	
		CC.1.1.1.B Demonstrate understanding of the organization and basic features of print. <ul style="list-style-type: none">Recognize the distinguishing features of a sentence. CC.1.1.1.C Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <ul style="list-style-type: none">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. <ul style="list-style-type: none">Identify common consonant digraphs, 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: <ul style="list-style-type: none">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.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
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. <ul style="list-style-type: none">Recognize the distinguishing features of a sentence. CC.1.1.1.C Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <ul style="list-style-type: none">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. <ul style="list-style-type: none">Identify common consonant digraphs, 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: <ul style="list-style-type: none">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.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
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)	

		<p>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.</p> <p>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.</p> <p>CC.1.3.1.A Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>CC.1.3.1.C Describe characters, settings, and major events in a story, using key details.</p> <p>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.</p> <p>CC.1.3.1.H Compare and contrast the adventures and experiences of characters in stories.</p> <p>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.</p> <p>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.</p> <p>CC.1.3.1.K Read and comprehend literature on grade level, reading independently and proficiently.</p> <p>CC.1.4.1.B Identify and write about one specific topic.</p> <p>CC.1.4.1.M Write narratives to develop real or imagined experiences or events.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.5.1.D Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>CC.2.7.1.B Predict and explain the outcomes of events.</p> <p>CC.2.7.1.D List or graph the possible results of an experiment.</p> <p>CC.2.7.1.E Answer questions about predictions and actual outcomes based on data.</p> <p>CC.2.8.1.F Describe and answer questions about data from classroom graphs and charts.</p> <p>CC.2.9.1.A Name, describe and draw/build 2-dimensional shapes.</p> <p>CC.2.9.1.B Identify and draw lines of symmetry.</p> <p>CC.2.1.1.B.1 Extend the counting sequence to read and write numerals to represent objects.</p> <p>CC.2.1.1.B.2 Use place-value concepts to represent amounts of tens and ones and to compare two digit numbers.</p> <p>CC.2.4.1.A.1 Order lengths and measure them both indirectly and by repeating length units.</p> <p>CC.2.4.1.A.2 Tell and write time to the nearest half hour using both analog and digital clocks.</p> <p>CC.2.7.1.B Predict and explain the outcomes of events.</p>
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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.1.1.1.B Demonstrate understanding of the organization and basic features of print. <ul style="list-style-type: none">Recognize the distinguishing features of a sentence. CC.1.1.1.D Know and apply grade level phonics and word analysis skills in decoding words. <ul style="list-style-type: none">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: <ul style="list-style-type: none">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.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.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.1.3.1.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.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.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.2.1.1.B.3 Use place-value concepts and properties of operations to add and subtract within 100. CC.2.2.1.A.1
6-a	Tacts 4 different people, pets, or characters by their specific name (can include mama and dada)	
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)	

		<p>Represent and solve problems involving addition and subtraction within 20.</p> <p>CC.2.4.1.A.1 Order lengths and measure them both indirectly and by repeating length units.</p> <p>CC.2.4.1.A.2 Tell and write time to the nearest half hour using both analog and digital clocks.</p> <p>CC.2.7.1.A Determine the probability of an event occurring.</p> <p>CC.2.7.1.B Predict and explain the outcomes of events.</p> <p>CC.2.7.1.D List or graph the possible results of an experiment.</p> <p>CC.2.7.1.E Answer questions about predictions and actual outcomes based on data.</p> <p>CC.2.8.1.A Use the concept of equality and concrete objects to demonstrate understanding of the commutative and associative properties.</p> <p>CC.2.8.1.B Use concrete objects and trial and error to solve number sentences.</p> <p>CC.2.8.1.C Recognize, describe, extend, replicate and transfer number and geometric patterns.</p> <p>CC.2.8.1.D Use a rule to find a missing addend or symbol to make a number sentence true, with adult assistance.</p> <p>CC.2.8.1.E Use concrete objects, symbols and number to represent mathematical situations.</p> <p>CC.2.8.1.F Describe and answer questions about data from classroom graphs and charts.</p> <p>CC.2.9.1.A Name, describe and draw/build 2-dimensional shapes.</p> <p>CC.2.9.1.B Identify and draw lines of symmetry.</p> <p>CC.2.11.1.A Order whole numbers, 0 to 100, with least to greatest value.</p>
7-M	Generalizes tacts across 3 examples of 50 items, or from a list of known generalizations	<p>CC.1.1.1.B Demonstrate understanding of the organization and basic features of print.</p> <ul style="list-style-type: none">Recognize the distinguishing features of a sentence. <p>CC.1.1.1.D Know and apply grade level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none">Identify common consonant digraphs, 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. <p>CC.1.1.1.E Read with accuracy and fluency to support comprehension:</p> <ul style="list-style-type: none">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. <p>CC.1.2.1.A Identify the main idea and retell key details of text.</p> <p>CC.1.2.1.I Identify basic similarities in and differences between two texts on the same topic.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.3.1.H Compare and contrast the adventures and experiences of characters in stories.</p> <p>CC.1.4.1.M</p>
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 What he doing? (e.g., drinking, swimming)	
7-e	Tacts 40 items when asked What’s that? (e.g., tree, bowl, sock, crayon, apple)	

		<p>Write narratives to develop real or imagined experiences or events.</p> <p>CC.2.7.1.A Determine the probability of an event occurring.</p> <p>CC.2.7.1.B Predict and explain the outcomes of events.</p> <p>CC.2.7.1.D List or graph the possible results of an experiment.</p> <p>CC.2.7.1.E Answer questions about predictions and actual outcomes based on data.</p> <p>CC.2.8.1.A Use the concept of equality and concrete objects to demonstrate understanding of the commutative and associative properties.</p> <p>CC. 2.8.1.C Recognize, describe, extend, replicate and transfer number and geometric patterns.</p> <p>CC.2.8.1.D Use a rule to find a missing addend or symbol to make a number sentence true, with adult assistance.</p> <p>CC.2.8.1.E Use concrete objects, symbols and number to represent mathematical situations.</p> <p>CC.2.8.1.F Describe and answer questions about data from classroom graphs and charts.</p> <p>CC.2.9.1.A Name, describe and draw/build 2-dimensional shapes.</p> <p>CC.2.9.1.B Identify and draw lines of symmetry.</p> <p>CC.2.2.1.A.2 Understand and apply properties of operations and the relationship between addition and subtraction.</p> <p>CC.2.4.1.A.1 Order lengths and measure them both indirectly and by repeating length units.</p> <p>CC.2.4.1.A.2 Tell and write time to the nearest half hour using both analog and digital clocks.</p> <p>CC.2.4.1.A.4 Represent and interpret data using tables/charts.</p>
8-M	Tacts 10 actions when asked, for example, What am I doing? (e.g., jumping, sleeping, eating)	<p>CC.1.1.1.E Read with accuracy and fluency to support comprehension:</p> <ul style="list-style-type: none">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. <p>CC.1.2.1.C Describe the connection between two individual, events, ideas, or pieces of information in a text.</p> <p>CC.1.2.1.I Identify basic similarities in and differences between two texts on the same topic.</p> <p>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.</p> <p>CC.1.3.1.H Compare and contrast the adventures and experiences of characters in stories.</p> <p>CC.1.3.1.K Read and comprehend literature on grade level, reading independently and proficiently.</p> <p>CC.1.4.1.M Write narratives to develop real or imagined experiences or events.</p> <p>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.</p> <p>CC.2.7.1.E Answer questions about predictions and actual outcomes based on data.</p> <p>CC.2.7.1.D List or graph the possible results of an experiment.</p> <p>CC.2.7.1.B Predict and explain the outcomes of events.</p> <p>CC.2.7.1.A Determine the probability of an event occurring.</p> <p>CC.2.8.1.A</p>
8-a	Tacts 2 tactile stimuli (e.g., says ball when feeling a ball in a bag)	
8-b	Tacts 5 noun-verb or verb-noun combinations (e.g., dog eating, rolling ball)	
8-c	Tacts two or more items from 10 different pages in a book when asked, What do you see here?	
8-d	Glances at a listener while tacting on 5 occasions	

		<p>Use the concept of equality and concrete objects to demonstrate understanding of the commutative and associative properties.</p> <p>CC.2.8.1.B Use concrete objects and trial and error to solve number sentences.</p> <p>CC. 2.8.1.C Recognize, describe, extend, replicate and transfer number and geometric patterns.</p> <p>CC.2.8.1.E Use concrete objects, symbols and number to represent mathematical situations.</p> <p>CC.2.8.1.F Describe and answer questions about data from classroom graphs and charts.</p> <p>CC.2.9.1.A Name, describe and draw/build 2-dimensional shapes.</p> <p>CC.2.9.1.B Identify and draw lines of symmetry.</p> <p>CC.2.11.1.A Order whole numbers, 0 to 100, with least to greatest value.</p>
9-M	Tacts 50 two-component verb-noun, or noun-verb combinations, tested or from a list of known two-component tacts (e.g., washing face, Joe swinging, baby sleeping)	<p>CC.1.1.1.E Read with accuracy and fluency to support comprehension:</p> <ul style="list-style-type: none">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. <p>CC.1.2.1.A Identify the main idea and retell key details of text.</p> <p>CC.1.2.1.C Describe the connection between two individual, events, ideas, or pieces of information in a text.</p> <p>CC.1.2.1.F Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>CC.1.2.1.G Use the illustrations and details in a text to describe its key ideas.</p> <p>CC.1.2.1.I Identify basic similarities in and differences between two texts on the same topic.</p> <p>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.</p> <p>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.</p> <p>CC.1.3.1.H Compare and contrast the adventures and experiences of characters in stories.</p> <p>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.</p> <p>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.</p> <p>CC.1.3.1.K Read and comprehend literature on grade level, reading independently and proficiently.</p> <p>CC.1.4.1.M Write narratives to develop real or imagined experiences or events.</p> <p>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.</p> <p>CC.2.7.1.A Determine the probability of an event occurring.</p> <p>CC.2.7.1.B Predict and explain the outcomes of events.</p> <p>CC.2.7.1.D List or graph the possible results of an experiment.</p> <p>CC.2.7.1.E Answer questions about predictions and actual outcomes based on data.</p> <p>CC.2.8.1.A Use the concept of equality and concrete objects to demonstrate understanding of the commutative and associative properties.</p>
9-a	Tacts 25 two-component noun-noun relations (e.g., paper and pencil; car and truck)	
9-b	Acquires a new tact in less than 15 training trials	
9-c	Spontaneously tacts items in a book, on TV, or in a video 5 times (e.g., Cinderella)	
9-d	Learns 2 new tacts without direct training (e.g., untrained echoic to tact transfer)	
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)	

		<p>CC.2.8.1.C Recognize, describe, extend, replicate and transfer number and geometric patterns.</p> <p>CC.2.8.1.E Use concrete objects, symbols and number to represent mathematical situations.</p> <p>CC.2.8.1.F Describe and answer questions about data from classroom graphs and charts.</p> <p>CC.2.9.1.A Name, describe and draw/build 2-dimensional shapes.</p> <p>CC.2.9.1.B Identify and draw lines of symmetry.</p> <p>CC.2.4.1.A.4 Represent and interpret data using tables/charts.</p>
10-M	Tacts 200 nouns and/or verbs (or other parts of speech), tested or from an accumulated list of known tacts	<p>CC.1.1.1.B Demonstrate understanding of the organization and basic features of print.</p> <ul style="list-style-type: none">Recognize the distinguishing features of a sentence. <p>CC.1.1.1.C Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none">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. <p>CC.1.1.1.D Know and apply grade level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none">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. <p>CC.1.1.1.E Read with accuracy and fluency to support comprehension:</p> <ul style="list-style-type: none">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. <p>CC.1.2.1.A Identify the main idea and retell key details of text.</p> <p>CC.1.2.1.F Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>CC.1.2.1.G Use the illustrations and details in a text to describe its key ideas.</p> <p>CC.1.2.1.I Identify basic similarities in and differences between two texts on the same topic.</p> <p>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.</p> <p>CC.1.3.1.D Identify who is telling the story at various points in a text.</p> <p>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.</p> <p>CC.1.3.1.H Compare and contrast the adventures and experiences of characters in stories.</p> <p>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.</p> <p>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.</p> <p>CC.1.3.1.K Read and comprehend literature on grade level, reading independently and proficiently.</p> <p>CC.1.4.1.B</p>
10-a	Tacts 10 actions (e.g., climbing, playing, coloring, swimming, washing)	
10-b	Tacts 2 gustatory stimuli (e.g., tacts orange by tasting it)	
10-c	Tacts 20 items in a 1 minute fluency test	
10-d	Tacts 2 different colors (e.g., red, blue)	
10-e	Tacts 2 different shapes (e.g., circle, star)	

		<p>Identify and write about one specific topic.</p> <p>CC.1.4.1.M Write narratives to develop real or imagined experiences or events.</p> <p>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.</p> <p>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.</p> <p>CC.1.5.1.D Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>CC.2.7.1.A Determine the probability of an event occurring.</p> <p>CC.2.7.1.B Predict and explain the outcomes of events.</p> <p>CC.2.7.1.D List or graph the possible results of an experiment.</p> <p>CC.2.7.1.E Answer questions about predictions and actual outcomes based on data.</p> <p>CC.2.8.1.A Use the concept of equality and concrete objects to demonstrate understanding of the commutative and associative properties.</p> <p>CC.2.8.1.B Use concrete objects and trial and error to solve number sentences.</p> <p>CC.2.8.1.C Recognize, describe, extend, replicate and transfer number and geometric patterns.</p> <p>CC.2.8.1.E Use concrete objects, symbols and number to represent mathematical situations.</p> <p>CC.2.8.1.F Describe and answer questions about data from classroom graphs and charts.</p> <p>CC.2.9.1.A Name, describe and draw/build 2-dimensional shapes.</p> <p>CC.2.9.1.B Identify and draw lines of symmetry.</p> <p>CC.2.4.1.A.4 Represent and interpret data using tables/charts.</p>
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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)	<p>CC.1.1.1.B Demonstrate understanding of the organization and basic features of print.</p> <ul style="list-style-type: none">Recognize the distinguishing features of a sentence. <p>CC.1.1.1.C Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none">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. <p>CC.1.1.1.D Know and apply grade level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none">Identify common consonant diagraphs, final-e, and common vowel teams.
11-a	Tacts 2 olfactory stimuli (e.g., cookies, popcorn, flowers)	
11-b	Acquires 5 new tacts in a week without direct training	
11-c	Tacts 2 people (not family members) by their first names	
11-d	Tacts 5 categories or classes (e.g., animals, drinks, toys)	
11-e	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)	<ul style="list-style-type: none">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: <ul style="list-style-type: none">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 Compose and distinguish between two and three dimensional shapes based on their attributes.
11-i	Generalization occurs to new examples of an item or action on the first trial, for 5 items	

		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	Tacts 4 different prepositions (e.g., in, out, on, under) and 4 pronouns (e.g., I, you, me, mine)	CC.1.1.1.E Read with accuracy and fluency to support comprehension: <ul style="list-style-type: none">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.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.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.D Identify who is telling the story at various points in a text. 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.I Support the opinion with reasons related to the opinion. 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.4 Represent and interpret data using tables/charts.
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-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-d	Tacts 2 prepositional relations (e.g., Where is Oscar? ...in the garbage can) (part intraverbal)	
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.1.1.1.E Read with accuracy and fluency to support comprehension: <ul style="list-style-type: none">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.I Identify basic similarities in and differences between two texts on the same topic.
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.)	
13-c	Tacts 2 pairs of relative adjectives (e.g., big and little; long and short) (part intraverbal if questions such as What size is this? are used)	
13-d	Spontaneously tacts with 2 different adjectives	

13-e	Spontaneously tacts with 2 different adverbs	CC.1.3.1.A 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 Represent and interpret data using tables/charts.
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.1.1.1.E Read with accuracy and fluency to support comprehension: <ul style="list-style-type: none">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.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.1.5.1.D Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
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 (The dog’s in the house.)	
	Tacts 5 subject-verb-noun combinations in a complete sentence (e.g., The girl is pulling the wagon.)	
15-M	Has a total tact vocabulary of 1000 words (nouns, verbs, adjectives, etc.), tested or from an accumulated list of known tacts	CC.1.1.1.D Know and apply grade level phonics and word analysis skills in decoding words. <ul style="list-style-type: none">Identify common consonant digraphs, final-e, and common vowel teams.Decode one and two-syllable words with common patterns.
15-a	Tacts 3 emotional states of self or others (e.g., sad, happy, mad) (part intraverbal if questions such as How do you feel? are used)	

15-b	Tacts 5 frequently used gestures that have a verbal function (e.g., pinching their nose for a bad smell, finger over the lips for quiet, thumbs up for a good job, a fake yawn for being tired)	<ul style="list-style-type: none">• 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: <ul style="list-style-type: none">• 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.
15-c	Tacts 5 community helpers (e.g., policeman, fireman, nurse, doctor, garbage man)	CC.1.2.1.A Identify the main idea and retell key details of text.
15-d	Tacts with 2 different negation words 5 times (e.g., That’s not a cat.)	CC.1.2.1.B Ask and answer questions about key details in a text.
15-e	Tacts 5 social, community, or group events (e.g., parade, party, emergency)	CC.1.2.1.C Describe the connection between two individual, events, ideas, or pieces of information in a text.
15-f	Spontaneously tacts 2 different social circumstances (e.g., They are busy. They are arguing.)	CC.1.2.1.F Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
15-g	Spontaneously emits untrained tacts in sentences containing at least 5 words, 5 times	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.O 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.
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LISTENER RESPONDING LEVEL 1		
Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
1-M	Attends to a speaker’s voice by making eye contact with the speaker 5 times	CC.1.2.1.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.
1-a	Turns head to locate the source of a sound (e.g., bell, squeaky toy, a cell phone ringing)	
2-M	Responds to hearing his own name 5 times (e.g., looks at the speaker)	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.
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, for 5 different reinforcers (e.g., Where’s Elmo? Where’s mommy?)	CC.1.1.1.D Know and apply grade level phonics and word analysis skills in decoding words. <ul style="list-style-type: none">Identify common consonant digraphs, 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 Represent and interpret data using tables/charts.
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.)	
4-a	Selects the correct item from an array of 2 for 10 different objects or pictures	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	<ul style="list-style-type: none">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. <ul style="list-style-type: none">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.
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.)	CC.1.1.1.B Demonstrate understanding of the organization and basic features of print. <ul style="list-style-type: none">Recognize the distinguishing features of a sentence. CC.1.1.1.C Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <ul style="list-style-type: none">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. <ul style="list-style-type: none">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.
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	

		<p>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.</p> <p>CC.1.3.1.H Compare and contrast the adventures and experiences of characters in stories.</p> <p>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.</p> <p>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.</p> <p>CC.1.3.1.K Read and comprehend literature on grade level, reading independently and proficiently.</p> <p>CC.1.4.1.B Identify and write about one specific topic.</p> <p>CC.1.4.1.M Write narratives to develop real or imagined experiences or events.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.2.7.1.B Predict and explain the outcomes of events.</p> <p>CC.2.7.1.D List or graph the possible results of an experiment.</p> <p>CC.2.8.1.B Use concrete objects and trial and error to solve number sentences.</p> <p>CC.2.8.1.F Describe and answer questions about data from classroom graphs and charts.</p> <p>CC.2.9.1.A Name, describe and draw/build 2-dimensional shapes.</p> <p>CC.2.4.1.A.1 Order lengths and measure them both indirectly and by repeating length units.</p> <p>CC.2.4.1.A.2 Tell and write time to the nearest half hour using both analog and digital clocks.</p> <p>CC.2.4.1.A.4 Represent and interpret data using tables/charts.</p>
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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.)	<p>CC.1.1.1.B Demonstrate understanding of the organization and basic features of print.</p> <ul style="list-style-type: none">Recognize the distinguishing features of a sentence. <p>CC.1.1.1.D Know and apply grade level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none">Identify common consonant diagraphs, final-e, and common vowel teams.
6-a	Selects the correct item from a messy array of 5, for 25 different items (e.g., book, car, dog, shoe)	
6-b	Acquires a new listener skill in less than 25 training trials	
6-c	Discriminates among 6 people, pets, or characters by name (e.g., Find Oscar.)	
6-d	Generalizes in a listener task across 3 examples of 25 different items	

		<ul style="list-style-type: none">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.
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.1.1.1.B Demonstrate understanding of the organization and basic features of print. <ul style="list-style-type: none">Recognize the distinguishing features of a sentence. CC.1.1.1.D Know and apply grade level phonics and word analysis skills in decoding words. <ul style="list-style-type: none">Identify common consonant digraphs, 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.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
7-a	Goes to 3 specified people on command (e.g., Go to Debbie)	
7-b	Points to a named item in a book for 5 items (e.g., Where’s the fire truck?)	
7-c	Selects 5 items in the natural environment on command (e.g., get the spoon, while at the table)	
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)	

		<p>Compare and contrast the adventures and experiences of characters in stories.</p> <p>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.</p> <p>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.</p> <p>CC.1.3.1.K Read and comprehend literature on grade level, reading independently and proficiently.</p> <p>CC.1.4.1.M Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.1.N Establish “who” and “what” the narrative will be about.</p> <p>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.</p> <p>CC.2.7.1.B Predict and explain the outcomes of events.</p> <p>CC.2.7.1.D List or graph the possible results of an experiment.</p> <p>CC.2.7.1.E Answer questions about predictions and actual outcomes based on data.</p> <p>CC.2.8.1.A Use the concept of equality and concrete objects to demonstrate understanding of the commutative and associative properties.</p> <p>CC.2.8.1.B Use concrete objects and trial and error to solve number sentences.</p> <p>CC.2.8.1.C Recognize, describe, extend, replicate and transfer number and geometric patterns.</p> <p>CC.2.8.1.E Use concrete objects, symbols and number to represent mathematical situations.</p> <p>CC.2.8.1.F Describe and answer questions about data from classroom graphs and charts.</p> <p>CC.2.9.1.A Name, describe and draw/build 2-dimensional shapes.</p> <p>CC.2.9.1.B Identify and draw lines of symmetry.</p> <p>CC.2.3.1.A.1 Compose and distinguish between two and three dimensional shapes based on their attributes.</p> <p>CC.2.4.1.A.1 Order lengths and measure them both indirectly and by repeating length units.</p> <p>CC.2.4.1.A.2 Tell and write time to the nearest half hour using both analog and digital clocks.</p>
8-M	Performs 10 specific motor actions on command (e.g., Show me clapping. Can you hop?)	CC.1.1.1.B Demonstrate understanding of the organization and basic features of print. <ul style="list-style-type: none">Recognize the distinguishing features of a sentence.
8-a	Goes to 3 specified locations on command (e.g., Go to the kitchen. Show me your bedroom.)	CC.1.1.1.D
8-b	Selects the correct item from an array of 8 containing 2 similar stimuli (e.g., same color), for 20 items	Know and apply grade level phonics and word analysis skills in decoding words.
8-c	Selects an item when given the sound that the item makes for 5 items (e.g., barking: dog, siren: fire truck)	<ul style="list-style-type: none">Identify common consonant digraphs, 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.
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.1.2.1.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.
		CC.1.4.1.T

		<p>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.</p> <p>CC.2.7.1.B Predict and explain the outcomes of events.</p> <p>CC.2.7.1.D List or graph the possible results of an experiment.</p> <p>CC.2.7.1.E Answer questions about predictions and actual outcomes based on data.</p> <p>CC.2.8.1.A Use the concept of equality and concrete objects to demonstrate understanding of the commutative and associative properties.</p> <p>CC.2.8.1.B Use concrete objects and trial and error to solve number sentences.</p> <p>CC.2.8.1.C Recognize, describe, extend, replicate and transfer number and geometric patterns.</p> <p>CC.2.8.1.E Use concrete objects, symbols and number to represent mathematical situations.</p> <p>CC.2.8.1.F Describe and answer questions about data from classroom graphs and charts.</p> <p>CC.2.9.1.A Name, describe and draw/build 2-dimensional shapes.</p> <p>CC.2.9.1.B Identify and draw lines of symmetry.</p> <p>CC.2.11.1.A Order whole numbers, 0 to 100, with least to greatest value.</p> <p>CC.2.4.1.A.1 Order lengths and measure them both indirectly and by repeating length units.</p> <p>CC.2.4.1.A.2 Tell and write time to the nearest half hour using both analog and digital clocks.</p>
9-M	Follows 25 two-component noun-verb and/or verb-noun instructions (e.g., Show me the baby sleeping. Push the swing.)	<p>CC.1.1.1.D Know and apply grade level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none">Identify common consonant digraphs, 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. <p>CC.1.2.1.A Identify the main idea and retell key details of text.</p> <p>CC.1.2.1.C Describe the connection between two individual events, ideas, or pieces of information in a text.</p> <p>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.</p> <p>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.</p> <p>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</p> <p>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.</p> <p>CC.1.4.1.M Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.5.1.A Participate in collaborative conversations with peers and adults in small and larger groups.</p> <p>CC.2.7.1.B Predict and explain the outcomes of events.</p> <p>CC.2.7.1.D List or graph the possible results of an experiment.</p> <p>CC.2.7.1.E Answer questions about predictions and actual outcomes based on data.</p> <p>CC.2.8.1.A Use the concept of equality and concrete objects to demonstrate understanding of the commutative and associative properties.</p>
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)	
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?)	

		<p>CC. 2.8.1.C Recognize, describe, extend, replicate and transfer number and geometric patterns.</p> <p>CC.2.8.1.E Use concrete objects, symbols and number to represent mathematical situations.</p> <p>CC.2.8.1.F Describe and answer questions about data from classroom graphs and charts.</p> <p>CC.2.9.1.A Name, describe and draw/build 2-dimensional shapes.</p> <p>CC.2.9.1.B Identify and draw lines of symmetry.</p>
10-M	Selects the correct item in a book, picture scene, or natural environment when named for 250 items, tested or from an accumulated list of known words	<p>CC.1.1.1.B Demonstrate understanding of the organization and basic features of print.</p> <ul style="list-style-type: none">Recognize the distinguishing features of a sentence. <p>CC.1.1.1.D Know and apply grade level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none">Identify common consonant digraphs, 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.
10-a	Performs two consecutive actions for 10 different sets of actions (verb-verb) (e.g., Show me jumping and clapping.	
10-b	Discriminates between 2 colors from an array of 4 different colored objects	
10-c	Discriminates between 2 shapes from an array of 4 different shapes	
10-d	Generalizes in a noun-verb listener task with a new object for 5 different actions (e.g., after receiving training on spinning and rolling a pencil, the child correctly spins and rolls a straw on the first trial)	
10-e	Generalizes in a noun-verb listener task with a new action for 5 objects (e.g., can spin any item)	<p>CC.1.2.1.A Identify the main idea and retell key details of text.</p> <p>CC.1.2.1.B Ask and answer questions about key details in a text.</p> <p>CC.1.2.1.F Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>CC.1.2.1.G Use the illustrations and details in a text to describe its key ideas.</p> <p>CC.1.2.1.I Identify basic similarities in and differences between two texts on the same topic.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.3.1.H Compare and contrast the adventures and experiences of characters in stories.</p> <p>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.</p> <p>CC.1.4.1.B Identify and write about one specific topic.</p> <p>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.</p> <p>CC.1.5.1.D Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>CC.2.7.1.B Predict and explain the outcomes of events.</p> <p>CC.2.7.1.D List or graph the possible results of an experiment.</p> <p>CC.2.7.1.E Answer questions about predictions and actual outcomes based on data.</p> <p>CC.2.8.1.A Use the concept of equality and concrete objects to demonstrate understanding of the commutative and associative properties.</p> <p>CC.2.8.1.B Use concrete objects and trial and error to solve number sentences.</p> <p>CC. 2.8.1.C</p>

		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. 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.
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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.1.1.1.C Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <ul style="list-style-type: none">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. <ul style="list-style-type: none">Identify common consonant digraphs, 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.
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.)	

		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., Touch my ear.)	CC.1.2.1.I Identify basic similarities in and differences between two texts on the same topic. CC.1.3.1.D Identify who is telling the story at various points in a text.
12-a	Follows instructions to take an item to 5 different locations (e.g., Take the tray to the sink.)	CC.2.7.1.A Determine the probability of an event occurring.
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.B Predict and explain the outcomes of events.
12-c	Selects items from an array of similar stimuli based on an adjective (e.g., Touch the little bird?)	CC.2.7.1.D List or graph the possible results of an experiment.
12-d	Discriminates between the genders for girl and boy and man and woman (e.g., Where’s the girl?)	CC.2.7.1.E Answer questions about predictions and actual outcomes based on data.
12-e	Discriminates between males and females given a pronoun (e.g., he and she)	CC.2.8.1.A Use the concept of equality and concrete objects to demonstrate understanding of the commutative and associative properties.
12-f	Demonstrates actions modified by 2 different adverbs (e.g., Walk slow. Walk fast.)	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 demonstrates actions based on 4 pairs of relative adverbs (e.g., quiet-loud, fast-slow)	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.
13-a	Demonstrates 3 pretend emotions on command (e.g., Show me a sad face. Make a happy face.)	CC.1.2.1.I Identify basic similarities in and differences between two texts on the same topic.
13-b	Identifies (LDs) 10 items based on a subject, adjective, and noun (e.g., Show me the girl’s red hair.)	CC.1.3.1.G Use illustrations and details in a story to describe characters, setting, or events.
13-c	Performs 10 actions based on a subject, preposition, and noun (e.g., Put the horse in the barn.)	CC.1.4.1.M Write narratives to develop real or imagined experiences or events.
13-d	Identifies (LDs) 10 items based on a verb, pronoun, and noun (e.g., Brush his hair.)	CC.1.4.1.N Establish “who” and “what” the narrative will be about.
13-e	Generalizes a pronoun and a preposition to a new situation (e.g., uses his correctly with a new friend)	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.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.2.3.1.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 Identify and write about one specific topic.
14-b	Performs 10 actions based on a subject, adjective, and verb (e.g., Show me the big bear dancing.)	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.
14-c	Discriminates among 6 community helpers by category (e.g., nurse, doctor, mailman, bus driver)	CC.2.7.1.A Determine the probability of an event occurring.
14-d	Correctly responds to 10 tasks involving “one” vs. “two” vs. “all” of something	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 known words	CC.1.1.1.D Know and apply grade level phonics and word analysis skills in decoding words. <ul style="list-style-type: none">Identify common consonant digraphs, 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.
15-a	Discriminates among items given negation words for 10 tasks (e.g., Which one is not a food?)	CC.1.2.1.A Identify the main idea and retell key details of 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.1.2.1.B Ask and answer questions about key details in a text.
15-c	Correctly responds to 10 singular vs. plural tasks (e.g., Touch the dog. vs. Touch the dogs.)	CC.1.2.1.C Describe the connection between two individual, events, ideas, or pieces of information in a text.
15-d	Generalizes 5 adjectives to new nouns (e.g., says, Sticky fly stuff when first encounters a fly trap)	CC.1.2.1.F Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
15-e	Generalizes 5 adverbs to new verbs (e.g., says, Lava moves slow when first encountering lava)	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.

		<p>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.</p> <p>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.</p> <p>CC.1.3.1.K Read and comprehend literature on grade level, reading independently and proficiently.</p> <p>CC.1.4.1.B Identify and write about one specific topic.</p> <p>CC.1.4.1.M Write narratives to develop real or imagined experiences or events.</p> <p>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.</p> <p>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.</p> <p>CC.2.7.1.A Determine the probability of an event occurring.</p> <p>CC.2.7.1.B Predict and explain the outcomes of events.</p> <p>CC.2.7.1.D List or graph the possible results of an experiment.</p> <p>CC.2.7.1.E Answer questions about predictions and actual outcomes based on data.</p> <p>CC.2.8.1.A Use the concept of equality and concrete objects to demonstrate understanding of the commutative and associative properties.</p> <p>CC.2.8.1.B Use concrete objects and trial and error to solve number sentences.</p> <p>CC.2.8.1.E Use concrete objects, symbols and number to represent mathematical situations.</p>
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VISUAL PERCEPTUAL SKILLS AND MATCHING-TO-SAMPLE LEVEL 1		
Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
1-M	1-M Visually tracks moving stimuli for 2 seconds, 5 times	<p>CC.1.2.1.I Identify basic similarities in and differences between two texts on the same topic.</p> <p>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.</p>
1-a	Visually attends to faces and people 5 times	
1-b	Visually attends to reinforcing objects 5 times	
2-M	Grasps small objects with thumb and index finger (pincer grasp) 5 times	<p>CC.1.2.1.I Identify basic similarities in and differences between two texts on the same topic.</p> <p>CC.1.4.1.A Write informative/ explanatory texts to examine a topic and convey ideas and information.</p> <p>CC.1.4.1.E Choose words and phrases for effect.</p> <p>CC.1.4.1.F Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <ul style="list-style-type: none">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. <p>CC.1.4.1.H Form an opinion by choosing among given topics.</p>
2-a	Reaches for and successfully grabs objects 5 times	
2-b	Uses index finger to poke things or for other uses 5 times	
2-c	Manipulates toys and objects in a variety of ways for 10 seconds, 5 times	

		<p>CC.1.4.1.N Establish “who” and “what” the narrative will be about.</p> <p>CC.1.4.1.O Include thoughts and feelings to describe experiences and events.</p> <p>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.</p> <p>CC.1.4.1.R Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <ul style="list-style-type: none">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. <p>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.</p> <p>CC.1.5.1.F Add drawings or other visual displays when sharing aloud to clarify ideas, thoughts, and feelings.</p>
3-M	3-M Visually attends to a toy or book for 30 seconds (not a self-stim item)	<p>CC.1.2.1.I Identify basic similarities in and differences between two texts on the same topic.</p> <p>CC.1.3.1.G Use illustrations and details in a story to describe characters, setting, or events.</p> <p>CC.1.3.1.H Compare and contrast the adventures and experiences of characters in stories.</p> <p>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.</p> <p>CC.2.8.1.F Describe and answer questions about data from classroom graphs and charts.</p>
3-a	Transfers objects from one hand to another 5 times	
3-b	Looks for an object that has fallen out of sight 5 times	
4-M	Places 3 items in a container, stacks 3 blocks, or places 3 rings on a peg for 2 of these or similar activities	<p>CC.1.4.1.J Create an organizational structure that includes reasons and provides some sense of closure.</p> <p>CC.2.9.1.A Name, describe and draw/build 2-dimensional shapes.</p>
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)	<p>CC.1.1.1.B Demonstrate understanding of the organization and basic features of print.</p> <ul style="list-style-type: none">Recognize the distinguishing features of a sentence. <p>CC.1.2.1.E Use various text features and search tools to locate key facts or information in a text.</p> <p>CC.1.2.1.I Identify basic similarities in and differences between two texts on the same topic.</p> <p>CC.1.3.1.H Compare and contrast the adventures and experiences of characters in stories.</p> <p>CC.1.4.1.B Identify and write about one specific topic.</p> <p>CC.1.4.1.M Write narratives to develop real or imagined experiences or events.</p> <p>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.</p> <p>CC.2.7.1.E Answer questions about predictions and actual outcomes based on data.</p> <p>CC.2.7.1.D List or graph the possible results of an experiment.</p> <p>CC.2.8.1.B Use concrete objects and trial and error to solve number sentences.</p> <p>CC.2.8.1.E Use concrete objects, symbols and number to represent mathematical situations.</p> <p>CC.2.8.1.F Describe and answer questions about data from classroom graphs and charts.</p> <p>CC.2.9.1.A</p>
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-piece in-set 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)	

		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.
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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.1.1.1.B Demonstrate understanding of the organization and basic features of print. <ul style="list-style-type: none">Recognize the distinguishing features of a sentence. CC.1.1.1.D Know and apply grade level phonics and word analysis skills in decoding words. <ul style="list-style-type: none">Identify common consonant digraphs, 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.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.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 Name, describe and draw/build 2-dimensional shapes.
6-a	Connects 2 items or toys together (e.g. Duplos)	
6-b	Nests identical objects in a stack 2 times (e.g., bowls, cups, plates	
6-c	Turns 2 pages in a book	
6-d	Completes 3 different inset puzzles containing 3-4 pieces without prompts	
6-e	Stacks 4 blocks without help	
6-f	Matches identical objects or pictures in a neat array of 3, for 10 items (e.g., matches a hat to a hat)	
6-g	Matches identical objects or pictures that are different sizes in a messy array of 6, for 10 items (e.g., matches a big red ball to a little red ball)	
6-h	Places 5 items where they belong or in an appropriate context (e.g., puts a cup in the sink)	
7-M	Matches similar colors and shapes for 10 different colors or shapes given models (e.g., given red, blue, and green bowls and a pile of red, blue, and green bears the child sorts the items by color	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.H Identify the reasons an author gives to support points in a text. CC.1.2.1.J
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	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.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.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. 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.
7-d	Matches identical pictures (2D) to objects (3D) and vice versa, in a messy array of 8, for 10 pairs (e.g., matches a picture of Thomas the Train to a toy Thomas the Train	
7-e	Spontaneously matches 2 items together in play or other situations (e.g., picks up a Hulk figurine and selects a matching Hulk from a bin of figurines)	
7-f	Completes identical matches in an array of 8, for 10 matches in less than 20 seconds (fluency)	
8-M	Matches identical objects or pictures in a messy array of 8 containing 3 similar stimuli, for 25 items (e.g., matches a dog to a dog in an array that also contains a cat, a pig, and a pony	CC.1.1.1.B Demonstrate understanding of the organization and basic features of print. <ul style="list-style-type: none">Recognize the distinguishing features of a sentence. CC.1.1.1.D Know and apply grade level phonics and word analysis skills in decoding words. <ul style="list-style-type: none">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.E 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.1.2.1.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.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.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
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)	

		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 items (e.g., matches a Ford truck to a Toyota truck)	CC.1.1.1.B Demonstrate understanding of the organization and basic features of print. <ul style="list-style-type: none">Recognize the distinguishing features of a sentence. CC.1.1.1.D Know and apply grade level phonics and word analysis skills in decoding words. <ul style="list-style-type: none">Identify common consonant digraphs, 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.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 Name, describe and draw/build 2-dimensional shapes.
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	
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)	
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.1.1.1.C Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <ul style="list-style-type: none">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.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.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.
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-c	Matches a picture of an action to a non-identical picture of the same action for 10 actions (e.g., matches a picture of a girl swimming to a picture of a boy swimming in a different pool)	
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)	

		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.
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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 Identify basic similarities in and differences between two texts on the same topic. CC.2.8.1.A Use the concept of equality and concrete objects to demonstrate understanding of the commutative and associative properties. 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.2.9.1.A Name, describe and draw/build 2-dimensional shapes. CC.2.9.1.B Identify and draw lines of symmetry.
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., 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 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.1.4.1.D Group information and provide some sense of closure. 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.
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)	
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	
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)	

		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. CC.1.2.1.I Identify basic similarities in and differences between two texts on the same topic. 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.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.
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	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.1.2.1.E 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.1.4.1.B 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.
14-a	Successfully completes a human figure puzzle with at least 6 parts	
14-b	Matches 25 items that are associated with each other in a messy array of 6 with 3 similar stimuli	
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	

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

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.1.3.1.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.
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.1.4.1.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 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	
		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.
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)	
3-a	Brings a toy or object of interest to an adult	
3-b	Dumps containers of items on floor	
3-c	Transfers items in or out of a container	
3-d	Generalizes known play behaviors to a novel environment	
3-e	Carries toys or objects from one place to another	
		CC.1.3.1.F Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
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	
4-e	Enjoys being pulled or pushed in a wagon, on a tricycle, or other toy vehicle	
		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
5-M	Independently engages in cause-and-effect play for 2 minutes (e.g., dumping containers, playing with pop-up toys, pulling toys, etc.)	
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)	

		Use concrete objects, symbols and number to represent mathematical situations. CC.2.9.1.A Name, describe and draw/build 2-dimensional shapes.
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INDEPENDENT PLAY LEVEL 2		
Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
6-M	Searches for a missing or corresponding toy or part of a set for 5 items or sets (e.g., a puzzle piece, a ball for a drop-in toy, a bottle for a baby doll)	CC.1.3.1.F Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. 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.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.
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.1.2.1.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.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.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.
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.1.3.1.F Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. 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.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.
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.1.5.1.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.2.7.1.A Determine the probability of an event occurring. CC.2.7.1.B Predict and explain the outcomes of events. CC.2.8.1.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-a	Mands to go to a playground or play structure, or otherwise get access to play items he can’t independently obtain (e.g., mands to be lifted up to monkey bars)	
9-b	Completes 5 inset puzzles with 5 or more pieces	
9-c	Repeatedly plays with specific components of a play structure (e.g., goes down a slide several times, goes back and forth on a rope bridge)	
9-d	Spontaneously kicks a ball forward	
10-M	Assembles toys that have multiple parts for 5 different sets of materials	CC.1.4.1.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.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.
10-a	Plays with toy sets as designed (e.g., birthday set, tea set)	
10-b	Allows others to play in close proximity	
10-c	Demonstrates interest in a peer’s completed project (e.g., a sand castle, Lego structure)	
10-d	Mands to peers to not disturb his structure or toy assembly	
10-e	Improvises when parts are missing (e.g., still plays with a car that is missing a wheel)	
10-f	Helps to pick up toys after an activity with adult prompts	

INDEPENDENT PLAY LEVEL 3		
Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
11-M	Spontaneously engages in pretend or imaginary play on 5 occasions (e.g., dressing up, a pretend party with stuffed animals, pretends to cook)	CC.1.5.1.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.2.7.1.A Determine the probability of an event occurring. 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.
11-a	Navigates a riding toy around obstructions (e.g., moving a tricycle or big wheel around a pole)	
11-b	Demonstrates 1 to 1 correspondence in play activities (e.g., places plastic eggs in an egg carton, a doll in a bed with a bottle)	
11-c	Will get toys and play independently for 2 minutes	
11-d	Sings, hums, or recites a few words to familiar songs while engaged in an activity	
12-M	Repeats a gross motor behavior to obtain a better effect for 2 activities (e.g., throwing a ball in a basket, swinging a bat at a T-ball, foot stomping to launch a rocket, pumping a swing)	CC.1.2.1.C Describe the connection between two individual, events, ideas, or pieces of information in a text. 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.2.8.1.C Recognize, describe, extend, replicate and transfer number and geometric patterns. CC.2.8.1.E
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	

		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. CC.1.5.1.A Participate in collaborative conversations with peers and adults in small and larger groups. CC.1.5.1.F Add drawings or other visual displays when sharing aloud to clarify ideas, thoughts, and feelings. 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-a	Uses arts and crafts materials as intended (e.g., cuts with scissors, uses glue)	
13-b	Waits for a turn at an activity (e.g., waits for another child to get off a swing, or a turn at an activity table)	
13-c	Independently draws recognizable items	
13-d	Shows a completed project to an adult or peer (e.g., an art project)	
13-e	Colors items mostly within their boundaries in a coloring book	
14-M	Independently engages in sustained play activities for 10 minutes without adult prompts or reinforcement (e.g., playing with an Etch-a-sketch, playing dress-up)	CC.1.3.1.A Retell stories, including key details, and demonstrate understanding of their central message or lesson. 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.
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.1.2.1.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.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.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.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.
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 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

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. 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.
1-b	Looks at the faces of familiar people at least 3 times	
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.1.4.1.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	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	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-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-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)	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.
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)	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.
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.1.4.1.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.
6-a	Looks at a peer when he talks 2 times	
6-b	Chases peers in play with adult prompts 2 times	
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-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.1.2.1.F Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
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?)	CC.1.2.1.G Use the illustrations and details in a text to describe its key ideas. 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.
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)	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.
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.)	CC.1.2.1.A Identify the main idea and retell key details of 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.
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-e	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.)	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.
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-e	Spontaneously imitates a peer riding on a tricycle, toy car, or other riding toy 2 times	

SOCIAL BEHAVIOR AND SOCIAL PLAY LEVEL 3		
Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
11-M	Spontaneously cooperates with a peer to accomplish a specific outcome 5 times (e.g., one child holds a bucket while the other pours in water)	CC.1.4.1.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.
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 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 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.C Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
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?)	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.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.
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-e	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)	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.
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.1.2.1.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.1.3.1.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.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.
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		
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	Imitates mouthing movements 3 times (e.g., puckering lips, opening mouth)	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.
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.1.4.1.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	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)	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.
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	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.
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)	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.
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.1.2.1.C Describe the connection between two individual, events, ideas, or pieces of 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
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	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.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.2.4.1.A.4 Represent and interpret data using tables/charts.
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.1.1.1.D Know and apply grade level phonics and word analysis skills in decoding words. <ul style="list-style-type: none">Identify common consonant digraphs, 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.C 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.1.4.1.M Write narratives to develop real or imagined experiences or events. CC.1.4.1.O 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.
7-a	Imitates 3 play behaviors in the natural environment (e.g., pushing a car down a ramp)	
7-b	Imitates 5 two-step behaviors (e.g., touch head and touch shoulders)	
7-c	Spontaneously imitates a behavior observed on a TV or video (e.g., dancing, hopping)	
7-d	Imitates 5 facial expressions (e.g., kissing, opening mouth, shutting eyes, scrunching nose)	
7-e	Maintains a newly acquired imitative behavior after 24 hours without training	
7-f	Imitates a new behavior correctly on the first trial	
7-g	Imitates 5 examples of finger play (e.g., pretend walking on two fingers, finger dancing)	
8-M	Imitates 10 different three-component sequences of actions when prompted, Do this (e.g., clapping, jumping, touching toes; pick up a doll, place her in a crib and rock the crib)	
8-a	Imitates 5 actions in a 10-second fluency test	CC.1.1.1.D Know and apply grade level phonics and word analysis skills in decoding words. <ul style="list-style-type: none">Identify common consonant digraphs, 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.C 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.1.4.1.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.F Add drawings or other visual displays when sharing aloud to clarify ideas, thoughts, and feelings. 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.
8-b	Imitates drawing a circle on 2 occasions	
8-c	Imitates 5 pretend play activities (e.g., a monster, pouring tea, shooting spider webs)	
8-d	Spontaneously imitates 5 fine motor arts and crafts activities (e.g., cutting, pasting, drawing)	
8-e	Acquires 5 new listener skills through transfer of control from imitation to listener (e.g., the child learns to cast a toy fishing pole by first being shown how, then told how)	
8-f	Imitates other children during daily activities on 2 occasions (e.g., lining up, pulling a wagon)	
8-g	Repeats a fun behavior previously observed (delayed imitation) (e.g., squirting water)	

9-M	Spontaneously imitates 5 functional skills in the natural environment (e.g., eating with a spoon, putting on a coat, removing shoes)	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 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.
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”)	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 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.
10-a	Imitates building items or the construction of a toy set (e.g., Legos, a train set, Lincoln Logs)	
10-b	Imitates 5 sequences of multi-step functional self-care skills (e.g., brushing teeth, washing face, putting on shoes)	
10-c	Imitates 5 functional activities of daily living skills (e.g., setting the table, sweeping the floor)	
10-d	Demonstrates delayed imitation of adult behavior in pretend play (e.g., driving a car, typing)	
10-e	Imitates 50 different motor behaviors on command	

ECHOIC LEVEL 1		
Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
	Intentionally left blank	CC.1.5.1.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 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

		Name, describe and draw/build 2-dimensional shapes.
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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 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 List or graph the possible results of an experiment.
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.1.2.1.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.B Identify and write about one specific topic. 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.E Use concrete objects, symbols and number to represent mathematical situations.
7-a	Selects an item from an array of 5 for 5 different fill-in statements containing a verb (e.g., You sleep in a...)	
7-b	Selects an item from an array of 5 for 5 different spoken associated sets of words (e.g., Shoes and...)	
7-c	Reverses 5 previously acquired associations in an LRFFC format (e.g., Shoes and..., Socks and...)	
7-d	Generalizes 10 known LRFFC responses to different tones of voice, volumes, prosody, etc.	
7-e	Generalizes 10 known LRFFC responses to new carrier phrases without training (e.g., Let's sit on a...Time to sit on a...)	
7-f	Generalizes 10 known LRFFC responses to 2 different pictures or objects (e.g., two different shoes)	

		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 questions (e.g., What do you ride? Which one barks? Who can hop?)	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.1.3.1.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.1.3.1.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.
8-a	Selects an item from an array of 8 for 10 fill-in function statements (e.g., You draw with a...)	
8-b	Selects an item from an array of 8 for 10 fill-in feature statements (e.g., You find wheels on a...)	
8-c	Selects an item from an array of 8 for 10 fill-in class statements (e.g., A kind of animal is a...)	
8-d	Selects an item from an array of 8 for 10 different what questions (e.g., What do you eat?)	
8-e	Selects an item from an array of 8 for 10 different 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.1.2.1.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.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.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.
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-e	Demonstrates 10 LRFFC responses in the natural environment	

		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.2.3.1.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 animal and a visual array containing a picture of a dog)	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.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.2.11.1.A Order whole numbers, 0 to 100, with least to greatest value.
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-e	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.1.2.1.H Identify the reasons an author gives to support 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.B Identify and write about one specific topic. 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.
11-a	Selects 2 members of a class (e.g., Find two body parts.) from an array of 10, for 25 classes	
11-b	Selects 50 items from a book given any type of LRFFC task	
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	

		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. 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), or class (e.g., clothing) for 25 items (e.g., Do you see a brown animal? Can you find some clothing with buttons?)	CC.1.2.1.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.1.3.1.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.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.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.
12-a	Selects an item from an array of 10 given a color and class (e.g., a yellow animal) for 25 items	
12-b	Selects an item from an array of 10 given a shape and class (e.g., a round food) for 25 items	
12-c	Selects an item from an array of 10 given a function (e.g., color on it) and a class (e.g., art supplies) for 25 LRFFC tasks (e.g., Find something to color on from the art cabinet.)	
12-d	Selects an item from an array of 10 given a feature (e.g., wheels, wings) and a class (e.g., animals, vehicles) for 25 LRFFC tasks (e.g., Where’s a vehicle with wheels? Where’s a vehicle with wings?)	
12-e	Selects an item from an array of 10 given any adjective (but not color or shape) and a function (e.g., It’s hot and you eat it... spaghetti) for 25 LRFFC tasks	
12-f	Selects an item from an array of 10 given any adjective (but not color or shape) and a feature (e.g., It’s soft and has ears... rabbit) for 25 LRFFC tasks	
		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.1.3.1.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.2.7.1.A
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.1.2.1.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.1.3.1.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.2.7.1.A
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?)	
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	
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	
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-e	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 the...store) for 10	

	locations	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.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.
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 about a single topic (Where does the cow live? What does the cow eat? Who milks the cow?) for 25 different topics	CC.1.2.1.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.1.3.1.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.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 Compose and distinguish between two and three dimensional shapes based on their attributes.
14-a	Selects all members of a class from an array of 10 when asked (e.g., Find all the clothing.) for 3 members of 25 classes	
14-b	Selects an item from a book given a when question (e.g., When do you need a towel?) for 10 items	
14-c	Selects an item from a book given a how question (e.g., How do you get to school?) for 10 items	
14-d	Selects an item from an array of 10 given a preposition after a verb (e.g., eat with, eat at, write on, write with) for 25 verb-preposition combinations	
14-e	Selects an item when asked to find something that is different in an array of 5 (e.g., 4 spoons and 1 fork) for 25 items	
14-f	Selects an item from an array of 10 when asked What is missing? from a picture (e.g., a car without wheels, an airplane without wings) for 25 items	
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. CC.1.3.1.B Ask and answer questions about key details in a text. 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.M Write narratives to develop real or imagined experiences or events.
15-a	Selects an item from an array of 10 relating to past events (e.g., Where did you go yesterday?) for 5 events	
15-b	Selects an item relating to future events (e.g., What’s happening tomorrow?) for 5 events	
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?)	
15-d	Selects an item from an array of 10 when asked Which one is not? in an LRFFC format (e.g., Which one is not a musical instrument?) for 25 functions, features, or classes	
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?)	

		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.
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INTRAVERBAL LEVEL 2		
Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
6-M	Completes 10 different fill-in-the-blank phrases of any type (e.g., song fill-ins, social games and fun fill-ins, animal or object sounds)	CC.1.1.1.B Demonstrate understanding of the organization and basic features of print. <ul style="list-style-type: none">Recognize the distinguishing features of a sentence. CC.1.1.1.C Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <ul style="list-style-type: none">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.
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)	
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	
		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.1.4.1.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.
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. <ul style="list-style-type: none">Recognize the distinguishing features of a sentence. CC.1.1.1.C Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <ul style="list-style-type: none">Distinguish long from short vowel sounds in spoken single-syllable words.
8-a	Completes 2 <i>eat</i> and 2 <i>drink</i> classification fill-ins (e.g., <i>You eat... You drink...</i>)	
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...)	

		<ul style="list-style-type: none">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.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 Order whole numbers, 0 to 100, with least to greatest value.
9-M	Answers 25 different what questions (e.g., What do you brush?)	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 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.1.3.1.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
9-a	Completes 10 different verb-noun fill-in-the-blank phrases (e.g., You ride the... You play in...)	
9-b	Spontaneously emits (no additional verbal prompts) 2 intraverbal responses	
9-c	Answers 10 different what questions with a verb as the primary SD (e.g., What do you brush?)	
9-d	Answers 10 different what questions with a noun as the primary SD (e.g., What’s in the barn?)	
9-e	When asked What do you eat (or drink)? provides 2 or more members of each category	
9-f	Provides 5 novel responses to previously acquired questions (response generalization) (e.g., when asked to name an animal the child answers bear for the first time without receiving training on bear)	

		<p>Use illustrations and details in a story to describe characters, setting, or events.</p> <p>CC.1.3.1.H Compare and contrast the adventures and experiences of characters in stories.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.5.1.D Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>CC.2.7.1.A Determine the probability of an event occurring.</p> <p>CC.2.7.1.B Predict and explain the outcomes of events.</p> <p>CC.2.7.1.D List or graph the possible results of an experiment.</p> <p>CC.2.7.1.E Answer questions about predictions and actual outcomes based on data.</p> <p>CC.2.8.1.A Use the concept of equality and concrete objects to demonstrate understanding of the commutative and associative properties.</p> <p>CC.2.8.1.B Use concrete objects and trial and error to solve number sentences.</p> <p>CC.2.8.1.C Recognize, describe, extend, replicate and transfer number and geometric patterns.</p> <p>CC.2.8.1.D Use a rule to find a missing addend or symbol to make a number sentence true, with adult assistance.</p> <p>CC.2.8.1.E Use concrete objects, symbols and number to represent mathematical situations</p> <p>CC.2.8.1.F Describe and answer questions about data from classroom graphs and charts</p> <p>CC.2.3.1.A.1 Compose and distinguish between two and three dimensional shapes based on their attributes.</p> <p>CC.2.4.1.A.2 Tell and write time to the nearest half hour using both analog and digital clocks.</p> <p>CC.2.11.1.A Order whole numbers, 0 to 100, with least to greatest value.</p>
10-M	Answers 25 different who or where questions (e.g., Whose your friend? Where is your pillow?)	<p>CC.1.1.1.B Demonstrate understanding of the organization and basic features of print.</p> <ul style="list-style-type: none">Recognize the distinguishing features of a sentence. <p>CC.1.1.1.C Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none">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. <p>CC.1.2.1.A Identify the main idea and retell key details of text.</p> <p>CC.1.2.1.B Ask and answer questions about key details in a text.</p> <p>CC.1.2.1.F Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>CC.1.2.1.G Use the illustrations and details in a text to describe its key ideas.</p>
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 animals do you like? What toys do you like?)	
10-e	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.)	

		<p>CC.1.2.1.H Identify the reasons an author gives to support points in a text.</p> <p>CC.1.2.1.I Use the illustrations and details in a text to describe its key ideas.</p> <p>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.</p> <p>CC.1.3.1.A Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>CC.1.3.1.B Ask and answer questions about key details in a text.</p> <p>CC.1.3.1.C Describe characters, settings, and major events in a story, using key details.</p> <p>CC.1.3.1.D Identify who is telling the story at various points in a text.</p> <p>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.</p> <p>CC.1.3.1.G Use illustrations and details in a story to describe characters, setting, or events.</p> <p>CC.1.3.1.H Compare and contrast the adventures and experiences of characters in stories.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.5.1.D Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>CC.2.7.1.A Determine the probability of an event occurring.</p> <p>CC.2.7.1.B Predict and explain the outcomes of events.</p> <p>CC.2.7.1.D List or graph the possible results of an experiment.</p> <p>CC.2.7.1.E Answer questions about predictions and actual outcomes based on data.</p> <p>CC.2.8.1.A Use the concept of equality and concrete objects to demonstrate understanding of the commutative and associative properties.</p> <p>CC.2.8.1.B Use concrete objects and trial and error to solve number sentences.</p> <p>CC.2.8.1.C Recognize, describe, extend, replicate and transfer number and geometric patterns.</p> <p>CC.2.8.1.D Use a rule to find a missing addend or symbol to make a number sentence true, with adult assistance.</p> <p>CC.2.8.1.E Use concrete objects, symbols and number to represent mathematical situations.</p> <p>CC.2.8.1.F Describe and answer questions about data from classroom graphs and charts.</p>
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INTRAVERBAL

LEVEL 3		
Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
11-M	Spontaneously emits 20 intraverbal comments (can be part mand) (e.g., dad says I’m going to the car, and the child spontaneously says I want to go for a ride!)	CC.1.2.1.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.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.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.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.1.3.1.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.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.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.F Describe and answer questions about data from classroom graphs and charts.
11-a	Completes 10 two-component (noun-verb) fill-ins (e.g., For breakfast you eat... For lunch you eat...)	
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 computer...Daddy 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.1.2.1.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 Use the illustrations and details in a text to describe its key ideas. CC.1.3.1.A Write informative/ explanatory texts to examine a topic and convey ideas and information.
12-a	Provides at least 3 members of 10 classes (e.g., What do you see on a playground?)	
12-b	Answers 25 multiple choice questions (e.g., Does a fish live in the water or in trees?)	
12-c	Provides 10 categories when given several members (e.g., a horse, cow, and pig are all...)	
12-d	Provides the name of 25 items when given a specific feature (e.g., What has wheels?)	

12-e	Provides 2 features of 10 items when given their names (e.g., What’s on a fire truck?)	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.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 Describe and answer questions about data from classroom graphs and charts.
12-f	Provides an answer to 3 emotion questions (e.g., What makes you sad? What makes you happy?)	
12-g	Provides at least 25 3+ word responses to questions (e.g., when asked What do you like to play? the child responds I like to play with cars)	
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.1.2.1.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.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.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.
13-a	Answers 25 questions with yes or no (e.g., Is a shoe good to eat?)	
13-b	Describes 5 locations not in view (e.g., Tell me about your bedroom?)	
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	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.)	

		<p>CC.1.3.1.B Ask and answer questions about key details in a text.</p> <p>CC.1.3.1.C Describe characters, settings, and major events in a story, using key details.</p> <p>CC.1.3.1.G Use illustrations and details in a story to describe characters, setting, or events.</p> <p>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</p> <p>CC.1.3.1.K Read and comprehend literature on grade level, reading independently and proficiently.</p> <p>CC.1.4.1.A Write informative/ explanatory texts to examine a topic and convey ideas and information.</p> <p>CC.1.4.1.B Identify and write about one specific topic.</p> <p>CC.1.4.1.I Support the opinion with reasons related to the opinion.</p> <p>CC.1.4.1.J Create an organizational structure that includes reasons and provides some sense of closure.</p> <p>CC.1.4.1.M Write narratives to develop real or imagined experiences or events.</p> <p>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.</p> <p>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.</p> <p>CC.1.5.1.A Participate in collaborative conversations with peers and adults in small and larger groups.</p> <p>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.</p> <p>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.</p> <p>CC.1.5.1.D Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>CC.2.7.1.A Determine the probability of an event occurring.</p> <p>CC.2.7.1.B Predict and explain the outcomes of events.</p> <p>CC.2.7.1.D List or graph the possible results of an experiment.</p> <p>CC.2.7.1.E Answer questions about predictions and actual outcomes based on data.</p> <p>CC.2.8.1.A Use the concept of equality and concrete objects to demonstrate understanding of the commutative and associative properties.</p> <p>CC.2.8.1.D Use a rule to find a missing addend or symbol to make a number sentence true, with adult assistance.</p>
14-M	Describes 25 different events, videos, stories, etc. with 8+ words (e.g., Tell me what happened... The big monster scared everybody and they all ran into the house.)	<p>CC.1.2.1.A Identify the main idea and retell key details of text.</p> <p>CC.1.2.1.B Ask and answer questions about key details in a text.</p> <p>CC.1.2.1.C Describe the connection between two individual, events, ideas, or pieces of information in a text.</p> <p>CC.1.2.1.F Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>CC.1.2.1.G Use the illustrations and details in a text to describe its key ideas.</p> <p>CC.1.2.1.I Identify basic similarities in and differences between two texts on the same topic.</p> <p>CC.1.2.1.J</p>
14-a	Answers 25 different who, what, or where questions that contain 3 or more elements (e.g., What color is a fire truck?)	
14-b	Provides at least 3 members of 25 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?)	
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?)	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.1.2.1.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.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.F Describe and answer questions about data from classroom graphs and charts.
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 do you go to school? What do you take to school?)	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.
15-a	Answers 10 questions about community helpers (e.g., What does a doctor do?)	
15-b	Answers 25 different questions that contain 4 or more parts of speech (e.g., What tool do you need to pound nails?)	
15-c	Takes turns adding to a story started by others (e.g., And then he saw a boat...)	
15-d	Answers 5 different how questions (e.g., How do you fix the hole?)	

15-e	Provides last name when asked (e.g., Harrison)	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.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.
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 & 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	Adjusts to separation from parents (e.g., does not cry when parents leave)	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.
6-b	Sits at a snack or lunch table when physically prompted for 1 minute	
6-c	Lines up with other children when physically prompted	
6-d	Demonstrates general compliance for all classroom aides	
7-M	Puts away personal items, lines up, and comes to a table with only 1 verbal prompt	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.
7-a	Does not attempt to move away from a peer when seated next to him	
7-b	Puts away personal items (e.g., coat, backpack, lunch box) with gestural and verbal prompts	
7-c	Goes to and sits at a table with other children with only verbal prompts	
7-d	Cooperates with hand washing with physical assistance	
7-e	Does not engage in negative behavior toward a peer when seated next to him	
8-M	Transitions between classroom activities with no more than 1 gestural or verbal prompt	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-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	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.
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	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-a	Gets lunch with only verbal prompts	
10-b	Puts away backpack, lunch box, or coat upon entering the classroom with group prompts	
10-c	Imitates group activities with objects (e.g., tapping sticks together, shaking a maraca)	
10-d	Gets out and opens most snack/lunch items independently	
10-e	Verbally responds in a group setting 2 times during a 5 minute session	
10-f	Imitates peers doing a song or activity in a group setting 2 times in a 5 minute session	
10-g	Will sit on the toilet without negative behavior when prompted, but may not eliminate	

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 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
11-a	Sits or stands at an arts and crafts or activity table for 5 minutes without disruptive behavior	
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	details to strengthen writing as needed. CC.2.8.1.C Recognize, describe, extend, replicate and transfer number and geometric patterns.
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.1.4.1.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.F Add drawings or other visual displays when sharing aloud to clarify ideas, thoughts, and feelings.
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	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.
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-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. 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.
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-M	Sits in a 20-minute group session involving 5 children without disruptive behaviors, and answers 5 intraverbal questions	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.
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-e	Keeps hands to self in a group setting	
15-f	Raises hand to indicate he knows the answer to a question during a group	
15-g	Completes 2 independent worksheets without prompts at a table with 3 other children	
15-h	Sits in a school assembly for 20 minutes without disruptive behavior	

LINGUISTIC STRUCTURE LEVEL 2		
Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
6-M	The child’s articulation of 10 tacts can be understood by familiar adults who cannot see the item tacted	CC.1.2.1.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.

		<p>CC.1.2.1.I Identify basic similarities in and differences between two texts on the same topic.</p> <p>CC.1.3.1.A Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>CC.1.3.1.C Describe characters, settings, and major events in a story, using key details.</p> <p>CC.1.3.1.H Compare and contrast the adventures and experiences of characters in stories.</p> <p>CC.1.4.1.F Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <ul style="list-style-type: none">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. <p>CC.1.4.1.L Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>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.</p> <p>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.</p>
7-M	Has a total listener vocabulary of 100 words (e.g., Touch nose. Jump. Find keys.)	<p>CC.1.2.1.A Identify the main idea and retell key details of text.</p> <p>CC.1.2.1.B Ask and answer questions about key details in a text.</p>
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-c	Has a total speaker vocabulary size of 50 words (all verbal operants except echoic)	<p>CC.1.2.1.I Identify basic similarities in and differences between two texts on the same topic.</p> <p>CC.1.3.1.A Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>CC.1.3.1.C Describe characters, settings, and major events in a story, using key details.</p> <p>CC.1.3.1.H Compare and contrast the adventures and experiences of characters in stories.</p> <p>CC.1.5.1.A Participate in collaborative conversations with peers and adults in small and larger groups.</p> <p>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.</p>
8-M	Emits 10 different 2-word utterances per day of any type except echoic (e.g., mand, tact)	<p>CC.1.2.1.A Identify the main idea and retell key details of text.</p> <p>CC.1.2.1.B Ask and answer questions about key details in a text.</p>
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)	<p>CC.1.2.1.I Identify basic similarities in and differences between two texts on the same topic.</p> <p>CC.1.3.1.A Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>CC.1.3.1.C Describe characters, settings, and major events in a story, using key details.</p> <p>CC.1.3.1.F Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p>CC.1.3.1.H Compare and contrast the adventures and experiences of characters in stories.</p> <p>CC.1.4.1.F Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <ul style="list-style-type: none">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. <p>CC.1.4.1.L Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>CC.1.5.1.B Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering</p>
8-d	Echoes 10 different rhythms, intonations, or pitches	

		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.
9-M	Emits functional prosody (i.e., rhythm, stress, intonation) on 5 occasions in one day (e.g., puts emphasis or stress on certain words at appropriate times such as, It’s MINE!)	CC.1.1.1.E Read with accuracy and fluency to support comprehension: <ul style="list-style-type: none">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.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.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 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
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)	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.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. <ul style="list-style-type: none">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. CC.1.5.1.D Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
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	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.1.2.1.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. <ul style="list-style-type: none">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. <ul style="list-style-type: none">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 Demonstrate command of the conventions of standard English when speaking based on grade 1 level and content.
11-a	Emits auxiliary (helping) verbs in a tact or mand carrier phrase (e.g., do, have, will, can, was)	
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)	
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)	
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.1.4.1.F Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. <ul style="list-style-type: none">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. <ul style="list-style-type: none">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.
12-a	Uses is and am appropriately with verbs (e.g., I am eating. The dog is barking.)	
12-b	Emits conjunctions to combine words and phrases (e.g., and, or, but)	
12-c	Emits some irregular past tense verbs appropriately (e.g., dug, ran, built)	
12-d	Emits 2-word noun-verb or verb-noun mands or tacts (e.g., Pour juice. Baby crying.)	
12-e	Emits present participle inflection with “verb-ing” (e.g., running, playing, swimming)	
13-M	Emits 10 different noun phrases containing at least 3 words, with 2 modifiers (e.g., adjectives, prepositions, pronouns) (e.g., He’s my puppet. I want chocolate ice cream.)	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.C Describe characters, settings, and major events in a story, using key details. CC.1.3.1.K
13-a	Speaks in 3-5 word sentences	
13-b	Emits prepositional phrases (e.g., on the table, in the house), but may not discriminate between prepositional pairs (e.g., on vs. under; in vs. out)	
13-c	Emits adjectives to modify nouns (e.g., blue train, chocolate cookie)	
13-d	Emits contractions in a mand, tact, or intraverbal context (e.g., can’t, don’t, won’t)	
13-e	Emits pronouns to modify nouns (e.g., My shoes. Your cup.)	

		<p>Read and comprehend literature on grade level, reading independently and proficiently.</p> <p>CC.1.4.1.F Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <ul style="list-style-type: none">• 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. <p>CC.1.4.1.L Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>CC.1.4.1.R Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <ul style="list-style-type: none">• 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. <p>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.</p> <p>CC.1.5.1.A Participate in collaborative conversations with peers and adults in small and larger groups.</p> <p>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.</p> <p>CC.1.5.1.G Demonstrate command of the conventions of standard English when speaking based on grade 1 level and content.</p>
14-M	Emits 10 different verb phrases containing at least 3 words, with 2 modifiers (e.g., adverbs, prepositions, pronouns) (e.g., Push me hard. Go up the steps.)	<p>CC.1.4.1.F Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <ul style="list-style-type: none">• 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. <p>CC.1.4.1.L Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>CC.1.4.1.R Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <ul style="list-style-type: none">• 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. <p>CC.1.5.1.G Demonstrate command of the conventions of standard English when speaking based on grade 1 level and content.</p>
14-a	Adjectives usually precede nouns when appropriate (e.g., a big boat vs. a boat big)	
14-b	Verbs agree with the subjects in person (e.g., he was laughing vs. he were laughing)	
14-c	Verbs agree with the subjects in number (e.g., Joey is home vs. Joey are home)	
14-d	Emits adjective inflections with the comparative suffixes “er” and “est” (e.g., good, better, best)	
14-e	Emits adverbs to modify verbs (e.g., Go fast. It’s slow.)	
15-M	Combines noun and verb phrases to produce 10 different syntactically correct clauses or sentences containing at least 5 words (e.g., The dog licked my face.)	<p>CC.1.2.1.C Describe the connection between two individual, events, ideas, or pieces of information in a text.</p> <p>CC.1.2.1.F Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>CC.1.2.1.G Use the illustrations and details in a text to describe its key ideas.</p> <p>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.</p> <p>CC.1.3.1.A Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>CC.1.4.1.F Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <ul style="list-style-type: none">• 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. <p>CC.1.4.1.L Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>CC.1.4.1.R Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <ul style="list-style-type: none">• Capitalize dates and names of people.• Use end punctuation; use commas in dates and words in series.
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-c	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-e	Uses quantification in a sentence (e.g., always, never, sometimes)	
15-f	Uses demonstratives in a sentence (e.g., this that, these, those)	
15-g	Emits words that describe the certainty of other words (e.g., I think... I’m sure... maybe)	

		<ul style="list-style-type: none">• 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 Demonstrate command of the conventions of standard English when speaking based on grade 1 level and content.
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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.1.2.1.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.
11-a	Turns pages and looks at books for 30 seconds	
11-b	Mands to be read stories from books	
11-c	Touches pictures in books that correspond to the story (e.g., Where’s the big bad wolf?)	
12-M	Selects (LDs) the correct uppercase letter from an array of 5 letters, for 10 different letters	CC.1.1.1.B Demonstrate understanding of the organization and basic features of print. <ul style="list-style-type: none">• Recognize the distinguishing features of a sentence. CC.1.1.1.D Know and apply grade level phonics and word analysis skills in decoding words. <ul style="list-style-type: none">• Identify common consonant digraphs, 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.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.
12-a	Completes an ABC inset puzzle without prompts	
12-b	Recites 5 letters from the alphabet with a starting prompt (e.g., A B...)	
12-c	Has a favorite book, and can provide the name of it by seeing the pictures on the cover	
12-d	Tacts pictures in books while an adult reads the story	
12-e	Matches to sample all uppercase letters	

13-M	Tacts 10 uppercase letters on command	CC.1.1.1.B Demonstrate understanding of the organization and basic features of print. <ul style="list-style-type: none">Recognize the distinguishing features of a sentence. CC.1.1.1.D Know and apply grade level phonics and word analysis skills in decoding words. <ul style="list-style-type: none">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: <ul style="list-style-type: none">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 Read and comprehend literature on grade level, reading independently and proficiently.
13-a	Recites (or sings) the whole alphabet with only a verbal prompt to do so	
13-b	Mands for what written words say (e.g., What word is that?)	
13-c	Pretends to read a book	
13-d	Discriminates as a listener (LDs) his own name from an array of 3 written names	
13-e	Looks at the written words, rather than just the pictures when stories are being read to him	
14-M	Reads his own name	CC.1.1.1.C Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <ul style="list-style-type: none">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. <ul style="list-style-type: none">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.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.
14-a	Discriminates among most uppercase letters (but may confuse some; e.g., M and N; P and R)	
14-b	Matches 5 word cards to the same word written on paper	
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	
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.1.1.1.B Demonstrate understanding of the organization and basic features of print. <ul style="list-style-type: none">Recognize the distinguishing features of a sentence.
15-a	Indicates if 2 words rhyme or not for 10 different rhymes (e.g., cat and hat 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 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <ul style="list-style-type: none">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. <ul style="list-style-type: none">Identify common consonant digraphs, 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: <ul style="list-style-type: none">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.
15-c	Matches 10 lower case letters to uppercase letters	
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
11-M	Imitates 5 different writing actions modeled by an adult using a writing instrument and writing surface	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.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. <ul style="list-style-type: none">Capitalize dates and names of people.
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	<ul style="list-style-type: none">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. <ul style="list-style-type: none">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, 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	
		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. <ul style="list-style-type: none">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.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

		<p>Recount two or more appropriately sequenced events using temporal words to signal event order and provide some sense of closure.</p> <p>CC.1.4.1.R Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <ul style="list-style-type: none">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. <p>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.</p> <p>CC.1.5.1.F Add drawings or other visual displays when sharing aloud to clarify ideas, thoughts, and feelings.</p> <p>CC.2.7.1.D List or graph the possible results of an experiment.</p> <p>CC.2.8.1.C Recognize, describe, extend, replicate and transfer number and geometric patterns.</p> <p>CC.2.8.1.E Use concrete objects, symbols and number to represent mathematical situations.</p> <p>CC.2.9.1.A Name, describe and draw/build 2-dimensional shapes.</p> <p>CC.2.9.1.B Identify and draw lines of symmetry.</p>
13-M	Copies 10 letters or numbers legibly	<p>CC.1.4.1.A Write informative/ explanatory texts to examine a topic and convey ideas and information.</p> <p>CC.1.4.1.B Identify and write about one specific topic.</p> <p>CC.1.4.1.E Choose words and phrases for effect.</p> <p>CC.1.4.1.F Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <ul style="list-style-type: none">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. <p>CC.1.4.1.H Form an opinion by choosing among given topics.</p> <p>CC.1.4.1.I Support the opinion with reasons related to the opinion.</p> <p>CC.1.4.1.J Create an organizational structure that includes reasons and provides some sense of closure.</p> <p>CC.1.4.1.L Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>CC.1.4.1.M Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.1.N Establish “who” and “what” the narrative will be about.</p> <p>CC.1.4.1.O Include thoughts and feelings to describe experiences and events.</p> <p>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.</p> <p>CC.1.4.1.R Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <ul style="list-style-type: none">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. <p>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.</p> <p>CC.2.7.1.D List or graph the possible results of an experiment.</p> <p>CC.2.8.1.C</p>
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	

		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.
14-M	Legibly spells and writes his own name without copying	CC.1.4.1.A Write informative/ explanatory texts to examine a topic and convey ideas and information.
14-a	Legibly copies his own name on lined paper	CC.1.4.1.E Choose words and phrases for effect.
14-b	Colors in pictures in coloring books and mostly stays within the lines	CC.1.4.1.F Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.
14-c	Copies numbers 1-10 legibly on lined paper	<ul style="list-style-type: none">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.
14-d	Copies 10 upper case and 10 lower case letters legibly on lined paper	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.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. <ul style="list-style-type: none">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.
15-M	Copies all 26 upper and lower case letters legibly	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.1.4.1.A Write informative/ explanatory texts to examine a topic and convey ideas and information.
15-a	Draws recognizable pictures of 3 different items	CC.1.4.1.B Identify and write about one specific topic.
15-b	Legibly writes 10 letters or numbers when dictated	CC.1.4.1.E Choose words and phrases for effect.
15-c	Copies 5 simple words legibly	CC.1.4.1.F Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. <ul style="list-style-type: none">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.

		<p>CC.1.4.1.L Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>CC.1.4.1.M Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.1.N Establish “who” and “what” the narrative will be about.</p> <p>CC.1.4.1.O Include thoughts and feelings to describe experiences and events.</p> <p>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.</p> <p>CC.1.4.1.R Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <ul style="list-style-type: none">• 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. <p>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.</p> <p>CC.2.7.1.D List or graph the possible results of an experiment.</p> <p>CC.2.8.1.C Recognize, describe, extend, replicate and transfer number and geometric patterns.</p> <p>CC.2.8.1.E Use concrete objects, symbols and number to represent mathematical situations.</p>
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MATH LEVEL 3		
Skill	VB MAPP Milestones & Task Analysis	PA Core Standards
11-M	Identifies as a listener the numbers 1-5 in an array of 5 different numbers	<p>CC.1.1.1.B Demonstrate understanding of the organization and basic features of print.</p> <ul style="list-style-type: none">• Recognize the distinguishing features of a sentence. <p>CC.1.1.1.C Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none">• 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. <p>CC.2.7.1.A Determine the probability of an event occurring.</p> <p>CC.2.7.1.D List or graph the possible results of an experiment.</p> <p>CC.2.7.1.E Answer questions about predictions and actual outcomes based on data.</p> <p>CC.2.8.1.A Use the concept of equality and concrete objects to demonstrate understanding of the commutative and associative properties.</p> <p>CC.2.8.1.B Use concrete objects and trial and error to solve number sentences.</p> <p>CC.2.8.1.C Recognize, describe, extend, replicate and transfer number and geometric patterns.</p> <p>CC.2.8.1.D Use a rule to find a missing addend or symbol to make a number sentence true, with adult assistance.</p> <p>CC.2.8.1.E Use concrete objects, symbols and number to represent mathematical situations.</p>
11-a	Rote counts to 5 with a verbal starter prompt (e.g., count 1, 2, ...)	
11-b	Arranges objects by size (e.g., small, medium, and large blocks)	
11-c	Distinguishes between 1 and 2 items as a listener (e.g., Where are 2 boats?)	
11-d	Distinguishes between 1 and 2 items as a mand (e.g., I want 2 cookies.)	
11-e	Matches to sample the numbers 1-10 (e.g., puts the number 4 with the number 4)	

		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.
12-M	Tacts the numbers 1-5	CC.1.1.1.B Demonstrate understanding of the organization and basic features of print. <ul style="list-style-type: none">Recognize the distinguishing features of a sentence. 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.2.9.1.B Identify and draw lines of symmetry. CC.2.11.1.A Order whole numbers, 0 to 100, with least to greatest value.
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.)	CC.1.1.1.C Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <ul style="list-style-type: none">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.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.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.2.11.1.A
13-a	Provides age when asked	
13-b	Counts out up to 3 items given the verbal prompt How many? and the related set of items	
13-c	Identifies as a listener (LDs) the number of items (e.g., Which picture has 2 cars?)	
13-d	Demonstrates enumeration in counting (final emphasis on correct number) for numbers 1-3	

		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, long or short, full or empty, loud or quiet)	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.2.11.1.A Order whole numbers, 0 to 100, with least to greatest value.
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)	CC.1.1.1.C Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <ul style="list-style-type: none">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.1.3.1.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
15-a	Performs an action a specified number of times up to 5 (e.g., Clap 3 times)	
15-b	Completes a sequence or pattern containing 2 elements (e.g., red-green; red-green...)	
15-c	Correctly Identifies (LDs) the ordinal terms “first” and “last”	
15-d	Correctly Identifies (LDs) and tacts morning time and night time	
15-e	Intraverbally responds to what number is next for numbers 1-9	
15-f	Correctly Identifies (LDs) 3 different coins, and intraverbally states what to do with money	

		<div>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.</div>
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2 nd 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.1.5.2.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.
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, slinky, ball)	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 and content, choosing from a range of strategies and tools. 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-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-e	Generalizes 2 known mands across 2 different people and 2 settings	
3-M	Generalizes 6 mands across 2 people, 2 settings, and 2 different examples of a reinforcers (e.g., mands bubbles	CC.1.2.2.J Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases. 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.
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	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.
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)	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.J Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases. CC.1.3.2.D
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	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.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.
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.1.2.2.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.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 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.
6-a	Spontaneously emits 5 mands without an object present and without verbal prompts	
6-b	Emits 10 different mands without echoic or imitative prompts — object can be present	
6-c	Mands for 5 different missing items without prompts (except a verbal prompt)	
6-d	Generalizes 4 mands to 4 different people	
6-e	Maintains a newly acquired mand for a missing item after 24 hours of no contact with the item	
7-M	Mands for others to emit 5 different actions needed to enjoy a desired activity (e.g., open to get outside, push when on a swing)	CC.1.2.2.J Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases. 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.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.
7-a	Mands 2 times with 2 words in a phrase or sentence (e.g., Drink juice.)	
7-b	Mands for other individuals to emit 2 different actions with verbal prompts (e.g., go, spin)	
7-c	Emits 2 mands to remove undesirable items or activities	
7-d	Demonstrates response generalization for two different mands (e.g., calls a filled cup both cup and drink; calls a dog both dog and Maggie)	
7-e	Mands contain varied intonation appropriate to both positive and negative MOs 5 times	
7-f	Mands for help or assistance 2 times	
7-g	Demonstrates a high frequency of manding (15 in a 5 minute period)	
8-M	Emits 5 different mands that contain 2 or more words (not including I want) (e.g., Go fast. My turn. Pour juice.) (TO: 60 min.)	CC.1.3.2.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.
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.)	CC.1.2.2.J Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases. 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.
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)	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.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 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.
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.1.2.2.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. 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,
11-a	Mands to peers 5 times	
11-b	Spontaneously mands for attention 5 times (e.g., Teacher! Hey! Excuse me.)	
11-c	The child emits 100 or more different mands in a one week period	
11-d	Mands contain 3-word phrases 10 times (e.g, Can I see?)	
11-e	Mands for a specific quantity of reinforcers 2 times (e.g., two gummy bears)	

		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., Please stop pushing me. No thank you. Excuse me, can you move?)	CC.2.4.2.A.3 Solve problems and make change using coins and paper currency with appropriate symbols.
12-a	Mands to remove an aversive item or activity 2 times (e.g., Let go. Give it back.)	CC.2.4.2.A.4 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 Use place value concepts to read, write, and skip count to 1000.
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)	CC.2.1.2.B.3 Use place value understanding and properties of operations to add and subtract within 1000.
12-e	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.
13-a	Spontaneously mands to use the bathroom 2 times	CC.1.5.2.A Participate in collaborative conversations with peers and adults in small and larger groups.
13-b	Mands for others to attend to his own nonverbal behavior 2 times (e.g., watch me)	CC.2.4.2.A.6 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-e	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.)	CC.1.2.2.C Describe the connection between a series of events, concepts, or steps in a procedure within a text.
14-a	Mands for sympathy or other emotional support 2 times (e.g., He’s mean.)	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-b	Mands for others to deliver a specific object to another person 2 times (e.g., Give it to Sarah.)	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.
14-c	Mands for instructions for completing a task 2 times (e.g., Where does it go? How do I do it?)	CC.1.3.2.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.
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.)	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 happened... I’m telling the story...)	CC.1.2.2.J Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.
15-a	Mands contain 5 word phrases or sentences 10 times	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.
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 peers and adults in small and larger groups.
15-c	Mands for attention to a private event 2 times (e.g., My stomach hurts.)	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.
15-d	Mands for information 5 times using why questions	CC.2.4.2.A.3 Solve problems and make change using coins and paper currency with appropriate symbols.
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.1.4.2.N Establish a situation and introduce a narrator and/or characters.
1-A	Tacts 1 familiar person, pet, or object with verbal prompts and motivation present (e.g. mama)	
2-M	Tacts any 4 items without echoic or imitative prompts (e.g., people, pets, characters, or other objects)	
3-M	Tacts 6 non-reinforcing items (e.g., shoe, hat, spoon, car, cup, bed)	
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)	
		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.
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)	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.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.
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)	

		<div>CC.1.4.2.M Write narratives to develop real or imagined experiences or events.</div> <div>CC.1.5.2.A Participate in collaborative conversations with peers and adults in small and larger groups.</div> <div>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.</div> <div>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.</div> <div>CC.1.5.2.D Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</div> <div>CC.2.3.2.A.1 Analyze and draw two- and three-dimensional shapes having specified attributes.</div> <div>CC.2.3.2.A.2 Use the understanding of fractions to partition shapes into halves, quarters, and thirds.</div> <div>CC.2.4.2.A.2 Tell and write time to the nearest five minutes using both analog and digital clocks.</div> <div>CC.2.4.2.A.3 Solve problems and make change using coins and paper currency with appropriate symbols.</div> <div>CC.2.4.2.A.4 Represent and interpret data using line plots, picture graphs, and bar graphs.</div> <div>CC.2.1.2.B.1 Use place value concepts to represent amounts of tens and ones and to compare three digit numbers.</div> <div>CC.2.1.2.B.2 Use place value concepts to read, write, and skip count to 1000.</div> <div>CC.2.1.2.B.3 Use place value understanding and properties of operations to add and subtract within 1000.</div> <div>CC.2.2.2.A.3 Work with equal groups of objects to gain foundations for multiplication.</div>
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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)	<div>CC.1.1.2.D Know and apply grade level phonics and word analysis skills in decoding words.</div> <div>CC.1.1.2.E Read with accuracy and fluency to support comprehension.</div> <div>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.</div> <div>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.</div> <div>CC.1.2.2.F Determine the meaning of words and phrases as they are used in grade level text including multiple-meaning words.</div> <div>CC.1.2.2.G Explain how graphic representations contribute to and clarify a text.</div> <div>CC.1.2.2.I Compare and contrast the most important points presented by two texts on the same topic.</div> <div>CC.1.2.2.J Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.</div> <div>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.</div> <div>CC.1.3.2.G</div>
6-a	Tacts 4 different people, pets, or characters by their specific name (can include mama and dada)	
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)	

		<p>Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot.</p> <p>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.</p> <p>CC.1.3.2.K Read and comprehend literature on grade level, reading independently and proficiently.</p> <p>CC.1.4.2.B Identify and introduce the topic.</p> <p>CC.1.4.2.M Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.2.N Establish a situation and introduce a narrator and/or characters.</p> <p>CC.1.5.2.A Participate in collaborative conversations with peers and adults in small and larger groups.</p> <p>CC.2.3.2.A.1 Analyze and draw two- and three-dimensional shapes having specified attributes.</p> <p>CC.2.3.2.A.2 Use the understanding of fractions to partition shapes into halves, quarters, and thirds.</p> <p>CC.2.4.2.A.2 Tell and write time to the nearest five minutes using both analog and digital clocks.</p> <p>CC.2.4.2.A.3 Solve problems and make change using coins and paper currency with appropriate symbols.</p> <p>CC.2.4.2.A.4 Represent and interpret data using line plots, picture graphs, and bar graphs.</p> <p>CC.2.4.2.A.6 Extend the concepts of addition and subtraction to problems involving length.</p> <p>CC.2.1.2.B.1 Use place value concepts to represent amounts of tens and ones and to compare three digit numbers.</p> <p>CC.2.1.2.B.2 Use place value concepts to read, write, and skip count to 1000.</p> <p>CC.2.1.2.B.3 Use place value understanding and properties of operations to add and subtract within 1000.</p> <p>CC.2.2.2.A.2 Use mental strategies to add and subtract within 20.</p>
7-M	Generalizes tacts across 3 examples of 50 items, or from a list of known generalizations	<p>CC.1.1.2.D Know and apply grade level phonics and word analysis skills in decoding words.</p> <p>CC.1.1.2.E Read with accuracy and fluency to support comprehension.</p> <p>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.</p> <p>CC.1.2.2.I Compare and contrast the most important points presented by two texts on the same topic.</p> <p>CC.1.2.2.J Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.</p> <p>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.</p> <p>CC.1.3.2.H Compare and contrast two or more versions of the same story by different authors or from different culture.</p> <p>CC.1.4.2.M Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.5.2.A Participate in collaborative conversations with peers and adults in small and larger groups.</p> <p>CC.2.3.2.A.1 Analyze and draw two- and three-dimensional shapes having specified attributes.</p> <p>CC.2.3.2.A.2 Use the understanding of fractions to partition shapes into halves, quarters, and thirds.</p> <p>CC.2.4.2.A.1 Measure and estimate lengths in standard units using appropriate tools.</p> <p>CC.2.4.2.A.2 Tell and write time to the nearest five minutes using both analog and digital clocks.</p>
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 What he doing? (e.g., drinking, swimming)	
7-e	Tacts 40 items when asked What’s that? (e.g., tree, bowl, sock, crayon, apple)	

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

		Participate in collaborative conversations with peers and adults in small and larger groups. CC.2.2.2.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 Know and apply grade level phonics and word analysis skills in decoding words.
10-a	Tacts 10 actions (e.g., climbing, playing, coloring, swimming, washing)	CC.1.1.2.E Read with accuracy and fluency to support comprehension.
10-b	Tacts 2 gustatory stimuli (e.g., tacts orange by tasting it)	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-c	Tacts 20 items in a 1 minute fluency test	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.
10-d	Tacts 2 different colors (e.g., red, blue)	CC.1.1.2.D Know and apply grade level phonics and word analysis skills in decoding words.
10-e	Tacts 2 different shapes (e.g., circle, star)	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 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 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.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. 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.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.1.2.2.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.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. CC.2.2.2.A.3
11-a	Tacts 2 olfactory stimuli (e.g., cookies, popcorn, flowers)	
11-b	Acquires 5 new tacts in a week without direct training	
11-c	Tacts 2 people (not family members) by their first names	
11-d	Tacts 5 categories or classes (e.g., animals, drinks, toys)	
11-e	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	

		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 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. 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. 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. CC.1.3.2.J 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.2.2.2.A.3 Work with equal groups of objects to gain foundations for multiplication.
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-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-d	Tacts 2 prepositional relations (e.g., Where is Oscar? ...in the garbage can) (part intraverbal)	
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.1.1.2.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. 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.H Compare and contrast two or more versions of the same story by different authors or from different culture. 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.1.3.2.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 in a text. CC.1.2.2.I 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
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.)	
13-c	Tacts 2 pairs of relative adjectives (e.g., big and little; long and short) (part intraverbal if questions such as What size is this? are used)	
13-d	Spontaneously tacts with 2 different adjectives	
13-e	Spontaneously tacts with 2 different adverbs	
13-f	Spontaneously tacts possession of items 2 times (e.g., mine, yours)	

		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. 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.
14-M	Tacts with complete sentences containing 4 or more words, 20 times	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. 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.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, speaking audibly in coherent sentences.
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 (The dog’s in the house.)	
	Tacts 5 subject-verb-noun combinations in a complete sentence (e.g., The girl is pulling the wagon.)	
15-M	Has a total tact vocabulary of 1000 words (nouns, verbs, adjectives, etc.), tested or from an accumulated list of known tacts	CC.1.1.2.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.C Describe the connection between a series of events, concepts, or steps in a procedure within 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. 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. 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.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.
15-a	Tacts 3 emotional states of self or others (e.g., sad, happy, mad) (part intraverbal if questions such as How do you feel? are used)	
15-b	Tacts 5 frequently used gestures that have a verbal function (e.g., pinching their nose for a bad smell, finger over the lips for quiet, thumbs up for a good job, a fake yawn for being tired)	
15-c	Tacts 5 community helpers (e.g., policeman, fireman, nurse, doctor, garbage man)	
15-d	Tacts with 2 different negation words 5 times (e.g., That’s not a cat.)	
15-e	Tacts 5 social, community, or group events (e.g., parade, party, emergency)	
15-f	Spontaneously tacts 2 different social circumstances (e.g., They are busy. They are arguing.)	
15-g	Spontaneously emits untrained tacts in sentences containing at least 5 words, 5 times	

		<p>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.</p> <p>CC.1.3.2.J Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.</p> <p>CC.1.3.2.K Read and comprehend literature on grade level, reading independently and proficiently.</p> <p>CC.1.4.2.B Identify and introduce the topic.</p> <p>CC.1.4.2.C Develop the topic with facts and/or definitions.</p> <p>CC.1.4.2.E Choose words and phrases for effect.</p> <p>CC.1.4.2.G Write opinion pieces on familiar topics or texts.</p> <p>CC.1.4.2.K Use a variety of words and phrases to appeal to the audience.</p> <p>CC.1.4.2.M Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.2.N Establish a situation and introduce a narrator and/or characters.</p> <p>CC.1.4.2.O Include thoughts and feeling to describe experience and events to show the response of characters to situations.</p> <p>CC.1.5.2.A Participate in collaborative conversations with peers and adults in small and larger groups.</p> <p>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.</p> <p>CC.1.5.2.D Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>CC.2.3.2.A.1 Analyze and draw two- and three-dimensional shapes having specified attributes.</p> <p>CC.2.3.2.A.2 Use the understanding of fractions to partition shapes into halves, quarters, and thirds.</p> <p>CC.2.4.2.A.4 Represent and interpret data using line plots, picture graphs, and bar graphs.</p> <p>CC.2.4.2.A.6 Extend the concepts of addition and subtraction to problems involving length.</p> <p>CC.2.1.2.B.1 Use place value concepts to represent amounts of tens and ones and to compare three digit numbers.</p> <p>CC.2.1.2.B.2 Use place value concepts to read, write, and skip count to 1000.</p> <p>CC.2.1.2.B.3 Use place value understanding and properties of operations to add and subtract within 1000.</p>
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LISTENER RESPONDING LEVEL 1		
Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
1-M	Attends to a speaker’s voice by making eye contact with the speaker 5 times	CC.1.2.2.B Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text. CC.1.5.2.A Participate in collaborative conversations with peers and adults in small and larger groups.
1-a	Turns head to locate the source of a sound (e.g., bell, squeaky toy, a cell phone ringing)	

		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.
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.1.1.2.D Know and apply grade level phonics and word analysis skills in decoding words.
3-a	Interrupts a play activity when his name is called	CC.1.2.2.I Compare and contrast the most important points presented by two texts on the same topic.
3-b	Responds to no, hot, stop or other commands in the appropriate context	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.
3-c	Attends to an object or picture when named (without discrimination) 5 times	CC.1.4.2.M Write narratives to develop real or imagined experiences or events.
3-d	Responds to 2 simple (1 part) verbal instructions in context (e.g., sit down, when by a chair)	CC.1.4.2.N Establish a situation and introduce a narrator and/or characters.
3-e	Discriminates between 2 family members and/or pets when named (e.g., Where’s daddy?)	CC.1.5.2.A Participate in collaborative conversations with peers and adults in small and larger groups.
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)	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 Know and apply grade level phonics and word analysis skills in decoding words.
4-a	Selects the correct item from an array of 2 for 10 different objects or pictures	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.
4-b	Maintains eye contact to a speaker for 2 seconds	CC.1.2.2.I Compare and contrast the most important points presented by two texts on the same topic.
4-c	Touches 2 body parts (e.g., Touch your nose. Where’s your ears?)	CC.1.2.2.J Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.
4-d	Performs 2 motor actions (e.g., Show me clapping. Can you spin around?)	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.
4-e	Selects the correct item from an array of 3 when named, for 10 different items (e.g. dog, hat, book)	CC.2.2.2.A.3 Work with equal groups of objects to gain foundations for multiplication.
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.1.1.2.D 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 Identify the main idea of a multi-paragraph text as well as the focus of specific paragraphs within the text.
5-b	Demonstrates 6 different motor actions on command without a visual prompt	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.
5-c	Maintains an acquired listener skill after 24 hours without training	CC.1.2.2.F Determine the meaning of words and phrases as they are used in grade level text including multiple-meaning words.
5-d	Spontaneously emits (no direct prompts to respond) a listener response (LD) 2 times	CC.1.2.2.G Explain how graphic representations contribute to and clarify a text.
5-e	Generalizes known listener tasks across 3 different people, 3 settings, and 3 times of day	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 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

		<p>Read and comprehend literature on grade level, reading independently and proficiently.</p> <p>CC.1.4.2.B</p> <p>Identify and introduce the topic.</p> <p>CC.1.4.2.M</p> <p>Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.5.2.A</p> <p>Participate in collaborative conversations with peers and adults in small and larger groups.</p> <p>CC.1.5.2.B</p> <p>Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>CC.1.5.2.C</p> <p>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.</p> <p>CC.2.3.2.A.1</p> <p>Analyze and draw two- and three-dimensional shapes having specified attributes.</p> <p>CC.2.3.2.A.2</p> <p>Use the understanding of fractions to partition shapes into halves, quarters, and thirds.</p> <p>CC.2.4.2.A.2</p> <p>Tell and write time to the nearest five minutes using both analog and digital clocks.</p> <p>CC.2.4.2.A.3</p> <p>Solve problems and make change using coins and paper currency with appropriate symbols.</p> <p>CC.2.4.2.A.4</p> <p>Represent and interpret data using line plots, picture graphs, and bar graphs.</p> <p>CC.2.2.2.A.2</p> <p>Use mental strategies to add and subtract within 20.</p> <p>CC.2.2.2.A.3</p> <p>Work with equal groups of objects to gain foundations for multiplication.</p>
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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.)	<p>CC.1.1.2.D</p> <p>Know and apply grade level phonics and word analysis skills in decoding words.</p> <p>CC.1.2.2.I</p> <p>Compare and contrast the most important points presented by two texts on the same topic.</p> <p>CC.1.2.2.J</p> <p>Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.</p> <p>CC.1.3.2.G</p> <p>Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot.</p> <p>CC.1.4.2.M</p> <p>Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.2.N</p> <p>Establish a situation and introduce a narrator and/or characters.</p> <p>CC.1.5.2.A</p> <p>Participate in collaborative conversations with peers and adults in small and larger groups.</p> <p>CC.2.3.2.A.1</p> <p>Analyze and draw two- and three-dimensional shapes having specified attributes.</p> <p>CC.2.3.2.A.2</p> <p>Use the understanding of fractions to partition shapes into halves, quarters, and thirds.</p> <p>CC.2.4.2.A.1</p> <p>Measure and estimate lengths in standard units using appropriate tools.</p> <p>CC.2.4.2.A.2</p> <p>Tell and write time to the nearest five minutes using both analog and digital clocks.</p> <p>CC.2.4.2.A.3</p>
6-a	Selects the correct item from a messy array of 5, for 25 different items (e.g., book, car, dog, shoe)	
6-b	Acquires a new listener skill in less than 25 training trials	
6-c	Discriminates among 6 people, pets, or characters by name (e.g., Find Oscar.)	
6-d	Generalizes in a listener task across 3 examples of 25 different items	

		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 can find 3 examples of a train)	CC.1.1.2.D Know and apply grade level phonics and word analysis skills in decoding words. 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.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.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.
7-a	Goes to 3 specified people on command (e.g., Go to Debbie)	
7-b	Points to a named item in a book for 5 items (e.g., Where’s the fire truck?)	
7-c	Selects 5 items in the natural environment on command (e.g., get the spoon, while at the table)	
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.1.1.2.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.1.3.2.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.2.4.2.A.2 Tell and write time to the nearest five minutes using both analog and digital clocks.
8-a	Goes to 3 specified locations on command (e.g., Go to the kitchen. Show me your bedroom.)	
8-b	Selects the correct item from an array of 8 containing 2 similar stimuli (e.g., same color), for 20 items	
8-c	Selects an item when given the sound that the item makes for 5 items (e.g., barking: dog, siren: fire truck)	
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 swing.)	CC.1.1.2.D Know and apply grade level phonics and word analysis skills in decoding words. 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.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
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)	
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?)	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.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 accumulated list of known words	CC.1.1.2.D Know and apply grade level phonics and word analysis skills in decoding words. 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. 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.
10-a	Performs two consecutive actions for 10 different sets of actions (verb-verb) (e.g., Show me jumping and clapping.	
10-b	Discriminates between 2 colors from an array of 4 different colored objects	
10-c	Discriminates between 2 shapes from an array of 4 different shapes	
10-d	Generalizes in a noun-verb listener task with a new object for 5 different actions (e.g., after receiving training on spinning and rolling a pencil, the child correctly spins and rolls a straw on the first trial)	
10-e	Generalizes in a noun-verb listener task with a new action for 5 objects (e.g., can spin any item)	

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.1.1.2.D Know and apply grade level phonics and word analysis skills in decoding 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.1.5.2.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.
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.)	

		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 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., Touch my ear.)	CC.1.2.2.I Compare and contrast the most important points presented by two texts on the same topic. 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.4 Represent and interpret data using line plots, picture graphs, and bar graphs.
12-a	Follows instructions to take an item to 5 different locations (e.g., Take the tray to the sink.)	
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-e	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.1.2.2.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.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.1.5.2.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.
13-a	Demonstrates 3 pretend emotions on command (e.g., Show me a sad face. Make a happy face.)	
13-b	Identifies (LDs) 10 items based on a subject, adjective, and noun (e.g., Show me the girl’s red hair.)	
13-c	Performs 10 actions based on a subject, preposition, and noun (e.g., Put the horse in the barn.)	
13-d	Identifies (LDs) 10 items based on a verb, pronoun, and noun (e.g., Brush his hair.)	
13-e	Generalizes a pronoun and a preposition to a new situation (e.g., uses his correctly with a new friend)	
14-M	Follows 3-step directions for 10 different directions (e.g., Get your coat, hang it up, and sit down.)	CC.1.2.2.C Describe the connection between a series of events, concepts, or steps in a procedure within a text. CC.1.4.2.B Identify and introduce the topic. 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.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.
14-a	Performs 10 actions based on a subject, verb, and adverb (e.g., Show me the frog jumping high.)	
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	

		CC.2.2.2.A.3 Work with equal groups of objects to gain foundations for multiplication.
15-M	Has a total listener repertoire of 1200 words (nouns, verbs, adjectives, etc.), tested or from an accumulated list of known words	CC.1.1.2.D Know and apply grade level phonics and word analysis skills in decoding words. 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.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.1.2.2.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.
15-a	Discriminates among items given negation words for 10 tasks (e.g., Which one is not a food?)	
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?)	
15-c	Correctly responds to 10 singular vs. plural tasks (e.g., Touch the dog. vs. Touch the dogs.)	
15-d	Generalizes 5 adjectives to new nouns (e.g., says, Sticky fly stuff when first encounters a fly trap)	
15-e	Generalizes 5 adverbs to new verbs (e.g., says, Lava moves slow when first encountering lava)	

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 Compare and contrast the most important points presented by two texts on the same topic.
1-a	Visually attends to faces and people 5 times	
1-b	Visually attends to reinforcing objects 5 times	
2-M	Grasps small objects with thumb and index finger (pincer grasp) 5 times	CC.1.2.2.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.1.4.2.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 Add drawings or other visual displays to presentations when appropriate to clarify ideas, thoughts, and feelings.
2-a	Reaches for and successfully grabs objects 5 times	
2-b	Uses index finger to poke things or for other uses 5 times	
2-c	Manipulates toys and objects in a variety of ways for 10 seconds, 5 times	
3-M	3-M Visually attends to a toy or book for 30 seconds (not a self-stim item)	CC.1.2.2.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.2.2.2.A.2 Use mental strategies to add and subtract within 20.
3-a	Transfers objects from one hand to another 5 times	
3-b	Looks for an object that has fallen out of sight 5 times	
4-M	Places 3 items in a container, stacks 3 blocks, or places 3 rings on a peg for 2 of these or similar activities	CC.1.4.2.J 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. CC.2.2.2.A.1 Represent and solve problems involving addition and subtraction within 100.
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.1.2.2.E Use various text features and search tools to locate key facts or information in a text efficiently. 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.1.4.2.B
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-piece in-set 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)	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.
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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.1.1.2.D Know and apply grade level phonics and word analysis skills in decoding words. 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.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.B Identify and introduce the topic. CC.2.3.2.A.1 Analyze and draw two- and three-dimensional shapes having specified attributes. CC.2.3.2.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.
6-a	Connects 2 items or toys together (e.g. Duplos)	
6-b	Nests identical objects in a stack 2 times (e.g., bowls, cups, plates)	
6-c	Turns 2 pages in a book	
6-d	Completes 3 different inset puzzles containing 3-4 pieces without prompts	
6-e	Stacks 4 blocks without help	
6-f	Matches identical objects or pictures in a neat array of 3, for 10 items (e.g., matches a hat to a hat)	
6-g	Matches identical objects or pictures that are different sizes in a messy array of 6, for 10 items (e.g., matches a big red ball to a little red ball)	
6-h	Places 5 items where they belong or in an appropriate context (e.g., puts a cup in the sink)	
7-M	Matches similar colors and shapes for 10 different colors or shapes given models (e.g., given red, blue, and green bowls and a pile of red, blue, and green bears the child sorts the items by color	CC.1.2.2.J Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases. CC.1.3.2.H Compare and contrast two or more versions of the same story by different authors or from different culture. CC.1.2.2.E Use various text features and search tools to locate key facts or information in a text efficiently. CC.1.2.2.H
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	Describe how reasons support specific points the author makes in a text. 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.
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.1.1.2.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.1.2.2.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.1.2.2.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.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.
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.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.1.2.2.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.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.H Compare and contrast two or more versions of the same story by different authors or from different culture.
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	
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)	

		<p>CC.1.3.2.K Read and comprehend literature on grade level, reading independently and proficiently.</p> <p>CC.1.4.2.M Write narratives to develop real or imagined experiences or events.</p> <p>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.</p> <p>CC.2.3.2.A.1 Analyze and draw two- and three-dimensional shapes having specified attributes.</p> <p>CC.2.3.2.A.2 Use the understanding of fractions to partition shapes into halves, quarters, and thirds.</p> <p>CC.2.4.2.A.2 Tell and write time to the nearest five minutes using both analog and digital clocks.</p> <p>CC.2.4.2.A.3 Solve problems and make change using coins and paper currency with appropriate symbols.</p> <p>CC.2.4.2.A.4 Represent and interpret data using line plots, picture graphs, and bar graphs.</p> <p>CC.2.1.2.B.1 Use place value concepts to represent amounts of tens and ones and to compare three digit numbers.</p> <p>CC.2.1.2.B.2 Use place value concepts to read, write, and skip count to 1000.</p> <p>CC.2.1.2.B.3 Use place value understanding and properties of operations to add and subtract within 1000.</p> <p>CC.2.2.2.A.1 Represent and solve problems involving addition and subtraction within 100.</p> <p>CC.2.2.2.A.2 Use mental strategies to add and subtract within 20.</p> <p>CC.2.2.2.A.3 Work with equal groups of objects to gain foundations for multiplication.</p>
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.1.2.2.C 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.
10-b	Matches a picture of a body part to his own body part for 5 body parts	CC.1.2.2.H 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 swimming to a picture of a boy swimming in a different pool)	CC.1.2.2.I 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 concludes the action.
10-e	Matches 10 different items that are associated with each other (e.g., a shoe to a sock)	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.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

13-M	Completes 20 different block designs, parquetry, shape puzzles, or similar tasks with at least 8 different pieces	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 Compare and contrast the most important points presented by two texts on the same topic. 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.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.2.2.2.A.3 Work with equal groups of objects to gain foundations for multiplication.
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	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.1.2.2.E Use various text features and search tools to locate key facts or information in a text efficiently. 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.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.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
14-a	Successfully completes a human figure puzzle with at least 6 parts	
14-b	Matches 25 items that are associated with each other in a messy array of 6 with 3 similar stimuli	
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	

		<p>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.</p>
15-M	Continues 20 three-step patterns, sequences, or seriation tasks (e.g., star, triangle, heart, star, triangle...)	CC.1.2.2.A
15-a	Completes an A-B pattern for 5 different color or shape patterns	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
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. CC.1.3.2.B
15-c	Places 3 pictures in the correct sequential order for 5 sets	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
15-d	Constructs 5 felt (or similar material) scenes with 5 parts (e.g., farm, party)	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.2.2.2.A.3 Work with equal groups of objects to gain foundations for multiplication.
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INDEPENDENT PLAY LEVEL 1		
Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
1-M	Manipulates and explores objects for 1 minute (e.g., looks at a toy, turns it over, presses buttons)	CC.1.3.2.K Read and comprehend literature on grade level, reading independently and proficiently.
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.1.5.2.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-a	Points to a toy or object of interest	
2-b	Drops items to watch them fall, or demonstrates other interests in cause-and-effect	
2-c	Opens cupboard doors, toy boxes, or reaches in a toy container	
2-d	Repeats a play behavior that produces an auditory sound (e.g., squeezes toys, bangs items)	
2-e	Makes eye contact with others 3 times during play	
3-M	Demonstrates generalization by engaging in exploratory movement and playing with the toys in a novel environment for 2 minutes (e.g., in a new playroom)	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-c	Transfers items in or out of a container	
3-d	Generalizes known play behaviors to a novel environment	
3-e	Carries toys or objects from one place to another	
4-M	Independently engages in movement play for 2 minutes (e.g., swinging, dancing, rocking, jumping, climbing)	CC.1.5.2.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.
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,	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. 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.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.2.1.2.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.
5-a	Takes pieces of a set apart (e.g., Duplos, Bristle blocks)	
5-b	Spontaneously pulls and pushes items around	
5-c	Carries a large play object to a new location (e.g., a toy car garage)	
5-d	Emits sounds or words associated with toys (e.g., says vroom vroom with a car)	
5-e	Connects things or puts them together (e.g., a car on a track, Duplos)	

INDEPENDENT PLAY LEVEL 2		
Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
6-M	Searches for a missing or corresponding toy or part of a set for 5 items or sets (e.g., a puzzle piece, a ball for a drop-in toy, a bottle for a baby doll)	CC.1.5.2.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. 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.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.
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.1.2.2.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.B Identify and introduce the topic. 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.
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)	

		CC.1.5.2.F Add drawings or other visual displays to presentations when appropriate to clarify ideas, thoughts, and feelings.
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.1.5.2.D Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
8-a	Independently plays on a playground for 2 minutes without adult prompts	CC.1.5.2.E Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
8-b	Observes, then imitates other children on play structures (e.g., going down a slide)	CC.1.5.2.G Demonstrate command of the conventions of standard English when speaking based on grade 2 level and content.
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.1.5.2.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-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.1.5.2.D Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
10-a	Plays with toy sets as designed (e.g., birthday set, tea set)	CC.1.5.2.E Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
10-b	Allows others to play in close proximity	CC.1.5.2.G Demonstrate command of the conventions of standard English when speaking based on grade 2 level and content.
10-c	Demonstrates interest in a peer’s completed project (e.g., a sand castle, Lego structure)	CC.2.4.2.A.3 Solve problems and make change using coins and paper currency with appropriate symbols.
10-d	Mands to peers to not disturb his structure or toy assembly	CC.2.4.2.A.4 Represent and interpret data using line plots, picture graphs, and bar graphs.
10-e	Improvises when parts are missing (e.g., still plays with a car that is missing a wheel)	
10-f	Helps to pick up toys after an activity with adult prompts	

INDEPENDENT PLAY LEVEL 3		
Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
11-M	Spontaneously engages in pretend or imaginary play on 5 occasions (e.g., dressing up, a pretend party with stuffed animals, pretends to cook)	CC.1.5.2.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 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
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.1.5.2.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 Use place value understanding and properties of operations to add and subtract within 1000.
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.1.2.2.C Describe the connection between a series of events, concepts, or steps in a procedure within a 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.1.3.2.K Read and comprehend literature on grade level, reading independently and proficiently.
12-b	Colors in a picture in a coloring book or on paper	CC.1.4.2.B 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. CC.1.5.2.A Participate in collaborative conversations with peers and adults in small and larger groups. 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.
13-a	Uses arts and crafts materials as intended (e.g., cuts with scissors, uses glue)	
13-b	Waits for a turn at an activity (e.g., waits for another child to get off a swing, or a turn at an activity table)	
13-c	Independently draws recognizable items	
13-d	Shows a completed project to an adult or peer (e.g., an art project)	
13-e	Colors items mostly within their boundaries in a coloring book	
14-M	Independently engages in sustained play activities for 10 minutes without adult prompts or reinforcement (e.g., playing with an Etch-a-sketch, playing dress-up)	CC.1.3.2.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.1.4.2.N Establish a situation and introduce a narrator and/or characters. 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.
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.1.2.2.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.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.2.3.2.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.2.4.2.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.
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 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.1.5.2.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.
1-a	Smiles when hearing familiar voices 3 times (e.g., his mom or dad’s voice)	
1-b	Looks at the faces of familiar people at least 3 times	
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.1.5.2.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 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-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	CC.1.5.2.A Participate in collaborative conversations with peers and adults in small and larger groups.
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-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)	CC.1.5.2.A Participate in collaborative conversations with peers and adults in small and larger groups.
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)	CC.1.3.2.J Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.
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.1.4.2.K Use a variety of words and phrases to appeal to the audience.
6-a	Looks at a peer when he talks 2 times	
6-b	Chases peers in play with adult prompts 2 times	
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-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.1.2.2.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.
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-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	

		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.
8-M	Engages in sustained social play with peers for 3 minutes without adult prompts or reinforcement (e.g., cooperatively setting up a play set, water play)	CC.1.2.2.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.
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.)	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.1.4.2.K Use a variety of words and phrases to appeal to the audience. 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.
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-e	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.)	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.
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-e	Spontaneously imitates a peer riding on a tricycle, toy car, or other riding toy 2 times	

SOCIAL BEHAVIOR AND SOCIAL PLAY LEVEL 3		
Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
11-M	Spontaneously cooperates with a peer to accomplish a specific outcome 5 times (e.g., one child holds a bucket while the other pours in water)	CC.1.5.2.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. CC.1.3.2.J Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases. CC.1.5.2.A
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	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.
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?)	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, or deepen understanding of a topic or issue.
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-e	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)	CC.1.4.2.K 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 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.1.3.2.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.
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		
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.1.5.2.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.
1-a	Imitates mouthing movements 3 times (e.g., puckering lips, opening mouth)	
1-b	Imitates 1 motor movement of another person on demand (i.e., will imitate when asked)	
2-M	Imitates 4 gross motor movements when prompted with, Do this	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 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.
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)	
		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.
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)	
		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.J Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.
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.1.2.2.C Describe the connection between a series of events, concepts, or steps in a procedure within a text. CC.1.2.2.I Compare and contrast the most important points presented by two texts on the same topic. CC.1.3.2.K Read and comprehend literature on grade level, reading independently and proficiently.
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.1.1.2.D Know and apply grade level phonics and word analysis skills in decoding words. CC.1.2.2.C Describe the connection between a series of events, concepts, or steps in a procedure within a text.
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)	CC.1.2.2.J Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases. 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.1.4.2.M Write narratives to develop real or imagined experiences or events. 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.B Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
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.1.1.2.D Know and apply grade level phonics and word analysis skills in decoding words. 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. CC.1.2.2.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.1.4.2.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.2.3.2.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.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.
8-a	Imitates 5 actions in a 10-second fluency test	
8-b	Imitates drawing a circle on 2 occasions	
8-c	Imitates 5 pretend play activities (e.g., a monster, pouring tea, shooting spider webs)	
8-d	Spontaneously imitates 5 fine motor arts and crafts activities (e.g., cutting, pasting, drawing)	
8-e	Acquires 5 new listener skills through transfer of control from imitation to listener (e.g., the child learns to cast a toy fishing pole by first being shown how, then told how)	
8-f	Imitates other children during daily activities on 2 occasions (e.g., lining up, pulling a wagon)	
8-g	Repeats a fun behavior previously observed (delayed imitation) (e.g., squirting water)	
9-M	Spontaneously imitates 5 functional skills in the natural environment (e.g., eating with a spoon, putting on a coat, removing shoes)	CC.1.2.2.C Describe the connection between a series of events, concepts, or steps in a procedure within a text.
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”)	CC.1.2.2.C Describe the connection between a series of events, concepts, or steps in a procedure within a text. 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.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.
10-a	Imitates building items or the construction of a toy set (e.g., Legos, a train set, Lincoln Logs)	
10-b	Imitates 5 sequences of multi-step functional self-care skills (e.g., brushing teeth, washing face, putting on shoes)	
10-c	Imitates 5 functional activities of daily living skills (e.g., setting the table, sweeping the floor)	
10-d	Demonstrates delayed imitation of adult behavior in pretend play (e.g., driving a car, typing)	
10-e	Imitates 50 different motor behaviors on command	

ECHOIC LEVEL 1		
Skill	VB-MAPP Milestones & Supporting Skills	
	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.

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		
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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 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.
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.1.2.2.I Compare and contrast the most important points presented by two texts on the same topic. 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.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.
7-a	Selects an item from an array of 5 for 5 different fill-in statements containing a verb (e.g., You sleep in a...)	
7-b	Selects an item from an array of 5 for 5 different spoken associated sets of words (e.g., Shoes and...)	
7-c	Reverses 5 previously acquired associations in an LRFFC format (e.g., Shoes and..., Socks and...)	
7-d	Generalizes 10 known LRFFC responses to different tones of voice, volumes, prosody, etc.	
7-e	Generalizes 10 known LRFFC responses to new carrier phrases without training (e.g., Let's sit on a...Time to sit on a...)	
7-f	Generalizes 10 known LRFFC responses to 2 different pictures or objects (e.g., two different shoes)	
8-M	Selects the correct item from an array of 10 (or from a book) for 25 different verb-noun what, which, or who questions (e.g., What do you ride? Which one barks? Who can hop?)	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.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 Work with equal groups of objects to gain foundations for multiplication.
8-a	Selects an item from an array of 8 for 10 fill-in function statements (e.g., You draw with a...)	
8-b	Selects an item from an array of 8 for 10 fill-in feature statements (e.g., You find wheels on a...)	
8-c	Selects an item from an array of 8 for 10 fill-in class statements (e.g., A kind of animal is a...)	
8-d	Selects an item from an array of 8 for 10 different what questions (e.g., What do you eat?)	
8-e	Selects an item from an array of 8 for 10 different 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.1.2.2.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.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.1.4.2.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.
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-e	Demonstrates 10 LRFFC responses in the natural environment	

		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	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 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-e	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.1.2.2.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, setting, or plot. CC.1.4.2.B Identify and introduce the topic. CC.1.4.2.P 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 Work with equal groups of objects to gain foundations for multiplication.
11-a	Selects 2 members of a class (e.g., Find two body parts.) from an array of 10, for 25 classes	
11-b	Selects 50 items from a book given any type of LRFFC task	
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	
		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.1.4.2.B Identify and introduce the topic. CC.2.4.2.A.1 Measure and estimate lengths in standard units using appropriate tools.
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?)	
12-a	Selects an item from an array of 10 given a color and class (e.g., a yellow animal) for 25 items	
12-b	Selects an item from an array of 10 given a shape and class (e.g., a round food) for 25 items	
12-c	Selects an item from an array of 10 given a function (e.g., color on it) and a class (e.g., art supplies) for 25 LRFFC tasks (e.g., Find something to color on from the art cabinet.)	
12-d	Selects an item from an array of 10 given a feature (e.g., wheels, wings) and a class (e.g., animals, vehicles) for 25 LRFFC tasks (e.g., Where’s a vehicle with wheels? Where’s a vehicle with wings?)	
12-e	Selects an item from an array of 10 given any adjective (but not color or shape) and a function (e.g., It’s hot and you eat it... spaghetti) for 25 LRFFC tasks	
12-f	Selects an item from an array of 10 given any adjective (but not color or shape) and a feature (e.g., It’s soft and has ears...	

	rabbit) for 25 LRFFC tasks	
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.1.2.2.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 Develop the topic with facts and/or definitions.
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?)	
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	
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	
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-e	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 the...store) 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 about a single topic (Where does the cow live? What does the cow eat? Who milks the cow?) for 25 different topics	CC.1.2.2.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 Write narratives to develop real or imagined experiences or events.
14-a	Selects all members of a class from an array of 10 when asked (e.g., Find all the clothing.) for 3 members of 25 classes	
14-b	Selects an item from a book given a when question (e.g., When do you need a towel?) for 10 items	
14-c	Selects an item from a book given a how question (e.g., How do you get to school?) for 10 items	
14-d	Selects an item from an array of 10 given a preposition after a verb (e.g., eat with, eat at, write on, write with) for 25 verb-preposition combinations	
14-e	Selects an item when asked to find something that is different in an array of 5 (e.g., 4 spoons and 1 fork) for 25 items	
14-f	Selects an item from an array of 10 when asked What is missing? from a picture (e.g., a car without wheels, an airplane without wings) for 25 items	
15-M	Demonstrates 1000 different LRFFC responses, tested or obtained from an accumulated list of known responses	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.
15-a	Selects an item from an array of 10 relating to past events (e.g., Where did you go yesterday?) for 5 events	
15-b	Selects an item relating to future events (e.g., What’s happening tomorrow?) for 5 events	
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?)	
15-d	Selects an item from an array of 10 when asked Which one is not? in an LRFFC format (e.g., Which one is not a musical instrument?) for 25 functions, features, or classes	
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.1.2.2.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.
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.1.2.2.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.
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.1.2.2.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.
8-a	Completes 2 <i>eat</i> and 2 <i>drink</i> classification fill-ins (e.g., You eat... You drink...)	
8-b	Completes 5 different noun-noun association fill-in-the-blank phrases (e.g., mommy and...)	
8-c	Completes 5 song fill-ins with 2 or more words (e.g., Old McDonald... had a farm)	
8-d	Generalizes 10 intraverbal responses to new carrier phrases (e.g., We bounce a... Let’s bounce a...)	
9-M	Answers 25 different what questions (e.g., What do you brush?)	CC.1.2.2.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
9-a	Completes 10 different verb-noun fill-in-the-blank phrases (e.g., You ride the... You play in...)	
9-b	Spontaneously emits (no additional verbal prompts) 2 intraverbal responses	
9-c	Answers 10 different what questions with a verb as the primary SD (e.g., What do you brush?)	
9-d	Answers 10 different what questions with a noun as the primary SD (e.g., What’s in the barn?)	
9-e	When asked What do you eat (or drink)? provides 2 or more members of each category	
9-f	Provides 5 novel responses to previously acquired questions (response generalization) (e.g., when asked to name an animal the child answers bear for the first time without receiving training on bear)	

		<p>Compare and contrast the most important points presented by two texts on the same topic.</p> <p>CC.1.2.2.J</p> <p>Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.</p> <p>CC.1.3.2.B</p> <p>Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>CC.1.3.2.G</p> <p>Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot.</p> <p>CC.1.3.2.J</p> <p>Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.</p> <p>CC.1.5.2.A</p> <p>Participate in collaborative conversations with peers and adults in small and larger groups.</p> <p>CC.1.5.2.C</p> <p>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.</p> <p>CC.1.5.2.D</p> <p>Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>CC.2.4.2.A.2</p> <p>Tell and write time to the nearest five minutes using both analog and digital clocks.</p> <p>CC.2.4.2.A.3</p> <p>Solve problems and make change using coins and paper currency with appropriate symbols.</p> <p>CC.2.4.2.A.4</p> <p>Represent and interpret data using line plots, picture graphs, and bar graphs.</p> <p>CC.2.4.2.A.6</p> <p>Extend the concepts of addition and subtraction to problems involving length.</p> <p>CC.2.2.2.A.3</p> <p>Work with equal groups of objects to gain foundations for multiplication.</p>
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.
10-b	Answers 5 different who questions (e.g., Who is your teacher?)	CC.1.2.2.B
10-c	Demonstrates 2 untrained intraverbal responses (e.g., responds flower when someone says daisy)	Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
10-d	Answers 10 different class questions (e.g., What animals do you like? What toys do you like?)	CC.1.2.2.F
10-e	Answers both color and name questions about 10 visible items (e.g., What is it? What color is it?)	Determine the meaning of words and phrases as they are used in grade level text including multiple-meaning words.
10-f	Answers 10 different function questions (e.g., What do you do with a toothbrush?)	CC.1.2.2.G
10-g	Spontaneously emits 5 intraverbal-mands (e.g., Dad says It’s hot. and the child says Let’s go swimming.)	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.
		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.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.
		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.2.4.2.A.6 Extend the concepts of addition and subtraction to problems involving length.
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INTRAVERBAL LEVEL 3		
Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
11-M	Spontaneously emits 20 intraverbal comments (can be part mand) (e.g., dad says I’m going to the car, and the child spontaneously says I want to go for a ride!)	CC.1.2.2.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. 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.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.1.2.2.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.
11-a	Completes 10 two-component (noun-verb) fill-ins (e.g., For breakfast you eat... For lunch you eat...)	
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 computer...Daddy 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.1.2.2.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
12-a	Provides at least 3 members of 10 classes (e.g., What do you see on a playground?)	
12-b	Answers 25 multiple choice questions (e.g., Does a fish live in the water or in trees?)	
12-c	Provides 10 categories when given several members (e.g., a horse, cow, and pig are all...)	
12-d	Provides the name of 25 items when given a specific feature (e.g., What has wheels?)	

12-e	Provides 2 features of 10 items when given their names (e.g., What’s on a fire truck?)	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. 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 Work with equal groups of objects to gain foundations for multiplication.
12-f	Provides an answer to 3 emotion questions (e.g., What makes you sad? What makes you happy?)	
12-g	Provides at least 25 3+ word responses to questions (e.g., when asked What do you like to play? the child responds I like to play with cars)	
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.1.2.2.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.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.1.2.2.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
13-a	Answers 25 questions with yes or no (e.g., Is a shoe good to eat?)	
13-b	Describes 5 locations not in view (e.g., Tell me about your bedroom?)	
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	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.)	

		<p>concludes the action.</p> <p>CC.1.3.2.G Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot.</p> <p>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.</p> <p>CC.1.3.2.K Read and comprehend literature on grade level, reading independently and proficiently.</p> <p>CC.1.4.2.A Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>CC.1.4.2.B Identify and introduce the topic.</p> <p>CC.1.4.2.C Develop the topic with facts and/or definitions.</p> <p>CC.1.4.2.I Support the opinion with reasons that include details connected to the opinion.</p> <p>CC.1.4.2.J Create an organizational structure that includes reasons and includes a concluding statement.</p> <p>CC.1.4.2.M Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.2.P Organize a short sequence of events, using temporal words to signal event order; provide a sense of closure.</p> <p>CC.1.5.2.A Participate in collaborative conversations with peers and adults in small and larger groups.</p> <p>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.</p> <p>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.</p> <p>CC.1.5.2.D Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>CC.2.4.2.A.3 Solve problems and make change using coins and paper currency with appropriate symbols.</p> <p>CC.2.4.2.A.4 Represent and interpret data using line plots, picture graphs, and bar graphs.</p> <p>CC.2.2.2.A.1 Represent and solve problems involving addition and subtraction within 100.</p>
14-M	Describes 25 different events, videos, stories, etc. with 8+ words (e.g., Tell me what happened... The big monster scared everybody and they all ran into the house.)	CC.1.2.2.A Identify the main idea of a multi-paragraph text as well as the focus of specific paragraphs within 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.1.2.2.B Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
14-b	Provides at least 3 members of 25 categories (e.g., What do you find on a playground?)	CC.1.2.2.C Describe the connection between a series of events, concepts, or steps in a procedure within a text.
14-c	Answers 5 questions about daily or current events (e.g., Where are you going with dad?)	CC.1.2.2.F Determine the meaning of words and phrases as they are used in grade level text including multiple-meaning words.
14-d	Intraverbally responds at least 25 times in a day to the verbal questions or statements from peers	CC.1.2.2.G Explain how graphic representations contribute to and clarify 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 Where do you live? Where is your dog? and Where do play?)	CC.1.2.2.I Compare and contrast the most important points presented by two texts on the same topic.
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.1.2.2.J Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.
14-g	Provides 3 pieces of personal information (e.g., Where do you live? What’s your brother’s name?)	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.
14-h	Answers 25 intraverbal questions involving prepositions (e.g., What’s under your bed?)	CC.1.2.2.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.
14-i	Answers 25 intraverbal questions involving pronouns (e.g., Who has a brown dog?)	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-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?)	

		<p>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.</p> <p>CC.1.3.2.G Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot.</p> <p>CC.1.3.2.H Compare and contrast two or more versions of the same story by different authors or from different culture.</p> <p>CC.1.3.2.K Read and comprehend literature on grade level, reading independently and proficiently.</p> <p>CC.1.4.2.B Identify and introduce the topic.</p> <p>CC.1.4.2.C Develop the topic with facts and/or definitions.</p> <p>CC.1.4.2.J Create an organizational structure that includes reasons and includes a concluding statement.</p> <p>CC.1.4.2.M Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.2.P Organize a short sequence of events, using temporal words to signal event order; provide a sense of closure.</p> <p>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.</p> <p>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.</p> <p>CC.1.5.2.D Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>CC.2.4.2.A.2 Tell and write time to the nearest five minutes using both analog and digital clocks.</p> <p>CC.2.4.2.A.3 Solve problems and make change using coins and paper currency with appropriate symbols.</p> <p>CC.2.2.2.A.1 Represent and solve problems involving addition and subtraction within 100.</p> <p>CC.2.2.2.A.3 Work with equal groups of objects to gain foundations for multiplication.</p>
15-M	Answers 4 different rotating WH questions about a single topic for 10 topics (e.g., Who takes you to school? Where do you go to school? What do you take to school?)	<p>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.</p> <p>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.</p> <p>CC.1.2.2.C Describe the connection between a series of events, concepts, or steps in a procedure within a text.</p> <p>CC.1.2.2.F Determine the meaning of words and phrases as they are used in grade level text including multiple-meaning words.</p> <p>CC.1.2.2.G Explain how graphic representations contribute to and clarify a text.</p> <p>CC.1.2.2.I Compare and contrast the most important points presented by two texts on the same topic.</p> <p>CC.1.2.2.J Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.</p> <p>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.</p> <p>CC.1.3.2.F Describe how words and phrases supply rhythm and meaning in a story, poem, or song.</p> <p>CC.1.3.2.H Compare and contrast two or more versions of the same story by different authors or from different culture.</p> <p>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.</p> <p>CC.1.3.2.K</p>
15-a	Answers 10 questions about community helpers (e.g., What does a doctor do?)	
15-b	Answers 25 different questions that contain 4 or more parts of speech (e.g., What tool do you need to pound nails?)	
15-c	Takes turns adding to a story started by others (e.g., And then he saw a boat...)	
15-d	Answers 5 different how questions (e.g., How do you fix the hole?)	
15-e	Provides last name when asked (e.g., Harrison)	
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	

		<p>Read and comprehend literature on grade level, reading independently and proficiently.</p> <p>CC.1.4.2.A Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>CC.1.4.2.C Develop the topic with facts and/or definitions.</p> <p>CC.1.4.2.J Create an organizational structure that includes reasons and includes a concluding statement.</p> <p>CC.1.4.2.M Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.5.2.A Participate in collaborative conversations with peers and adults in small and larger groups.</p> <p>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.</p> <p>CC.1.5.2.D Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>CC.2.4.2.A.2 Tell and write time to the nearest five minutes using both analog and digital clocks.</p> <p>CC.2.4.2.A.3 Solve problems and make change using coins and paper currency with appropriate symbols.</p> <p>CC.2.2.2.A.3 Work with equal groups of objects to gain foundations for multiplication.</p>
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CLASSROOM ROUTINES & GROUP SKILLS LEVEL 2		
Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
6-M	Sits at a group snack or lunch table without negative behavior for 3 minutes	CC.1.5.2.A Participate in collaborative conversations with peers and adults in small and larger groups.
6-a	Adjusts to separation from parents (e.g., does not cry when parents leave)	
6-b	Sits at a snack or lunch table when physically prompted for 1 minute	
6-c	Lines up with other children when physically prompted	
6-d	Demonstrates general compliance for all classroom aides	
7-M	Puts away personal items, lines up, and comes to a table with only 1 verbal prompt	CC.1.5.2.D Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
7-a	Does not attempt to move away from a peer when seated next to him	
7-b	Puts away personal items (e.g., coat, backpack, lunch box) with gestural and verbal prompts	
7-c	Goes to and sits at a table with other children with only verbal prompts	
7-d	Cooperates with hand washing with physical assistance	
7-e	Does not engage in negative behavior toward a peer when seated next to him	CC.1.5.2.E Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
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	CC.1.5.2.G Demonstrate command of the conventions of standard English when speaking based on grade 2 level and content.
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.1.5.2.A Participate in collaborative conversations with peers and adults in small and larger groups.
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	CC.1.5.2.A 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-c	Imitates group activities with objects (e.g., tapping sticks together, shaking a maraca)	
10-d	Gets out and opens most snack/lunch items independently	
10-e	Verbally responds in a group setting 2 times during a 5 minute session	
10-f	Imitates peers doing a song or activity in a group setting 2 times in a 5 minute session	
10-g	Will sit on the toilet without negative behavior when prompted, but may not eliminate	

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 Write narratives to develop real or imagined experiences or events.
11-a	Sits or stands at an arts and crafts or activity table for 5 minutes without disruptive behavior	
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 (e.g., Everybody stand up. Does anyone have a red shirt on?)	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.
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	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.
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-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.1.3.2.B Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in
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)	a text. CC.1.5.2.A Participate in collaborative conversations with peers and adults in small and larger groups.
14-c	Follows safety rules in a classroom (e.g., No running. No pushing.)	
14-d	Leads 2 different group activities involving 3 other children (e.g., red-light, green-light game)	
14-e	Mands for a specific activity in a group setting (e.g., Let’s play tag!)	
14-f	Assists in picking up after an activity with only 1 verbal prompt	
15-M	Sits in a 20-minute group session involving 5 children without disruptive behaviors, and answers 5 intraverbal questions	CC.1.5.2.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-e	Keeps hands to self in a group setting	
15-f	Raises hand to indicate he knows the answer to a question during a group	
15-g	Completes 2 independent worksheets without prompts at a table with 3 other children	
15-h	Sits in a school assembly for 20 minutes without disruptive behavior	

LINGUISTIC STRUCTURE LEVEL 2		
Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
6-M	The child’s articulation of 10 tacts can be understood by familiar adults who cannot see the item tacted	CC.1.2.2.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.)	
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-c	Has a total speaker vocabulary size of 50 words (all verbal operants except echoic)	
		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.1.5.2.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
8-a	Emits 2-word mands for recurrence (e.g., more tickle)	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
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 a text.
8-c	Adjusts volume of voice on command (e.g., whispers and uses loud voice)	CC.1.2.2.I
8-d	Echoes 10 different rhythms, intonations, or pitches	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 on certain words at appropriate times such as, It’s MINE!)	CC.1.1.2.E
9-a	Consistently emits the initial consonants of words	Read with accuracy and fluency to support comprehension. CC.1.2.2.J
9-b	Emits 2-word mands for possession (e.g., My cookie. That’s mine.)	Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases. 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
10-a	Echoes most words or approximations to words on command (generalized echoic repertoire) but still has articulation errors	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	Strangers can understand at least 50% of the words emitted by the child	Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
10-c	Emits a total listener vocabulary size of 400 words	CC.1.2.2.F
10-d	Emits a mean length of utterance (MLU) of 2 1/2 morphemes (e.g., Push car. Where mommy go?)	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.

		<div>CC.1.4.2.F Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</div> <div>CC.1.4.2.L Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</div> <div>CC.1.5.2.A Participate in collaborative conversations with peers and adults in small and larger groups.</div> <div>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.</div> <div>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.</div> <div>CC.1.5.2.D Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</div> <div>CC.2.1.2.B.2 Use place value concepts to read, write, and skip count to 1000.</div>
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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.1.2.2.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 Demonstrate command of the conventions of standard English when speaking based on grade 2 level and content.
11-a	Emits auxiliary (helping) verbs in a tact or mand carrier phrase (e.g., do, have, will, can, was)	
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)	
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)	
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.1.4.2.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 Demonstrate command of the conventions of standard English when speaking based on grade 2 level and content.
12-a	Uses is and am appropriately with verbs (e.g., I am eating. The dog is barking.)	
12-b	Emits conjunctions to combine words and phrases (e.g., and, or, but)	
12-c	Emits some irregular past tense verbs appropriately (e.g., dug, ran, built)	
12-d	Emits 2-word noun-verb or verb-noun mands or tacts (e.g., Pour juice. Baby crying.)	
12-e	Emits present participle inflection with “verb-ing” (e.g., running, playing, swimming)	
13-M	Emits 10 different noun phrases containing at least 3 words, with 2 modifiers (e.g., adjectives, prepositions, pronouns) (e.g., He’s my puppet. I want chocolate ice cream.)	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-a	Speaks in 3-5 word sentences	
13-b	Emits prepositional phrases (e.g., on the table, in the house), but may not discriminate between prepositional pairs (e.g., on vs. under; in vs. out)	

13-c	Emits adjectives to modify nouns (e.g., blue train, chocolate cookie)	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.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 Demonstrate command of the conventions of standard English when speaking based on grade 2 level and content.
13-d	Emits contractions in a mand, tact, or intraverbal context (e.g., can’t, don’t, won’t)	
13-e	Emits pronouns to modify nouns (e.g., My shoes. Your cup.)	
14-M	Emits 10 different verb phrases containing at least 3 words, with 2 modifiers (e.g., adverbs, prepositions, pronouns) (e.g., Push me hard. Go up the steps.)	CC.1.2.2.A Identify the main idea of a multi-paragraph text as well as the focus of specific paragraphs within the 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 Demonstrate command of the conventions of standard English when speaking based on grade 2 level and content.
14-a	Adjectives usually precede nouns when appropriate (e.g., a big boat vs. a boat big)	
14-b	Verbs agree with the subjects in person (e.g., he was laughing vs. he were laughing)	
14-c	Verbs agree with the subjects in number (e.g., Joey is home vs. Joey are home)	
14-d	Emits adjective inflections with the comparative suffixes “er” and “est” (e.g., good, better, best)	
14-e	Emits adverbs to modify verbs (e.g., Go fast. It’s slow.)	
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.)	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.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.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.1.4.2.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. CC.2.4.2.A.3
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-c	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-e	Uses quantification in a sentence (e.g., always, never, sometimes)	
15-f	Uses demonstratives in a sentence (e.g., this that, these, those)	
15-g	Emits words that describe the certainty of other words (e.g., I think... I’m sure... maybe)	

		Solve problems and make change using coins and paper currency with appropriate symbols.
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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.1.2.2.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.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.2.3.2.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.2.2.2.A.1 Represent and solve problems involving addition and subtraction within 100.
11-a	Turns pages and looks at books for 30 seconds	
11-b	Mands to be read stories from books	
11-c	Touches pictures in books that correspond to the story (e.g., Where’s the big bad wolf?)	
12-M	Selects (LDs) the correct uppercase letter from an array of 5 letters, for 10 different letters	CC.1.1.2.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.1.2.2.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.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
12-a	Completes an ABC inset puzzle without prompts	
12-b	Recites 5 letters from the alphabet with a starting prompt (e.g., A B...)	
12-c	Has a favorite book, and can provide the name of it by seeing the pictures on the cover	
12-d	Tacts pictures in books while an adult reads the story	
12-e	Matches to sample all uppercase letters	

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

		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.2.4.2.A.6 Extend the concepts of addition and subtraction to problems involving length.
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WRITING LEVEL 3		
Skill	VB MAPP Milestones & Task Analysis	PA CORE STANDARDS
11-M	Imitates 5 different writing actions modeled by an adult using a writing instrument and writing surface	CC.1.4.2.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.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.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. CC.2.1.2.B.2 Use place value concepts to read, write, and skip count to 1000. CC.2.1.2.B.3
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	

		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, rectangle, star)	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.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.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 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..
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	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.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.
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	

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

15-c	Copies 5 simple words legibly	<div>CC.1.4.2.C Develop the topic with facts and/or definitions.</div> <div>CC.1.4.2.E Choose words and phrases for effect.</div> <div>CC.1.4.2.F Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</div> <div>CC.1.4.2.H Identify the topic and state an opinion.</div> <div>CC.1.4.2.J Create an organizational structure that includes reasons and includes a concluding statement.</div> <div>CC.1.4.2.K Use a variety of words and phrases to appeal to the audience.</div> <div>CC.1.4.2.L Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</div> <div>CC.1.4.2.M Write narratives to develop real or imagined experiences or events.</div> <div>CC.1.4.2.N Establish a situation and introduce a narrator and/or characters.</div> <div>CC.1.4.2.O Include thoughts and feeling to describe experience and events to show the response of characters to situations.</div> <div>CC.1.4.2.P Organize a short sequence of events, using temporal words to signal event order; provide a sense of closure.</div> <div>CC.1.4.2.Q Choose words and phrases for effect.</div> <div>CC.1.4.2.R Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</div> <div>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.</div> <div>CC.2.4.2.A.1 Measure and estimate lengths in standard units using appropriate tools.</div> <div>CC.2.4.2.A.2 Tell and write time to the nearest five minutes using both analog and digital clocks.</div> <div>CC.2.4.2.A.4 Represent and interpret data using line plots, picture graphs, and bar graphs.</div> <div>CC.2.4.2.A.6 Extend the concepts of addition and subtraction to problems involving length.</div>
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MATH LEVEL 3		
Skill	VB MAPP Milestones & Task Analysis	PA Core Standards
11-M	Identifies as a listener the numbers 1-5 in an array of 5 different numbers	<div>CC.2.3.2.A.1 Analyze and draw two- and three-dimensional shapes having specified attributes.</div> <div>CC.2.3.2.A.2 Use the understanding of fractions to partition shapes into halves, quarters, and thirds.</div> <div>CC.2.4.2.A.1 Measure and estimate lengths in standard units using appropriate tools.</div> <div>CC.2.4.2.A.2 Tell and write time to the nearest five minutes using both analog and digital clocks.</div> <div>CC.2.4.2.A.3 Solve problems and make change using coins and paper currency with appropriate symbols.</div> <div>CC.2.4.2.A.4 Represent and interpret data using line plots, picture graphs, and bar graphs.</div> <div>CC.2.4.2.A.6 Extend the concepts of addition and subtraction to problems involving length.</div>
11-a	Rote counts to 5 with a verbal starter prompt (e.g., count 1, 2, ...)	
11-b	Arranges objects by size (e.g., small, medium, and large blocks)	
11-c	Distinguishes between 1 and 2 items as a listener (e.g., Where are 2 boats?)	
11-d	Distinguishes between 1 and 2 items as a mand (e.g., I want 2 cookies.)	
11-e	Matches to sample the numbers 1-10 (e.g., puts the number 4 with the number 4)	

		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.
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 Measure and estimate lengths in standard units using appropriate tools.
12-b	Holds up corresponding fingers for numbers 1-5 (e.g., Show me 2 fingers.)	CC.2.4.2.A.2 Tell and write time to the nearest five minutes using both analog and digital clocks.
12-c	Distinguishes between 1, 2, and 3 items as a listener (e.g., Can you find 3 flowers?)	CC.2.4.2.A.3 Solve problems and make change using coins and paper currency with appropriate symbols.
12-d	Counts 2 items with 1:1 correspondence	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 cars.)	CC.2.4.2.A.1 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 Solve problems and make change using coins and paper currency with appropriate symbols.
13-c	Identifies as a listener (LDs) the number of items (e.g., Which picture has 2 cars?)	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.2.2.2.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, long or short, full or empty, loud or quiet)	CC.2.3.2.A.1 Analyze and draw two- and three-dimensional shapes having specified attributes.
14-a	Correctly tacts a collection of 1-3 items as “1,” “2,” and “3” (e.g., How many are here?)	CC.2.3.2.A.2 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 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.
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)	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.1.4.2.C Develop the topic with facts and/or definitions. 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.2.2.2.A.3 Work with equal groups of objects to gain foundations for multiplication.
15-a	Performs an action a specified number of times up to 5 (e.g., Clap 3 times)	
15-b	Completes a sequence or pattern containing 2 elements (e.g., red-green; red-green...)	
15-c	Correctly Identifies (LDs) the ordinal terms “first” and “last”	
15-d	Correctly Identifies (LDs) and tacts morning time and night time	
15-e	Intraverbally responds to what number is next for numbers 1-9	
15-f	Correctly Identifies (LDs) 3 different coins, and intraverbally states what to do with money	

3 rd 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.1.3.3.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.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.
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, slinky, ball)	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.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.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.
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-e	Generalizes 2 known mands across 2 different people and 2 settings	

		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 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.
3-a	Emits 2 spontaneous mands (no verbal prompt); — the object can be present	CC.1.2.3.K
3-b	Emits 5 mands without echoic or imitative prompts — can be with verbal or object prompts	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.
3-c	Generalizes 3 mands across 2 examples of a desired item (e.g., mands slide for 2 different slides)	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.
3-d	Emits 6 different mands without echoic or imitative prompts — can be with verbal or object prompts	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 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.
4-a	Mands for attention 2 times with some identifiable type of response (e.g., a tap on the arm)	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.
4-b	Emits 2 mands without an object present — can be with What do you want?	CC.1.5.3.B
4-c	Emits 2 mands without verbal prompts — can be with object prompts	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media 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.1.5.3.C Ask and answer questions about information from a speaker, offering appropriate detail.
4-e	Emits 1 mand to remove an undesirable item or activity (e.g.no)	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.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.

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.1.3.3.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.
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 each successive part builds upon earlier sections.
5-c	Mands contain intonations that vary and are appropriate to the current MO 2 times	CC.1.3.3.G
5-d	Acquires a new mand in less than 20 training trials	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-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.
6-a	Spontaneously emits 5 mands without an object present and without verbal prompts	CC.1.3.3.G
6-b	Emits 10 different mands without echoic or imitative prompts — object can be present	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).

6-c	Mands for 5 different missing items without prompts (except a verbal prompt)	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.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.
6-d	Generalizes 4 mands to 4 different people	
6-e	Maintains a newly acquired mand for a missing item after 24 hours of no contact with the item	
7-M	Mands for others to emit 5 different actions needed to enjoy a desired activity (e.g., open to get outside, push when on a swing)	CC.1.3.3.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.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.
7-a	Mands 2 times with 2 words in a phrase or sentence (e.g., Drink juice.)	
7-b	Mands for other individuals to emit 2 different actions with verbal prompts (e.g., go, spin)	
7-c	Emits 2 mands to remove undesirable items or activities	
7-d	Demonstrates response generalization for two different mands (e.g., calls a filled cup both cup and drink; calls a dog both dog and Maggie)	
7-e	Mands contain varied intonation appropriate to both positive and negative MOs 5 times	
7-f	Mands for help or assistance 2 times	
7-g	Demonstrates a high frequency of manding (15 in a 5 minute period)	
8-M	Emits 5 different mands that contain 2 or more words (not including I want) (e.g., Go fast. My turn. Pour juice.) (TO: 60 min.)	CC.1.3.3.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.1.4.3.K Use a variety of words and sentence types to appeal to the audience.
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.)	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.
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.1.3.3.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.1.4.3.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.1.5.3.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-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)	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.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
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	

		<p>Read and comprehend literary fiction on grade level, reading independently and proficiently.</p> <p>CC.1.4.3.K Use a variety of words and sentence types to appeal to the audience.</p> <p>CC.1.4.3.L Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>CC.1.4.3.Q Choose words and phrases for effect.</p> <p>CC.1.4.3.R Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>CC.1.4.3.V Conduct short research projects that build knowledge about a topic.</p> <p>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.</p> <p>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.</p> <p>CC.1.5.3.C Ask and answer questions about information from a speaker, offering appropriate detail.</p> <p>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.</p> <p>CC.1.5.3.E Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>
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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?)	<p>CC.1.2.3.E Use text features and search tools to locate and interpret information.</p> <p>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.</p> <p>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.</p> <p>CC.1.4.3.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>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.</p> <p>CC.1.4.3.V Conduct short research projects that build knowledge about a topic.</p> <p>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.</p> <p>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.</p> <p>CC.1.5.3.C Ask and answer questions about information from a speaker, offering appropriate detail.</p> <p>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.</p> <p>CC.1.5.3.E Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p>CC.2.1.3.B.1</p>
11-a	Mands to peers 5 times	
11-b	Spontaneously mands for attention 5 times (e.g., Teacher! Hey! Excuse me.)	
11-c	The child emits 100 or more different mands in a one week period	
11-d	Mands contain 3-word phrases 10 times (e.g, Can I see?)	
11-e	Mands for a specific quantity of reinforcers 2 times (e.g., two gummy bears)	

		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 Determine the area of a rectangle and apply the concept to multiplication and to addition.
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?)	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	Mands to remove an aversive item or activity 2 times (e.g., Let go. Give it back.)	CC.1.5.3.A
12-b	Mands for others to perform a two-step action 2 times (e.g., Come here and watch me.)	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 saying let’s draw, and when wanting to get out of work saying let’s draw)	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally.
12-e	Mands for others to participate in an activity 2 times (e.g., Come play. Help dig.)	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.
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-a	Spontaneously mands to use the bathroom 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.
13-b	Mands for others to attend to his own nonverbal behavior 2 times (e.g., watch me)	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 as well as shades of meaning among related words.
13-d	Mands with 2 different adjectives (e.g., I want the red gummy bear.)	CC.1.3.3.G
13-e	Mands with 2 different prepositions (e.g., Put it in the house.)	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).
13-f	Mands with 2 different adverbs (e.g., Slow down.)	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.

		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 (e.g., You put the glue on first, then stick it. You sit here while I get a book.)	CC.1.2.3.E Use text features and search tools to locate and interpret information. 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.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 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.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.1.3.3.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.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.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 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.
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.)	

		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 happened... I'm telling the story...)	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.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.1.3.3.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.
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.1.4.3.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.
1-a	Tacts 1 familiar person, pet, or object with verbal prompts and motivation present (e.g. mama)	
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)	
3-a	Generalizes known responses across 2 different people and 2 settings (e.g., tacts kitty for both mom and dad: tacts dada while in bed and in the kitchen)	CC.1.3.3.G 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.1.5.3.E Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
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.1.3.3.G 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.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.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.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 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.
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)	
		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: <ul style="list-style-type: none">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
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 3CC different spoons)	

		<p>Use text features and search tools to locate and interpret information.</p> <p>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.</p> <p>CC.1.2.3.G Use information gained from text features to demonstrate an understanding of a text.</p> <p>CC.1.2.3.H Describe how an author connects sentences and paragraphs in a text to support particular points.</p> <p>CC.1.2.3.I Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p>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.</p> <p>CC.1.2.3.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</p> <p>CC.1.3.3.A Determine the central message, lesson, or moral in literary text; explain how it is conveyed in the text.</p> <p>CC.1.3.3.B Ask and answer questions about the text and make inferences from text; refer to text to support responses.</p> <p>CC.1.3.3.C Describe characters in a story and explain how their actions contribute to the sequence of events.</p> <p>CC.1.3.3.D Explain the point of view of the author.</p> <p>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.</p> <p>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.</p> <p>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).</p> <p>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</p> <p>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.</p> <p>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.</p> <p>CC.1.3.3.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p> <p>CC.1.4.3.A Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>CC.1.4.3.B Identify and introduce the topic.</p> <p>CC.1.4.3.C Develop the topic with facts, definitions, details, and illustrations, as appropriate.</p> <p>CC.1.4.3.D Create an organizational structure that includes information grouped and connected logically with a concluding statement or section.</p> <p>CC.1.4.3.I Support an opinion with reasons.</p> <p>CC.1.4.3.J Create an organizational structure that includes reasons linked in a logical order with a concluding statement or section.</p> <p>CC.1.4.3.K Use a variety of words and sentence types to appeal to the audience.</p> <p>CC.1.4.3.M Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.3.N Establish a situation and introduce a narrator and/or characters.</p> <p>CC.1.4.3.O</p>
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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.1.1.3.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: <ul style="list-style-type: none">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.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.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.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.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
6-a	Tacts 4 different people, pets, or characters by their specific name (can include mama and dada)	
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)	

		<p>characters to situations.</p> <p>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.</p> <p>CC.1.4.3.Q Choose words and phrases for effect.</p> <p>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.</p> <p>CC.1.4.3.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>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.</p> <p>CC.1.4.3.V Conduct short research projects that build knowledge about a topic.</p> <p>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.</p> <p>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.</p> <p>CC.2.1.3.B.1 Apply place value understanding and properties of operations to perform multi-digit arithmetic.</p> <p>CC.2.2.3.A.2 Understand properties of multiplication and the relationship between multiplication and division.</p> <p>CC.2.2.3.A.4 Solve problems involving the four operations, and identify and explain patterns in arithmetic.</p> <p>CC.2.3.3.A.1 Represent and solve problems involving multiplication and division.</p> <p>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.</p> <p>CC.2.4.3.A.2 Tell and write time to the nearest minute and solve problems by calculating time intervals.</p> <p>CC.2.4.3.A.3 Solve problems and make change involving money.</p> <p>CC.2.4.3.A.4 Represent and interpret data using tally charts, tables, pictographs, line plots, and bar graphs.</p> <p>CC.2.4.3.A.5 Determine the area of a rectangle and apply the concept to multiplication and to addition.</p> <p>CC.2.4.3.A.6 Solve problems involving perimeters of polygons and distinguish between linear and area measures.</p>
7-M	Generalizes tacts across 3 examples of 50 items, or from a list of known generalizations	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.
7-a	Tacts 3 body parts (e.g., nose, eyes, mouth)	CC.1.1.3.E
7-b	Tacts 2 auditory stimuli (e.g., phone ringing, siren, dog barking)	Read with accuracy and fluency to support comprehension:
7-c	Spontaneously emits a tact containing two words for 5 different tacts (e.g., baby’s crying)	<ul style="list-style-type: none">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-d	Tacts 2 different actions when asked What he doing? (e.g., drinking, swimming)	CC.1.2.3.A
7-e	Tacts 40 items when asked What’s that? (e.g., tree, bowl, sock, crayon, apple)	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 section.
		CC.1.4.3.I Support an opinion with reasons.

		<p>CC.1.4.3.K Use a variety of words and sentence types to appeal to the audience.</p> <p>CC.1.4.3.M Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.3.N Establish a situation and introduce a narrator and/or characters.</p> <p>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.</p> <p>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.</p> <p>CC.1.4.3.Q Choose words and phrases for effect.</p> <p>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.</p> <p>CC.1.4.3.V Conduct short research projects that build knowledge about a topic.</p> <p>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.</p> <p>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.</p> <p>CC.2.1.3.B.1 Apply place value understanding and properties of operations to perform multi-digit arithmetic.</p> <p>CC.2.3.3.A.1 Identify, compare, and classify shapes and their attributes.</p> <p>CC.2.2.3.A.2 Understand properties of multiplication and the relationship between multiplication and division.</p> <p>CC.2.4.3.A.1 Solve problems involving measurement and estimation of temperature, liquid volume, mass or length.</p> <p>CC.2.4.3.A.2 Tell and write time to the nearest minute and solve problems by calculating time intervals.</p> <p>CC.2.4.3.A.3 Solve problems and make change involving money.</p> <p>CC.2.4.3.A.4 Represent and interpret data using tally charts, tables, pictographs, line plots, and bar graphs.</p> <p>CC.2.4.3.A.5 Determine the area of a rectangle and apply the concept to multiplication and to addition.</p> <p>CC.2.4.3.A.6 Solve problems involving perimeters of polygons and distinguish between linear and area measures.</p>
8-M	Tacts 10 actions when asked, for example, What am I doing? (e.g., jumping, sleeping, eating)	<p>CC.1.2.3.B Ask and answer questions about the text and make inferences from text; refer to text to support responses.</p> <p>CC.1.2.3.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</p> <p>CC.1.3.3.B Ask and answer questions about the text and make inferences from text; refer to text to support responses.</p> <p>CC.1.3.3.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p> <p>CC.1.4.3.D Create an organizational structure that includes information grouped and connected logically with a concluding statement or section.</p> <p>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.</p> <p>CC.1.4.3.I Support an opinion with reasons.</p> <p>CC.1.4.3.K Use a variety of words and sentence types to appeal to the audience.</p>
8-a	Tacts 2 tactile stimuli (e.g., says ball when feeling a ball in a bag)	

8-b	Tacts 5 noun-verb or verb-noun combinations (e.g., dog eating, rolling ball)	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.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 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.
8-c	Tacts two or more items from 10 different pages in a book when asked, What do you see here?	
8-d	Glances at a listener while tacting on 5 occasions	
9-M	Tacts 50 two-component verb-noun, or noun-verb combinations, tested or from a list of known two-component tacts (e.g., washing face, Joe swinging, baby sleeping)	CC.1.2.3.A Determine the main idea of a text; recount the key details and explain how they support the main idea. CC.1.2.3.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.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.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 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
9-a	Tacts 25 two-component noun-noun relations (e.g., paper and pencil; car and truck)	
9-b	Acquires a new tact in less than 15 training trials	
9-c	Spontaneously tacts items in a book, on TV, or in a video 5 times (e.g., Cinderella)	
9-d	Learns 2 new tacts without direct training (e.g., untrained echoic to tact transfer)	
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)	

		or a day or two) for a range of discipline-specific tasks, purposes and audiences. 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 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: <ul style="list-style-type: none">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.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 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
10-a	Tacts 10 actions (e.g., climbing, playing, coloring, swimming, washing)	
10-b	Tacts 2 gustatory stimuli (e.g., tacts orange by tasting it)	
10-c	Tacts 20 items in a 1 minute fluency test	
10-d	Tacts 2 different colors (e.g., red, blue)	
10-e	Tacts 2 different shapes (e.g., circle, star)	

		<p>Use a variety of words and sentence types to appeal to the audience.</p> <p>CC.1.4.3.L Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>CC.1.4.3.M Write narratives to develop real or imagined experiences or events.</p> <p>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.</p> <p>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.</p> <p>CC.1.4.3.Q Choose words and phrases for effect.</p> <p>CC.1.4.3.R Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>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.</p> <p>CC.1.4.3.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>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.</p> <p>CC.1.4.3.V Conduct short research projects that build knowledge about a topic.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.5.3.E Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p>CC.2.2.3.A.2 Understand properties of multiplication and the relationship between multiplication and division.</p> <p>CC.2.2.3.A.4 Solve problems involving the four operations, and identify and explain patterns in arithmetic.</p> <p>CC.2.3.3.A.1 Identify, compare, and classify shapes and their attributes.</p> <p>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.</p> <p>CC.2.4.3.A.1 Solve problems involving measurement and estimation of temperature, liquid volume, mass or length.</p> <p>CC.2.4.3.A.2 Tell and write time to the nearest minute and solve problems by calculating time intervals.</p> <p>CC.2.4.3.A.3 Solve problems and make change involving money using a combination of coins and bills.</p> <p>CC.2.4.3.A.4 Represent and interpret data using tally charts, tables, pictographs, line plots, and bar graphs.</p> <p>CC.2.4.3.A.5 Determine the area of a rectangle and apply the concept to multiplication and to addition.</p> <p>CC.2.4.3.A.6 Solve problems involving perimeters of polygons and distinguish between linear and area measures.</p>
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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 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. CC.1.1.3.E Read with accuracy and fluency to support comprehension: <ul style="list-style-type: none">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.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.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.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.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.
11-a	Tacts 2 olfactory stimuli (e.g., cookies, popcorn, flowers)	
11-b	Acquires 5 new tacts in a week without direct training	
11-c	Tacts 2 people (not family members) by their first names	
11-d	Tacts 5 categories or classes (e.g., animals, drinks, toys)	
11-e	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	

		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.
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 Use information gained from text features to demonstrate understanding of a text.
12-a	Tacts the class of 25 items (e.g., an adult points to a dog and says A dog is an...) (part intraverbal)	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 as well as shades of meaning among related words.
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)	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-d	Tacts 2 prepositional relations (e.g., Where is Oscar? ...in the garbage can) (part intraverbal)	CC.1.4.3.N Establish a situation and introduce a narrator and/or characters.
12-e	Tacts people with 2 different pronouns (e.g., Who has the hat on? ...you do) (part intraverbal)	CC.1.4.3.R 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.)	CC.1.4.3.V Conduct short research projects that build knowledge about 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 animals, the child tacts a bear as an animal on the first trial)	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, quietly, gently)	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.
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, including those that signal spatial and temporal relationships.
13-c	Tacts 2 pairs of relative adjectives (e.g., big and little; long and short) (part intraverbal if questions such as What size is this? are used)	CC.1.4.3.K 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 Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.
13-e	Spontaneously tacts with 2 different adverbs	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 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: <ul style="list-style-type: none">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.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.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 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
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.)	
14-c	Tacts 5 verb-adverb combinations in a complete sentence (e.g., He is singing loud.)	
14-d	Tacts 5 preposition-noun combinations in a complete sentence (The dog’s in the house.)	
14-e	Tacts 5 subject-verb-noun combinations in a complete sentence (e.g., The girl is pulling the wagon.)	
15-M	Has a total tact vocabulary of 1000 words (nouns, verbs, adjectives, etc.), tested or from an accumulated list of known tacts	CC.1.1.3.E Read with accuracy and fluency to support comprehension: <ul style="list-style-type: none">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)	<ul style="list-style-type: none">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 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.
15-b	Tacts 5 frequently used gestures that have a verbal function (e.g., pinching their nose for a bad smell, finger over the lips for quiet, thumbs up for a good job, a fake yawn for being tired)	
15-c	Tacts 5 community helpers (e.g., policeman, fireman, nurse, doctor, garbage man)	
15-d	Tacts with 2 different negation words 5 times (e.g., That’s not a cat.)	
15-e	Tacts 5 social, community, or group events (e.g., parade, party, emergency)	
15-f	Spontaneously tacts 2 different social circumstances (e.g., They are busy. They are arguing.)	
15-g	Spontaneously emits untrained tacts in sentences containing at least 5 words, 5 times	

		<p>CC.1.4.3.K Use a variety of words and sentence types to appeal to the audience.</p> <p>CC.1.4.3.M Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.3.N Establish a situation and introduce a narrator and/or characters.</p> <p>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.</p> <p>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.</p> <p>CC.1.4.3.Q Choose words and phrases for effect.</p> <p>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.</p> <p>CC.1.4.3.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.5.3.E Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p>CC.2.1.3.B.1 Apply place value understanding and properties of operations to perform multi-digit arithmetic.</p> <p>CC.2.3.3.A.1 Identify, compare, and classify shapes and their attributes.</p> <p>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.</p> <p>CC.2.4.3.A.4 Represent and interpret data using tally charts, tables, pictographs, line plots and bar graphs.</p> <p>CC.2.4.3.A.5 Determine the area of a rectangle and apply the concept to multiplication and to addition.</p> <p>CC.2.4.3.A.6 Solve problems involving perimeters of polygons and distinguish between linear and area measures.</p>
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LISTENER RESPONDING LEVEL 1		
Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
1-M	Attends to a speaker’s voice by making eye contact with the speaker 5 times	CC.1.2.3.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.
1-a	Turns head to locate the source of a sound (e.g., bell, squeaky toy, a cell phone ringing)	

		<p>CC.1.3.3.B Ask and answer questions about the text and make inferences from text; refer to text to support responses.</p> <p>CC.1.4.3.D Create an organizational structure that includes information grouped and connected logically with a concluding statement or section.</p> <p>CC.1.4.3.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>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.</p>
2-M	Responds to hearing his own name 5 times (e.g., looks at the speaker)	CC.1.4.3.T
2-a	Smiles at the sound of the caretaker’s voice 2 times	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
		<p>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.</p> <p>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.</p>
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?)	<p>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.</p> <p>CC.1.1.3.E Read with accuracy and fluency to support comprehension:</p> <ul style="list-style-type: none"> • 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.
3-a	Interrupts a play activity when his name is called	<p>CC.1.4.3.D Create an organizational structure that includes information grouped and connected logically with a concluding statement or section.</p> <p>CC.1.4.3.N Establish a situation and introduce a narrator and/or characters.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.4.3.V Conduct short research projects that build knowledge about a topic.</p> <p>CC.1.5.3.C Ask and answer questions about information from a speaker, offering appropriate detail.</p> <p>CC.2.1.3.C.1 Explore and develop an understanding of fractions as numbers.</p> <p>CC.2.3.3.A.1 Identify, compare, and classify shapes and their attributes.</p>
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.)	<p>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.</p> <p>CC.1.1.3.E Read with accuracy and fluency to support comprehension:</p> <ul style="list-style-type: none"> • 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.
4-a	Selects the correct item from an array of 2 for 10 different objects or pictures	<p>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.</p> <p>CC.1.4.3.K Use a variety of words and sentence types to appeal to the audience.</p>
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)	

		<p>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.</p> <p>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.</p> <p>CC.1.4.3.Q Choose words and phrases for effect.</p> <p>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.</p> <p>CC.1.4.3.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>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.</p> <p>CC.1.5.3.C Ask and answer questions about information from a speaker, offering appropriate detail.</p> <p>CC.2.2.3.A.3 Demonstrate multiplication and division fluency.</p>
5-M	Selects the correct item from an array of 4, for 20 different objects or pictures (e.g., Show me cat. Touch shoe.)	<p>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.</p> <p>CC.1.1.3.E Read with accuracy and fluency to support comprehension:</p> <ul style="list-style-type: none">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. <p>CC.1.2.3.A Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>CC.1.2.3.B Ask and answer questions about the text and make inferences from text; refer to text to support responses.</p> <p>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.</p> <p>CC.1.2.3.E Use text features and search tools to locate and interpret information.</p> <p>CC.1.2.3.G Use information gained from text features to demonstrate understanding of a text.</p> <p>CC.1.2.3.H Describe how an author connects sentences and paragraphs in a text to support particular points.</p> <p>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.</p> <p>CC.1.2.3.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</p> <p>CC.1.3.3.A Determine the central message, lesson, or moral in literary text; explain how it is conveyed in text.</p> <p>CC.1.3.3.B Ask and answer questions about the text and make inferences from text; refer to text to support responses.</p> <p>CC.1.3.3.C Describe characters in a story and explain how their actions contribute to the sequence of events.</p> <p>CC.1.3.3.D Explain the point of view of the author.</p> <p>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.</p> <p>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.</p> <p>CC.1.3.3.K</p>
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	

	<p>Read and comprehend literary fiction on grade level, reading independently and proficiently.</p> <p>CC.1.4.3.A Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>CC.1.4.3.B Identify and introduce the topic.</p> <p>CC.1.4.3.C Develop the topic with facts, definitions, details, and illustrations, as appropriate.</p> <p>CC.1.4.3.D Create an organizational structure that includes information grouped and connected logically with a concluding statement or section.</p> <p>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.</p> <p>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).</p> <p>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.</p> <p>CC.1.4.3.I Support an opinion with reasons.</p> <p>CC.1.4.3.J Create an organizational structure that includes reasons linked in a logical order with a concluding statement or section.</p> <p>CC.1.4.3.K Use a variety of words and sentence types to appeal to the audience.</p> <p>CC.1.4.3.M Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.3.N Establish a situation and introduce a narrator and/or characters.</p> <p>CC.1.4.3.Q Choose words and phrases for effect.</p> <p>CC.1.4.3.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>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.</p> <p>CC.1.4.3.V Conduct short research projects that build knowledge about a topic.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.5.3.C Ask and answer questions about information from a speaker, offering appropriate detail.</p> <p>CC.2.2.3.A.2 Understand properties of multiplication and the relationship between multiplication and division.</p> <p>CC.2.2.3.A.3 Demonstrate multiplication and division fluency.</p> <p>CC.2.2.3.A.4 Solve problems involving the four operations, and identify and explain patterns in arithmetic.</p> <p>CC.2.3.3.A.1 Identify, compare, and classify shapes and their attributes.</p> <p>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.</p> <p>CC.2.4.3.A.2 Tell and write time to the nearest minute and solve problems by calculating time intervals.</p> <p>CC.2.4.3.A.3</p>
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		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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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.1.1.3.E Read with accuracy and fluency to support comprehension: <ul style="list-style-type: none">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.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.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
6-a	Selects the correct item from a messy array of 5, for 25 different items (e.g., book, car, dog, shoe)	
6-b	Acquires a new listener skill in less than 25 training trials	
6-c	Discriminates among 6 people, pets, or characters by name (e.g., Find Oscar.)	
6-d	Generalizes in a listener task across 3 examples of 25 different items	

		<p>Ask and answer questions about information from a speaker, offering appropriate detail.</p> <p>CC.2.2.3.A.3 Demonstrate multiplication and division fluency.</p> <p>CC.2.3.3.A.1 Identify, compare, and classify shapes and their attributes.</p> <p>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.</p> <p>CC.2.4.3.A.1 Solve problems involving measurement and estimation of temperature, liquid volume, mass or length.</p> <p>CC.2.4.3.A.2 Tell and write time to the nearest minute and solve problems by calculating time intervals.</p> <p>CC.2.4.3.A.3 Solve problems and make change involving money using a combination of coins and bills.</p> <p>CC.2.4.3.A.4 Represent and interpret data using tally charts, tables, pictographs, line plots, and bar graphs.</p> <p>CC.2.4.3.A.5 Determine the area of a rectangle and apply the concept to multiplication and to addition.</p> <p>CC.2.4.3.A.6 Solve problems involving perimeters of polygons and distinguish between linear and area measures.</p>
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)	<p>CC.1.1.3.E Read with accuracy and fluency to support comprehension:</p> <ul style="list-style-type: none">• 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. <p>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.</p> <p>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.</p> <p>CC.1.3.3.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p> <p>CC.1.4.3.D Create an organizational structure that includes information grouped and connected logically with a concluding statement or section.</p> <p>CC.1.4.3.I Support an opinion with reasons.</p> <p>CC.1.4.3.K Use a variety of words and sentence types to appeal to the audience.</p> <p>CC.1.4.3.M Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.3.Q Choose words and phrases for effect.</p> <p>CC.1.4.3.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>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.</p> <p>CC.1.4.3.V Conduct short research projects that build knowledge about a topic.</p> <p>CC.1.5.3.C Ask and answer questions about information from a speaker, offering appropriate detail.</p> <p>CC.2.3.3.A.1 Identify, compare, and classify shapes and their attributes.</p> <p>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.</p> <p>CC.2.4.3.A.2 Tell and write time to the nearest minute and solve problems by calculating time intervals.</p> <p>CC.2.4.3.A.3</p>
7-a	Goes to 3 specified people on command (e.g., Go to Debbie)	
7-b	Points to a named item in a book for 5 items (e.g., Where’s the fire truck?)	
7-c	Selects 5 items in the natural environment on command (e.g., get the spoon, while at the table)	
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)	

		<p>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.</p>
8-M	Performs 10 specific motor actions on command (e.g., Show me clapping. Can you hop?)	<p>CC.1.1.3.E Read with accuracy and fluency to support comprehension:</p> <ul style="list-style-type: none">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. <p>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.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.2.4.3.A.2 Tell and write time to the nearest minute and solve problems by calculating time intervals.</p>
8-a	Goes to 3 specified locations on command (e.g., Go to the kitchen. Show me your bedroom.)	
8-b	Selects the correct item from an array of 8 containing 2 similar stimuli (e.g., same color), for 20 items	
8-c	Selects an item when given the sound that the item makes for 5 items (e.g., barking: dog, siren: fire truck)	
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 swing.)	<p>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 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.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.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.</p>
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)	
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?)	

		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 accumulated list of known words	CC.1.1.3.E Read with accuracy and fluency to support comprehension: <ul style="list-style-type: none">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.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. 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 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 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
10-a	Performs two consecutive actions for 10 different sets of actions (verb-verb) (e.g., Show me jumping and clapping.	
10-b	Discriminates between 2 colors from an array of 4 different colored objects	
10-c	Discriminates between 2 shapes from an array of 4 different shapes	
10-d	Generalizes in a noun-verb listener task with a new object for 5 different actions (e.g., after receiving training on spinning and rolling a pencil, the child correctly spins and rolls a straw on the first trial)	
10-e	Generalizes in a noun-verb listener task with a new action for 5 objects (e.g., can spin any item)	

		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.
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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.1.1.3.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: <ul style="list-style-type: none">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.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.1.4.3.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 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 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
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.)	

		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., Touch my ear.)	CC.1.2.3.E Use text features and search tools to locate and interpret information. 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.1.4.3.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.1.5.3.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 Determine the area of a rectangle and apply the concept to multiplication and to addition.
12-a	Follows instructions to take an item to 5 different locations (e.g., Take the tray to the sink.)	
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-e	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.1.4.3.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 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.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 Solve problems involving perimeters of polygons and distinguish between linear and area measures.
13-a	Demonstrates 3 pretend emotions on command (e.g., Show me a sad face. Make a happy face.)	
13-b	Identifies (LDs) 10 items based on a subject, adjective, and noun (e.g., Show me the girl’s red hair.)	
13-c	Performs 10 actions based on a subject, preposition, and noun (e.g., Put the horse in the barn.)	
13-d	Identifies (LDs) 10 items based on a verb, pronoun, and noun (e.g., Brush his hair.)	
13-e	Generalizes a pronoun and a preposition to a new situation (e.g., uses his correctly with a new friend)	
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 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.1.4.3.V Conduct short research projects that build knowledge about a topic. 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
14-a	Performs 10 actions based on a subject, verb, and adverb (e.g., Show me the frog jumping high.)	
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	

		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.
15-M	Has a total listener repertoire of 1200 words (nouns, verbs, adjectives, etc.), tested or from an accumulated list of known words	CC.1.1.3.E Read with accuracy and fluency to support comprehension: <ul style="list-style-type: none">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 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 section. CC.1.4.3.I Support an opinion with reasons.
15-a	Discriminates among items given negation words for 10 tasks (e.g., Which one is not a food?)	
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?)	
15-c	Correctly responds to 10 singular vs. plural tasks (e.g., Touch the dog. vs. Touch the dogs.)	
15-d	Generalizes 5 adjectives to new nouns (e.g., says, Sticky fly stuff when first encounters a fly trap)	
15-e	Generalizes 5 adverbs to new verbs (e.g., says, Lava moves slow when first encountering lava)	

		<p>CC.1.4.3.J Create an organizational structure that includes reasons linked in a logical order with a concluding statement or section.</p> <p>CC.1.4.3.K Use a variety of words and sentence types to appeal to the audience.</p> <p>CC.1.4.3.M Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.3.N Establish a situation and introduce a narrator and/or characters.</p> <p>CC.1.4.3.Q Choose words and phrases for effect.</p> <p>CC.1.4.3.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>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.</p> <p>CC.1.4.3.V Conduct short research projects that build knowledge about a topic.</p> <p>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.</p> <p>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.</p> <p>CC.2.1.3.B.1 Apply place value understanding and properties of operations to perform multi-digit arithmetic.</p> <p>CC.2.3.3.A.1 Identify, compare, and classify shapes and their attributes.</p> <p>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.</p> <p>CC.2.4.3.A.4 Represent and interpret data using tally charts, tables, pictographs, line plots, and bar graphs.</p> <p>CC.2.4.3.A.5 Determine the area of a rectangle and apply the concept to multiplication and to addition.</p>
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VISUAL PERCEPTUAL SKILLS AND MATCHING-TO-SAMPLE LEVEL 1		
Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
1-M	1-M Visually tracks moving stimuli for 2 seconds, 5 times	<p>CC.1.2.3.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</p> <p>CC.1.4.3.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>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.</p>
1-a	Visually attends to faces and people 5 times	
1-b	Visually attends to reinforcing objects 5 times	
2-M	Grasps small objects with thumb and index finger (pincer grasp) 5 times	<p>CC.1.4.3.A Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>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.</p>
2-a	Reaches for and successfully grabs objects 5 times	
2-b	Uses index finger to poke things or for other uses 5 times	
2-c	Manipulates toys and objects in a variety of ways for 10 seconds, 5 times	
3-M	3-M Visually attends to a toy or book for 30 seconds (not a self-stim item)	<p>CC.1.2.3.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</p> <p>CC.1.4.3.D</p>
3-a	Transfers objects from one hand to another 5 times	

3-b	Looks for an object that has fallen out of sight 5 times	<p>Create an organizational structure that includes information grouped and connected logically with a concluding statement or section.</p> <p>CC.1.4.3.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>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.</p> <p>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.</p> <p>CC.2.4.3.A.4 Represent and interpret data using tally charts, tables, pictographs, line plots, and bar graphs.</p>
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	
		<p>CC.1.4.3.J Create an organizational structure that includes reasons linked in a logical order with a concluding statement or section.</p> <p>CC.2.2.3.A.1 Represent and solve problems involving multiplication and division.</p>
5-M	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	<p>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.</p> <p>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.</p> <p>CC.1.2.3.I Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p>CC.1.2.3.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</p> <p>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.</p> <p>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).</p> <p>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.</p> <p>CC.1.4.3.A Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>CC.1.4.3.B Identify and introduce the topic.</p> <p>CC.1.4.3.C Develop the topic with facts, definitions, details, and illustrations, as appropriate.</p> <p>CC.1.4.3.I Support an opinion with reasons.</p> <p>CC.1.4.3.J Create an organizational structure that includes reasons linked in a logical order with a concluding statement or section.</p> <p>CC.1.4.3.K Use a variety of words and sentence types to appeal to the audience.</p> <p>CC.1.4.3.M Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.3.Q Choose words and phrases for effect.</p> <p>CC.1.4.3.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>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.</p> <p>CC.2.1.3.C.1 Explore and develop an understanding of fractions as numbers.</p>
5-b	Successfully uses a spoon 5 times during a meal	
5-c	Completes a 3-piece in-set 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)	

		CC.2.2.3.A.3 Demonstrate multiplication and division fluency.
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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.1.1.3.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.1.2.3.I Compare and contrast the most important points and key details presented in two texts on the same topic. CC.1.2.3.L 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.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.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-a	Connects 2 items or toys together (e.g. Duplos)	
6-b	Nests identical objects in a stack 2 times (e.g., bowls, cups, plates)	
6-c	Turns 2 pages in a book	
6-d	Completes 3 different inset puzzles containing 3-4 pieces without prompts	
6-e	Stacks 4 blocks without help	
6-f	Matches identical objects or pictures in a neat array of 3, for 10 items (e.g., matches a hat to a hat)	
6-g	Matches identical objects or pictures that are different sizes in a messy array of 6, for 10 items (e.g., matches a big red ball to a little red ball)	
6-h	Places 5 items where they belong or in an appropriate context (e.g., puts a cup in the sink)	

		<p>fraction of the whole.</p> <p>CC.2.4.3.A.3 Solve problems and make change involving money using a combination of coins and bills.</p> <p>CC.2.4.3.A.4 Represent and interpret data using tally charts, tables, pictographs, line plots, and bar graphs.</p> <p>CC.2.4.3.A.5 Determine the area of a rectangle and apply the concept to multiplication and to addition.</p>
7-M	Matches similar colors and shapes for 10 different colors or shapes given models (e.g., given red, blue, and green bowls and a pile of red, blue, and green bears the child sorts the items by color	<p>CC.2.1.3.C.1 Explore and develop an understanding of fractions as numbers.</p> <p>CC.2.3.3.A.1 Identify, compare, and classify shapes and their attributes.</p> <p>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.</p> <p>CC.2.4.3.A.4 Represent and interpret data using tally charts, tables, pictographs, line plots, and bar graphs.</p> <p>CC.2.4.3.A.5 Determine the area of a rectangle and apply the concept to multiplication and to addition.</p> <p>CC.2.4.3.A.6 Solve problems involving perimeters of polygons and distinguish between linear and area measures.</p>
7-a	Completes 5 different puzzles containing 6 or more pieces without prompts	
7-b	Matches identical objects or pictures in a messy array of 8, for 25 objects	
7-c	Matches identical pictures that have different backgrounds in a messy array of 8, for 25 pictures	
7-d	Matches identical pictures (2D) to objects (3D) and vice versa, in a messy array of 8, for 10 pairs (e.g., matches a picture of Thomas the Train to a toy Thomas the Train	
7-e	Spontaneously matches 2 items together in play or other situations (e.g., picks up a Hulk figurine and selects a matching Hulk from a bin of figurines)	
7-f	Completes identical matches in an array of 8, for 10 matches in less than 20 seconds (fluency)	
8-M	Matches identical objects or pictures in a messy array of 8 containing 3 similar stimuli, for 25 items (e.g., matches a dog to a dog in an array that also contains a cat, a pig, and a pony	<p>CC.1.1.3.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.</p> <p>CC.1.1.3.E Read with accuracy and fluency to support comprehension:</p> <ul style="list-style-type: none"> 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. <p>CC.1.2.3.I Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p>CC.1.2.3.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</p> <p>CC.1.3.3.K Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</p> <p>CC.1.4.3.D Create an organizational structure that includes information grouped and connected logically with a concluding statement or section.</p> <p>CC.1.4.3.I Support an opinion with reasons.</p> <p>CC.1.4.3.K Use a variety of words and sentence types to appeal to the audience.</p> <p>CC.1.4.3.M Write narratives to develop real or imagined experiences or events.</p> <p>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.</p> <p>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.</p> <p>CC.1.4.3.Q Choose words and phrases for effect.</p> <p>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</p> <p>CC.1.4.3.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>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.</p>
8-a	Generalizes to 5 new identical matching tasks without formal	
8-b	Matches identical objects or pictures to corresponding items in a book for 25 items	
8-c	Matches identical objects or pictures to corresponding items in the natural environment for 25	
8-d	Selects 3 non-identical, but associated, objects from a bin for 3 play activities (e.g., grabs several farm animals from a bin containing other toys)	
8-e	Successfully assembles 5 parts of 5 connecting toys (e.g., Duplos, trains, Mr. Potato Head)	

		<p>CC.2.1.3.B.1 Apply place value understanding and properties of operations to perform multi-digit arithmetic.</p> <p>CC.2.1.3.C.1 Explore and develop an understanding of fractions as numbers.</p> <p>CC.2.2.3.A.1 Represent and solve problems involving multiplication and division.</p> <p>CC.2.2.3.A.2 Understand properties of multiplication and the relationship between multiplication and division.</p> <p>CC.2.2.3.A.3 Demonstrate multiplication and division fluency.</p> <p>CC.2.2.3.A.4 Solve problems involving the four operations, and identify and explain patterns in arithmetic.</p> <p>CC.2.3.3.A.1 Identify, compare, and classify shapes and their attributes.</p> <p>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.</p> <p>CC.2.4.3.A.3 Solve problems and make change involving money using a combination of coins and bills.</p> <p>CC.2.4.3.A.4 Represent and interpret data using tally charts, tables, pictographs, line plots, and bar graphs.</p> <p>CC.2.4.3.A.5 Determine the area of a rectangle and apply the concept to multiplication and to addition.</p>
9-M	Matches non-identical objects or non-identical pictures in a messy array of 10 containing 3 similar stimuli, for 25 items (e.g., matches a Ford truck to a Toyota truck)	<p>CC.1.1.3.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.</p> <p>CC.1.1.3.E Read with accuracy and fluency to support comprehension:</p> <ul style="list-style-type: none">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. <p>CC.1.2.3.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</p> <p>CC.1.2.3.G Use information gained from text features to demonstrate understanding of a text.</p> <p>CC.1.2.3.H Describe how an author connects sentences and paragraphs in a text to support particular points.</p> <p>CC.1.3.3.A Determine the central message, lesson, or moral in a literary text; explain how it is conveyed in text.</p> <p>CC.1.3.3.C Describe characters in a story and explain how their actions contribute to the sequence of events.</p> <p>CC.1.3.3.D Explain the point of view of the author.</p> <p>CC.1.3.3.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p> <p>CC.1.4.3.D Create an organizational structure that includes information grouped and connected logically with a concluding statement or section.</p> <p>CC.1.4.3.I Support an opinion with reasons.</p> <p>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.</p> <p>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.</p> <p>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</p> <p>CC.1.4.3.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>
9-a	Matches different colored, but otherwise exactly the same, objects or pictures in a messy array of 8 for 25 items (e.g., a red Ford Mustang to a blue Ford Mustang	
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)	

		<p>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.</p> <p>CC.2.1.3.B.1 Apply place value understanding and properties of operations to perform multi-digit arithmetic.</p> <p>CC.2.1.3.C.1 Explore and develop an understanding of fractions as numbers.</p> <p>CC.2.2.3.A.1 Represent and solve problems involving multiplication and division.</p> <p>CC.2.2.3.A.2 Understand properties of multiplication and the relationship between multiplication and division.</p> <p>CC.2.2.3.A.3 Demonstrate multiplication and division fluency.</p> <p>CC.2.2.3.A.4 Solve problems involving the four operations, and identify and explain patterns in arithmetic.</p> <p>CC.2.3.3.A.1 Identify, compare, and classify shapes and their attributes.</p> <p>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.</p> <p>CC.2.4.3.A.4 Represent and interpret data using tally charts, tables, pictographs, line plots, and bar graphs.</p> <p>CC.2.4.3.A.5 Determine the area of a rectangle and apply the concept to multiplication and to addition.</p>
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	<p>CC.1.2.3.H Describe how an author connects sentences and paragraphs in a text to support particular points.</p> <p>CC.1.3.3.A Determine the central message, lesson, or moral in a literary text; explain how it is conveyed in text.</p> <p>CC.1.3.3.C Describe characters in a story and explain how their actions contribute to the sequence of events.</p> <p>CC.1.3.3.D Explain the point of view of the author.</p> <p>CC.1.4.3.D Create an organizational structure that includes information grouped and connected logically with a concluding statement or section.</p> <p>CC.1.4.3.I Support an opinion with reasons.</p> <p>CC.1.4.3.K Use a variety of words and sentence types to appeal to the audience.</p> <p>CC.1.4.3.M Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.3.Q Choose words and phrases for effect.</p> <p>CC.2.1.3.B.1 Apply place value understanding and properties of operations to perform multi-digit arithmetic.</p> <p>CC.2.1.3.C.1 Explore and develop an understanding of fractions as numbers.</p> <p>CC.2.2.3.A.1 Represent and solve problems involving multiplication and division.</p> <p>CC.2.2.3.A.2 Understand properties of multiplication and the relationship between multiplication and division.</p> <p>CC.2.2.3.A.3 Demonstrate multiplication and division fluency.</p> <p>CC.2.2.3.A.4 Solve problems involving the four operations, and identify and explain patterns in arithmetic.</p> <p>CC.2.3.3.A.1 Identify, compare, and classify shapes and their attributes.</p> <p>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.</p> <p>CC.2.4.3.A.4 Represent and interpret data using tally charts, tables, pictographs, line plots, and bar graphs.</p>
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-c	Matches a picture of an action to a non-identical picture of the same action for 10 actions (e.g., matches a picture of a girl swimming to a picture of a boy swimming in a different pool)	
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)	

		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.
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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. CC.2.2.3.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 the whole.
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., 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. 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.
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)	
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	
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.1.2.3.I Compare and contrast the most important points and key details presented in two texts on the same topic. 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.1.4.3.B Identify and introduce the topic. CC.1.4.3.C Develop the topic with facts, definitions, details, and illustrations, as appropriate.
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	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	

		<p>CC.1.4.3.D Create an organizational structure that includes information grouped and connected logically with a concluding statement or section.</p> <p>CC.1.4.3.I Support an opinion with reasons.</p> <p>CC.1.4.3.K Use a variety of words and sentence types to appeal to the audience.</p> <p>CC.1.4.3.M Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.3.Q Choose words and phrase for effect.</p> <p>CC.2.1.3.B.1 Apply place value understanding and properties of operations to perform multi-digit arithmetic.</p> <p>CC.2.1.3.C.1 Explore and develop an understanding of fractions as numbers.</p> <p>CC.2.2.3.A.1 Represent and solve problems involving multiplication and division.</p> <p>CC.2.2.3.A.2 Understand properties of multiplication and the relationship between multiplication and division.</p> <p>CC.2.2.3.A.3 Demonstrate multiplication and division fluency.</p> <p>CC.2.2.3.A.4 Solve problems involving the four operations, and identify and explain patterns in arithmetic.</p> <p>CC.2.3.3.A.1 Identify, compare, and classify shapes and their attributes.</p> <p>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.</p> <p>CC.2.4.3.A.4 Represent and interpret data using tally charts, tables, pictographs, line plots, and bar graphs.</p> <p>CC.2.4.3.A.5 Determine the area of a rectangle and apply the concept to multiplication and to addition.</p> <p>CC.2.4.3.A.6 Solve problems involving perimeters of polygons and distinguish between linear and area measures.</p>
14-M	Sorts 5 items from 5 different categories without a model (e.g., animals, clothing, furniture)	<p>CC.1.2.3.I Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p>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.</p> <p>CC.1.4.3.D Create an organizational structure that includes information grouped and connected logically with a concluding statement or section.</p> <p>CC.1.4.3.H Introduce the topic and state an opinion on the topic.</p> <p>CC.1.4.3.I Support an opinion with reasons.</p> <p>CC.1.4.3.K Use a variety of words and sentence types to appeal to the audience.</p> <p>CC.1.4.3.Q Choose words and phrases for effect.</p> <p>CC.2.1.3.B.1 Apply place value understanding and properties of operations to perform multi-digit arithmetic.</p> <p>CC.2.1.3.C.1 Explore and develop an understanding of fractions as numbers.</p> <p>CC.2.2.3.A.1 Represent and solve problems involving multiplication and division.</p> <p>CC.2.2.3.A.2 Understand properties of multiplication and the relationship between multiplication and division.</p> <p>CC.2.2.3.A.4 Solve problems involving the four operations, and identify and explain patterns in arithmetic.</p> <p>CC.2.3.3.A.1 Identify, compare, and classify shapes and their attributes.</p>
14-a	Successfully completes a human figure puzzle with at least 6 parts	
14-b	Matches 25 items that are associated with each other in a messy array of 6 with 3 similar stimuli	
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	

		<p>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.</p> <p>CC.2.4.3.A.1 Solve problems involving measurement and estimation of temperature, liquid volume, mass or length.</p> <p>CC.2.4.3.A.2 Tell and write time to the nearest minute and solve problems by calculating time intervals.</p> <p>CC.2.4.3.A.4 Represent and interpret data using tally charts, tables, pictographs, line plots, and bar graphs.</p> <p>CC.2.4.3.A.5 Determine the area of a rectangle and apply the concept to multiplication and to addition.</p> <p>CC.2.4.3.A.6 Solve problems involving perimeters of polygons and distinguish between linear and area measures.</p>
15-M	Continues 20 three-step patterns, sequences, or seriation tasks (e.g., star, triangle, heart, star, triangle...)	<p>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.</p> <p>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.</p> <p>CC.1.4.3.A Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>CC.1.4.3.B Identify and introduce the topic.</p> <p>CC.1.4.3.I Support an opinion with reasons.</p> <p>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.</p> <p>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.</p> <p>CC.1.4.3.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.2.1.3.B.1 Apply place value understanding and properties of operations to perform multi-digit arithmetic.</p> <p>CC.2.2.3.A.1 Represent and solve problems involving multiplication and division.</p> <p>CC.2.2.3.A.2 Understand properties of multiplication and the relationship between multiplication and division.</p> <p>CC.2.2.3.A.3 Demonstrate multiplication and division fluency.</p> <p>CC.2.2.3.A.4 Solve problems using the four operations, and identify and explain patterns in arithmetic.</p> <p>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.</p> <p>CC.2.4.3.A.2 Tell and write time to the nearest minute and solve problems by calculating time intervals.</p> <p>CC.2.4.3.A.3 Solve problems and make change involving money using a combination of coins and bills.</p> <p>CC.2.4.3.A.4 Represent and interpret data using tally charts, tables, pictographs, line plots, and bar graphs.</p> <p>CC.2.4.3.A.5</p>
15-a	Completes an A-B pattern for 5 different color or shape patterns	
15-b	Completes an A-B pattern for 5 different picture patterns	
15-c	Places 3 pictures in the correct sequential order for 5 sets	
15-d	Constructs 5 felt (or similar material) scenes with 5 parts (e.g., farm, party)	

		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.
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INDEPENDENT PLAY LEVEL 1		
Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
1-M	Manipulates and explores objects for 1 minute (e.g., looks at a toy, turns it over, presses buttons)	CC.1.3.3.K Read and comprehend literary fiction on grade level, reading independently and proficiently. CC.1.4.3.N Establish a situation and introduce a narrator and/or characters.
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.1.2.3.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.1.4.3.N Establish a situation and introduce a narrator and/or characters. 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-a	Points to a toy or object of interest	
2-b	Drops items to watch them fall, or demonstrates other interests in cause-and-effect	
2-c	Opens cupboard doors, toy boxes, or reaches in a toy container	
2-d	Repeats a play behavior that produces an auditory sound (e.g., squeezes toys, bangs items)	
2-e	Makes eye contact with others 3 times during play	
3-M	Demonstrates generalization by engaging in exploratory movement and playing with the toys in a novel environment for 2 minutes (e.g., in a new playroom)	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.N Establish a situation and introduce a narrator and/or characters.
3-a	Brings a toy or object of interest to an adult	
3-b	Dumps containers of items on floor	
3-c	Transfers items in or out of a container	
3-d	Generalizes known play behaviors to a novel environment	
3-e	Carries toys or objects from one place to another	
4-M	Independently engages in movement play for 2 minutes (e.g., swinging, dancing, rocking, jumping, climbing)	CC.1.5.3.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.
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.1.2.3.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.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
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)	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.
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INDEPENDENT PLAY LEVEL 2		
Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
6-M	Searches for a missing or corresponding toy or part of a set for 5 items or sets (e.g., a puzzle piece, a ball for a drop-in toy, a bottle for a baby doll)	CC.1.4.3.V Conduct short research projects the build knowledge about a topic. 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.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.
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.1.3.3.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.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.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.
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.1.5.3.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
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)	

		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 Demonstrate command of the conventions of standard English when speaking based on grade 3 level and content.
9-a	Mands to go to a playground or play structure, or otherwise get access to play items he can’t independently obtain (e.g., mands to be lifted up to monkey bars)	
9-b	Completes 5 inset puzzles with 5 or more pieces	
9-c	Repeatedly plays with specific components of a play structure (e.g., goes down a slide several times, goes back and forth on a rope bridge)	
9-d	Spontaneously kicks a ball forward	
10-M	Assembles toys that have multiple parts for 5 different sets of materials	CC.1.4.3.D Create an organizational structure that includes information grouped and connected logically with a concluding statement or 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.2.4.3.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.
10-a	Plays with toy sets as designed (e.g., birthday set, tea set)	
10-b	Allows others to play in close proximity	
10-c	Demonstrates interest in a peer’s completed project (e.g., a sand castle, Lego structure)	
10-d	Mands to peers to not disturb his structure or toy assembly	
10-e	Improvises when parts are missing (e.g., still plays with a car that is missing a wheel)	
10-f	Helps to pick up toys after an activity with adult prompts	

INDEPENDENT PLAY LEVEL 3		
Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
11-M	Spontaneously engages in pretend or imaginary play on 5 occasions (e.g., dressing up, a pretend party with stuffed animals, pretends to cook)	CC.1.5.3.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.
11-a	Navigates a riding toy around obstructions (e.g., moving a tricycle or big wheel around a pole)	
11-b	Demonstrates 1 to 1 correspondence in play activities (e.g., places plastic eggs in an egg carton, a doll in a bed with a bottle)	
11-c	Will get toys and play independently for 2 minutes	
11-d	Sings, hums, or recites a few words to familiar songs while engaged in an activity	
12-M	Repeats a gross motor behavior to obtain a better effect for 2 activities (e.g., throwing a ball in a basket, swinging a bat at a T-ball, foot stomping to launch a rocket, pumping a swing)	CC.1.3.3.K Read and comprehend literary fiction on grade level, reading independently and proficiently. CC.1.4.3.A 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.U With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
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)	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 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.2.3.3.A.1 Identify, compare, and classify shapes and their attributes.
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	
		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-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	
		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.2.2.3.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.2.4.3.A.3 Solve problems and make change involving money using a combination of coins and bills.
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 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 Create an organizational structure that includes information grouped and connected logically with a concluding statement or 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.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.
1-a	Smiles when hearing familiar voices 3 times (e.g., his mom or dad’s voice)	
1-b	Looks at the faces of familiar people at least 3 times	
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.1.4.3.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.
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)	

		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 Create an organizational structure that includes information grouped and connected logically with a concluding statement or 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.
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-c	Responds to greetings from others with 2 seconds of eye contact 2 times	
		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.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	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	
		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.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.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.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.
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.1.4.3.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
6-a	Looks at a peer when he talks 2 times	
6-b	Chases peers in play with adult prompts 2 times	
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-e	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 Use information gained from text features to demonstrate understanding of a text. 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.1.4.3.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.
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-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)	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. CC.2.4.3.A.3 Solve problems and make change involving money using a combination of coins and bills.
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.)	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.1.4.3.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.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.1.4.3.V Conduct short research projects that build knowledge about a topic.
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-e	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.)	

		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 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.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.
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-e	Spontaneously imitates a peer riding on a tricycle, toy car, or other riding toy 2 times	

SOCIAL BEHAVIOR AND SOCIAL PLAY LEVEL 3		
Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
11-M	Spontaneously cooperates with a peer to accomplish a specific outcome 5 times (e.g., one child holds a bucket while the other pours in water)	CC.1.4.3.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 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
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 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.1.3.3.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.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.E Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
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?)	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.G
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	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.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.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 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
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-e	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)	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 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
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.1.2.3.A Determine the main idea of a text; recount 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.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.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.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
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	

		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.
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MOTOR IMITATION LEVEL 1		
Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
1-M	Imitates 2 gross motor movements when prompted with, Do this (e.g., clapping, raising arms)	CC.1.5.3.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.
1-a	Imitates mouthing movements 3 times (e.g., puckering lips, opening mouth)	
1-b	Imitates 1 motor movement of another person on demand (i.e., will imitate when asked)	
2-M	Imitates 4 gross motor movements when prompted with, Do this	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 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-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)	CC.1.2.3.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.
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)	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.
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	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 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.
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)	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.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 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.
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	

		<p>CC.1.4.3.D Create an organizational structure that includes information grouped and connected logically with a concluding statement or section.</p> <p>CC.1.4.3.J Create an organizational structure that includes information grouped and connected logically with a concluding statement or section.</p> <p>CC.1.4.3.K Use a variety of words and sentence types to appeal to the audience.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.4.3.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.5.3.E Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>
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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)	<p>CC.1.2.3.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</p> <p>CC.1.3.3.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p> <p>CC.1.4.3.D Create an organizational structure that includes information grouped and connected logically with a concluding statement or section.</p> <p>CC.1.4.3.K Use a variety of words and sentence types to appeal to the audience.</p> <p>CC.1.4.3.O</p>
6-a	Imitates blowing 2 times (e.g., bubbles, candles, balloons)	
6-b	Imitates 5 common gestures (e.g., shrugging shoulders, thumbs up, finger to closed lips)	
6-c	Imitates turning a page in a book	
6-d	Imitates 5 actions with a specific object selected from an array of 2 (e.g., imitates hugging puppy from an array of a doll and a puppy)	
6-e	Imitates pulling 5 different items apart (e.g., Duplos, Kid K’Nex, lids on containers)	

		<p>Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>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.</p> <p>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.</p> <p>CC.1.4.3.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>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.</p>
7-M	Imitates 20 different fine motor actions when prompted, Do this (e.g., wiggling fingers, pinching, making a fist, making a butterfly)	<p>CC.1.1.3.E Read with accuracy and fluency to support comprehension:</p> <ul style="list-style-type: none">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. <p>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.</p> <p>CC.1.4.3.D Create an organizational structure that includes information grouped and connected logically with a concluding statement or section.</p> <p>CC.1.4.3.K Use a variety of words and sentence types to appeal to the audience.</p> <p>CC.1.4.3.M Write narratives to develop real or imagined experiences or events.</p> <p>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.</p> <p>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.</p> <p>CC.1.4.3.Q Choose words and phrases for effect.</p> <p>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.</p>
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)	<p>CC.1.1.3.E Read with accuracy and fluency to support comprehension:</p> <ul style="list-style-type: none">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. <p>CC.1.2.3.A Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>CC.1.2.3.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</p> <p>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.</p> <p>CC.1.4.3.A Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>CC.1.4.3.D Create an organizational structure that includes information grouped and connected logically with a concluding statement or section.</p> <p>CC.1.4.3.K Use a variety of words and sentence types to appeal to the audience.</p> <p>CC.1.4.3.M Write narratives to develop real or imagined experiences or events.</p>
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)	

		<p>CC.1.4.3.Q Choose words and phrases for effect.</p> <p>CC.1.4.3.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.2.1.3.B.1 Apply place value understanding and properties of operations to perform multi-digit arithmetic.</p> <p>CC.2.2.3.A.1 Represent and solve problems involving multiplication and division.</p> <p>CC.2.2.3.A.2 Understand properties of multiplication and the relationships between multiplication and division.</p> <p>CC.2.2.3.A.4 Solve problems involving the four operations, and identify and explain patterns in arithmetic.</p> <p>CC.2.3.3.A.1 Identify, compare, and classify shapes and their attributes.</p>
9-M	Spontaneously imitates 5 functional skills in the natural environment (e.g., eating with a spoon, putting on a coat, removing shoes)	<p>CC.1.4.3.D Create an organizational structure that includes information grouped and connected logically with a concluding statement or section</p> <p>CC.1.4.3.J Create an organizational structure that includes reasons linked in a logical order with a concluding statement or section.</p> <p>CC.1.4.3.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>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.</p>
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”)	<p>CC.1.2.3.E Use text features and search tools to locate and interpret information.</p> <p>CC.1.4.3.J Create an organizational structure that includes reasons linked in a logical order with a concluding statement or section.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.5.3.E Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p>CC.2.2.3.A.2 Understand properties of multiplication and the relationship between multiplication and division.</p> <p>CC.2.2.3.A.4 Solve problems involving the four operations, and identify and explain patterns in arithmetic.</p>
10-a	Imitates building items or the construction of a toy set (e.g., Legos, a train set, Lincoln Logs)	
10-b	Imitates 5 sequences of multi-step functional self-care skills (e.g., brushing teeth, washing face, putting on shoes)	
10-c	Imitates 5 functional activities of daily living skills (e.g., setting the table, sweeping the floor)	
10-d	Demonstrates delayed imitation of adult behavior in pretend play (e.g., driving a car, typing)	
10-e	Imitates 50 different motor behaviors on command	

ECHOIC LEVEL 1		
Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
	Intentionally left blank	CC.1.5.3.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	Selects 5 different foods or drinks when each are presented in an array of 5 (with 4 non-food or non-drink items) and asked the verbal fill-ins You eat... and You drink...	CC.1.1.3.E Read with accuracy and fluency to support comprehension: <ul style="list-style-type: none">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.
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.1.1.3.E Read with accuracy and fluency to support comprehension: <ul style="list-style-type: none">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.I Compare and contrast the most important points and key details presented in two texts on the same 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.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.
7-a	Selects an item from an array of 5 for 5 different fill-in statements containing a verb (e.g., You sleep in a...)	
7-b	Selects an item from an array of 5 for 5 different spoken associated sets of words (e.g., Shoes and...)	
7-c	Reverses 5 previously acquired associations in an LRFFC format (e.g., Shoes and..., Socks and...)	
7-d	Generalizes 10 known LRFFC responses to different tones of voice, volumes, prosody, etc.	
7-e	Generalizes 10 known LRFFC responses to new carrier phrases without training (e.g., Let's sit on a...Time to sit on a...)	
7-f	Generalizes 10 known LRFFC responses to 2 different pictures or objects (e.g., two different shoes)	
8-M	Selects the correct item from an array of 10 (or from a book) for 25 different verb-noun what, which, or who questions (e.g., What do you ride? Which one barks? Who can hop?)	
8-a	Selects an item from an array of 8 for 10 fill-in function statements (e.g., You draw with a...)	
8-b	Selects an item from an array of 8 for 10 fill-in feature statements (e.g., You find wheels on a...)	
8-c	Selects an item from an array of 8 for 10 fill-in class statements (e.g., A kind of animal is a...)	
8-d	Selects an item from an array of 8 for 10 different what questions (e.g., What do you eat?)	
8-e	Selects an item from an array of 8 for 10 different 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?)	
		CC.1.1.3.E Read with accuracy and fluency to support comprehension: <ul style="list-style-type: none">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.I 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

		<p>Read and comprehend literary fiction on grade level, reading independently and proficiently.</p> <p>CC.1.4.3.D Create an organizational structure that includes information grouped and connected logically with a concluding statement or section.</p> <p>CC.1.4.3.K Use a variety of words and sentence types to appeal to the audience.</p> <p>CC.1.4.3.N Establish a situation and introduce a narrator and/or characters.</p> <p>CC.1.4.3.Q Choose words and phrases for effect.</p> <p>CC.1.4.3.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>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.</p> <p>CC.1.4.3.V Conduct short research projects that build knowledge about a topic.</p> <p>CC.1.5.3.C Ask and answer questions about information from a speaker, offering appropriate detail.</p> <p>CC.2.2.3.A.3 Demonstrate multiplication and division fluency.</p> <p>CC.2.4.3.A.1 Solve problems involving measurement and estimation of temperature, liquid volume, mass or length.</p> <p>CC.2.4.3.A.4 Represent and interpret data using tally charts, tables, pictographs, line plots, and bar graphs.</p> <p>CC.2.4.3.A.5 Determine the area of a rectangle and apply the concept to multiplication and to addition.</p>
9-M	Selects an item given 3 different verbal statements about each item when independently presented (e.g., Find an animal. What barks? What has paws?) for 25 items	<p>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.</p> <p>CC.1.2.3.G Use information gained from text features to demonstrate understanding of a text.</p> <p>CC.1.2.3.I Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p>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.</p>
9-a	Demonstrates LRFFC class generalization with 5 examples (e.g., 5 different animals) for 10 classes	<p>CC.1.4.3.D Create an organizational structure that includes information grouped and connected logically with a concluding statement or section.</p> <p>CC.1.4.3.K Use a variety of words and sentence types to appeal to the audience.</p> <p>CC.1.4.3.Q Choose words and phrases for effect.</p> <p>CC.1.5.3.C Ask and answer questions about information from a speaker, offering appropriate detail.</p> <p>CC.2.2.3.A.2 Understand properties of multiplication and the relationship between multiplication and division.</p> <p>CC.2.2.3.A.3 Demonstrate multiplication and division fluency.</p> <p>CC.2.2.3.A.4 Solve problems involving the four operations, and identify and explain patterns in arithmetic.</p> <p>CC.2.3.3.A.1 Identify, compare, and classify shapes and their attributes.</p> <p>CC.2.4.3.A.4 Represent and interpret data using tally charts, tables, pictographs, line plots, and bar graphs.</p>
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-e	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)	<p>CC.1.4.3.J Create an organizational structure that includes reasons linked in a logical order with a concluding statement or section.</p>
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-e	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.1.4.3.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.
11-a	Selects 2 members of a class (e.g., Find two body parts.) from an array of 10, for 25 classes	
11-b	Selects 50 items from a book given any type of LRFFC task	
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.1.2.3.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.
12-a	Selects an item from an array of 10 given a color and class (e.g., a yellow animal) for 25 items	
12-b	Selects an item from an array of 10 given a shape and class (e.g., a round food) for 25 items	
12-c	Selects an item from an array of 10 given a function (e.g., color on it) and a class (e.g., art supplies) for 25 LRFFC tasks (e.g., Find something to color on from the art cabinet.)	
12-d	Selects an item from an array of 10 given a feature (e.g., wheels, wings) and a class (e.g., animals, vehicles) for 25 LRFFC tasks (e.g., Where’s a vehicle with wheels? Where’s a vehicle with wings?)	
12-e	Selects an item from an array of 10 given any adjective (but not color or shape) and a function (e.g., It’s hot and you eat it... spaghetti) for 25 LRFFC tasks	
12-f	Selects an item from an array of 10 given any adjective (but not color or shape) and a feature (e.g., It’s soft and has ears... rabbit) for 25 LRFFC tasks	
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.1.2.3.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
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?)	
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	
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	
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-e	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	<p>section.</p> <p>CC.1.4.3.I Support an opinion with reasons.</p> <p>CC.1.4.3.K Use a variety of words and sentence types to appeal to the audience.</p> <p>CC.1.4.3.N Establish a situation and introduce a narrator and/or characters.</p> <p>CC.1.4.3.Q Choose words and phrases for effect.</p> <p>CC.1.4.3.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>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.</p>
13-g	Selects a location from an array of 10 given 2 items from that location (e.g., You buy meat and bread at the...store) for 10 locations	
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 about a single topic (Where does the cow live? What does the cow eat? Who milks the cow?) for 25 different topics	<p>CC.1.2.3.B Ask and answer questions about the text and make inferences from text; refer to text to support responses.</p> <p>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.</p>
14-a	Selects all members of a class from an array of 10 when asked (e.g., Find all the clothing.) for 3 members of 25 classes	<p>CC.1.2.3.I Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p>CC.1.2.3.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</p> <p>CC.1.3.3.B Ask and answer questions about the text and make inferences from text; refer to text to support responses.</p> <p>CC.1.3.3.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p> <p>CC.1.4.3.D Create an organizational structure that includes information grouped and connected logically with a concluding statement or section.</p> <p>CC.1.4.3.I Support an opinion with reasons.</p> <p>CC.1.4.3.K Use a variety of words and sentence types to appeal to the audience.</p> <p>CC.1.4.3.M Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.3.Q Choose words and phrases for effect.</p> <p>CC.1.4.3.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>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.</p> <p>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.</p>
14-b	Selects an item from a book given a when question (e.g., When do you need a towel?) for 10 items	
14-c	Selects an item from a book given a how question (e.g., How do you get to school?) for 10 items	
14-d	Selects an item from an array of 10 given a preposition after a verb (e.g., eat with, eat at, write on, write with) for 25 verb-preposition combinations	
14-e	Selects an item when asked to find something that is different in an array of 5 (e.g., 4 spoons and 1 fork) for 25 items	
14-f	Selects an item from an array of 10 when asked What is missing? from a picture (e.g., a car without wheels, an airplane without wings) for 25 items	
15-M	Demonstrates 1000 different LRFFC responses, tested or obtained from an accumulated list of known responses	<p>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.</p>
15-a	Selects an item from an array of 10 relating to past events (e.g., Where did you go yesterday?) for 5 events	<p>CC.1.2.3.I Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p>CC.1.2.3.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</p> <p>CC.1.3.3.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p> <p>CC.1.4.3.D Create an organizational structure that includes information grouped and connected logically with a concluding statement or</p>
15-b	Selects an item relating to future events (e.g., What’s happening tomorrow?) for 5 events	
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?)	
15-d	Selects an item from an array of 10 when asked Which one is not? in an LRFFC format (e.g., Which one is not a musical instrument?) for 25 functions, features, or classes	
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?)	section. 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.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.2.2.3.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.
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INTRAVERBAL LEVEL 2		
Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
6-M	Completes 10 different fill-in-the-blank phrases of any type (e.g., song fill-ins, social games and fun fill-ins, animal or object sounds)	CC.1.1.3.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: <ul style="list-style-type: none">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.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.1.3.3.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.
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...)	

		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	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.1.2.3.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.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.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.
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.1.1.3.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: <ul style="list-style-type: none">• 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.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.
8-a	Completes 2 <i>eat</i> and 2 <i>drink</i> classification fill-ins (e.g., <i>You eat... You drink...</i>)	
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...)	

		<p>CC.1.4.3.V Conduct short research projects that build knowledge about a topic.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.2.4.3.A.2 Tell and write time to the nearest minute and solve problems by calculating time intervals.</p> <p>CC.2.4.3.A.4 Represent and interpret data using tally charts, tables, pictographs, line plots, and bar graphs.</p> <p>CC.2.4.3.A.5 Determine the area of a rectangle and apply the concept to multiplication and to addition.</p>
9-M	Answers 25 different what questions (e.g., What do you brush?)	<p>CC.1.2.3.A Determine the main idea of a text; recount the key details and explain how they support the main idea.</p>
9-a	Completes 10 different verb-noun fill-in-the-blank phrases (e.g., You ride the... You play in...)	<p>CC.1.2.3.B Ask and answer questions about the text and make inferences from text; refer to text to support responses.</p>
9-b	Spontaneously emits (no additional verbal prompts) 2 intraverbal responses	<p>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.</p>
9-c	Answers 10 different what questions with a verb as the primary SD (e.g., What do you brush?)	<p>CC.1.2.3.G Use information gained from text features to demonstrate understanding of a text.</p>
9-d	Answers 10 different what questions with a noun as the primary SD (e.g., What’s in the barn?)	<p>CC.1.2.3.H Describe how an author connects sentences and paragraphs in a text to support particular points.</p>
9-e	When asked What do you eat (or drink)? provides 2 or more members of each category	<p>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.</p>
9-f	Provides 5 novel responses to previously acquired questions (response generalization) (e.g., when asked to name an animal the child answers bear for the first time without receiving training on bear)	<p>CC.1.2.3.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</p> <p>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.</p> <p>CC.1.3.3.A Determine the central message, lesson, or moral in literary text; explain how it is conveyed in text.</p> <p>CC.1.3.3.B Ask and answer questions about the text and make inferences from text; refer to text to support responses.</p> <p>CC.1.3.3.C Describe characters in a story and explain how their actions contribute to the sequence of events.</p> <p>CC.1.3.3.D Explain the point of view of the author.</p> <p>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.</p> <p>CC.1.4.3.D Create an organizational structure that includes information grouped and connected logically with a concluding statement or section.</p> <p>CC.1.4.3.J Create an organizational structure that includes reasons linked in a logical order with a concluding statement or section.</p> <p>CC.1.4.3.K Use a variety of words and sentence types to appeal to the audience.</p> <p>CC.1.4.3.N</p>

		<p>Establish a situation and introduce a narrator and/or characters.</p> <p>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.</p> <p>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.</p> <p>CC.1.4.3.Q Choose words and phrases for effect.</p> <p>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.</p> <p>CC.1.4.3.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>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.</p> <p>CC.1.4.3.V Conduct short research projects that build knowledge about a topic.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.5.3.E Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p>CC.2.2.3.A.3 Demonstrate multiplication and division fluency.</p> <p>CC.2.4.3.A.2 Tell and write time to the nearest minute and solve problems by calculating time intervals.</p> <p>CC.2.4.3.A.3 Solve problems and make change involving money using a combination of coins and bills.</p> <p>CC.2.4.3.A.4 Represent and interpret data using tally charts, tables, pictographs, line plots, and bar graphs.</p> <p>CC.2.4.3.A.5 Determine the area of a rectangle and apply the concept to multiplication and to addition.</p> <p>CC.2.4.3.A.6 Solve problems involving perimeters of polygons and distinguish between linear and area measures.</p>
10-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: <ul style="list-style-type: none">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.
10-a	Answers 5 different where questions (e.g., Where are your videos?).	CC.1.2.3.A Determine the main idea of a text; recount the key details and explain how they support the main idea.
10-b	Answers 5 different who questions (e.g., Who is your teacher?)	CC.1.2.3.B Ask and answer questions about the text and make inferences from text; refer to text to support responses.
10-c	Demonstrates 2 untrained intraverbal responses (e.g., responds flower when someone says daisy)	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.
10-d	Answers 10 different class questions (e.g., What animals do you like? What toys do you like?)	CC.1.2.3.G
10-e	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.)	

		<p>Use information gained from text features to demonstrate understanding of a text.</p> <p>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.</p> <p>CC.1.2.3.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</p> <p>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.</p> <p>CC.1.3.3.B Ask and answer questions about the text and make inferences from text; refer to text to support responses.</p> <p>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.</p> <p>CC.1.4.3.D Create an organizational structure that includes information grouped and connected logically with a concluding statement or section.</p> <p>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.</p> <p>CC.1.4.3.K Use a variety of words and sentence types to appeal to the audience.</p> <p>CC.1.4.3.N Establish a situation and introduce a narrator and/or characters.</p> <p>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.</p> <p>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.</p> <p>CC.1.4.3.Q Choose words and phrases for effect.</p> <p>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.</p> <p>CC.1.4.3.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>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.</p> <p>CC.1.4.3.V Conduct short research projects that build knowledge about a topic.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.5.3.E Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p>CC.2.2.3.A.3 Solve problems and make change involving money using a combination of coins and bills.</p> <p>CC.2.4.3.A.4</p>
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		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.
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INTRAVERBAL LEVEL 3		
Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
11-M	Spontaneously emits 20 intraverbal comments (can be part mand) (e.g., dad says I’m going to the car, and the child spontaneously says I want to go for a ride!)	CC.1.2.3.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.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.
11-a	Completes 10 two-component (noun-verb) fill-ins (e.g., For breakfast you eat... For lunch you eat...)	
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 computer...Daddy 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.1.2.3.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.F
12-a	Provides at least 3 members of 10 classes (e.g., What do you see on a playground?)	
12-b	Answers 25 multiple choice questions (e.g., Does a fish live in the water or in trees?)	

12-c	Provides 10 categories when given several members (e.g., a horse, cow, and pig are all...)	<p>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.</p> <p>CC.1.3.3.B</p> <p>Ask and answer questions about the text and make inferences from text; refer to text to support responses.</p> <p>CC.1.3.3.E</p> <p>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.</p> <p>CC.1.3.3.K</p> <p>Read and comprehend literary fiction on grade level, reading independently and proficiently.</p> <p>CC.1.4.3.A</p> <p>Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>CC.1.4.3.B</p> <p>Identify and introduce the topic.</p> <p>CC.1.4.3.C</p> <p>Develop the topic with facts, definitions, details, and illustrations, as appropriate.</p> <p>CC.1.4.3.D</p> <p>Create an organizational structure that includes information grouped and connected logically with a concluding statement or section.</p> <p>CC.1.4.3.G</p> <p>Write opinion pieces on familiar topics or texts.</p> <p>CC.1.4.3.H</p> <p>Introduce the topic and state an opinion on the topic.</p> <p>CC.1.4.3.I</p> <p>Support an opinion with reasons.</p> <p>CC.1.4.3.J</p> <p>Create an organizational structure that includes reasons linked in a logical order with a concluding statement or section.</p> <p>CC.1.4.3.K</p> <p>Use a variety of word and sentence types to appeal to the audience.</p> <p>CC.1.4.3.M</p> <p>Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.3.O</p> <p>Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>CC.1.4.3.P</p> <p>Organize an event sequence that unfolds naturally, using temporal words and phrases to signal event order; provide a sense of closure.</p> <p>CC.1.4.3.Q</p> <p>Choose words and phrases for effect.</p> <p>CC.1.4.3.T</p> <p>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>CC.1.4.3.U</p> <p>With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p> <p>CC.1.4.3.W</p> <p>Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>CC.1.4.3.X</p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.</p> <p>CC.1.5.3.A</p> <p>Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others’ ideas and expressing their own clearly.</p> <p>CC.1.5.3.B</p> <p>Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally.</p> <p>CC.1.5.3.D</p> <p>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.</p> <p>CC.1.5.3.E</p> <p>Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p>CC.2.2.3.A.3</p> <p>Demonstrate multiplication and division fluency.</p>
12-d	Provides the name of 25 items when given a specific feature (e.g., What has wheels?)	
12-e	Provides 2 features of 10 items when given their names (e.g., What’s on a fire truck?)	
12-f	Provides an answer to 3 emotion questions (e.g., What makes you sad? What makes you happy?)	
12-g	Provides at least 25 3+ word responses to questions (e.g., when asked What do you like to play? the child responds I like to play with cars)	

		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 house down?)	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.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. 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.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.T
13-a	Answers 25 questions with yes or no (e.g., Is a shoe good to eat?)	
13-b	Describes 5 locations not in view (e.g., Tell me about your bedroom?)	
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	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.)	

		<p>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.5.3.E Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p>CC.2.2.3.A.1 Represent and solve problems involving multiplication and division.</p> <p>CC.2.4.3.A.3 Solve problems and make change involving money using a combination of coins and bills.</p> <p>CC.2.4.3.A.4 Represent and interpret data using tally charts, tables, pictographs, line plots, and bar graphs.</p> <p>CC.2.4.3.A.5 Determine the area of a rectangle and apply the concept to multiplication and to addition.</p>
14-M	Describes 25 different events, videos, stories, etc. with 8+ words (e.g., Tell me what happened... The big monster scared everybody and they all ran into the house.)	<p>CC.1.2.3.A Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>CC.1.2.3.B Ask and answer questions about the text and make inferences from text; refer to text to support responses.</p> <p>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.</p> <p>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.</p> <p>CC.1.2.3.G Use information gained from text features to demonstrate understanding of a text.</p> <p>CC.1.2.3.H Describe how an author connects sentences and paragraphs in a text to support particular points.</p> <p>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.</p> <p>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.</p> <p>CC.1.2.3.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</p> <p>CC.1.3.3.A Determine the central message, lesson, or moral in literary text; explain how it is conveyed in text.</p> <p>CC.1.3.3.B Ask and answer questions about the text and make inferences from text; refer to text to support responses.</p> <p>CC.1.3.3.C Describe characters in a story and explain how their actions contribute to the sequence of events.</p> <p>CC.1.3.3.D Explain the point of view of the author.</p> <p>CC.1.3.3.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p>
14-a	Answers 25 different who, what, or where questions that contain 3 or more elements (e.g., What color is a fire truck?)	
14-b	Provides at least 3 members of 25 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?)	
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?)	

		<p>CC.1.4.3.A Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>CC.1.4.3.B Identify and introduce the topic.</p> <p>CC.1.4.3.C Develop the topic with facts, definitions, details, and illustrations, as appropriate.</p> <p>CC.1.4.3.D Create an organizational structure that includes information grouped and connected logically with a concluding statement or section.</p> <p>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.</p> <p>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.</p> <p>CC.1.4.3.I Support an opinion with reasons.</p> <p>CC.1.4.3.J Create an organizational structure that includes reasons linked in a logical order with a concluding statement or section.</p> <p>CC.1.4.3.K Use a variety of words and sentence types to appeal to the audience.</p> <p>CC.1.4.3.L Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>CC.1.4.3.M Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.3.N Establish a situation and introduce a narrator and/or characters.</p> <p>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.</p> <p>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.</p> <p>CC.1.4.3.Q Choose words and phrases for effect.</p> <p>CC.1.4.3.R Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>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.</p> <p>CC.1.4.3.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>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.</p> <p>CC.1.4.3.V Conduct short research projects that build knowledge about a topic.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>
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		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 do you go to school? What do you take to school?)	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.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.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.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.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.
15-a	Answers 10 questions about community helpers (e.g., What does a doctor do?)	
15-b	Answers 25 different questions that contain 4 or more parts of speech (e.g., What tool do you need to pound nails?)	
15-c	Takes turns adding to a story started by others (e.g., And then he saw a boat...)	
15-d	Answers 5 different how questions (e.g., How do you fix the hole?)	
15-e	Provides last name when asked (e.g., Harrison)	
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	

		<p>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.</p> <p>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.</p> <p>CC.1.4.3.Q Choose words and phrases for effect.</p> <p>CC.1.4.3.R Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>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.</p> <p>CC.1.4.3.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>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.</p> <p>CC.1.4.3.V Conduct short research projects that build knowledge about a topic.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.5.3.E Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p>CC.2.2.3.A.3 Demonstrate multiplication and division fluency.</p> <p>CC.2.4.3.A.2 Tell and write time to the nearest minute and solve problems by calculating time intervals.</p> <p>CC.2.4.3.A.3 Solve problems and make change involving money using a combination of coins and bills.</p>
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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	<p>CC.1.4.3.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>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.</p> <p>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.</p>
6-a	Adjusts to separation from parents (e.g., does not cry when parents leave)	
6-b	Sits at a snack or lunch table when physically prompted for 1 minute	
6-c	Lines up with other children when physically prompted	
6-d	Demonstrates general compliance for all classroom aides	

7-M	Puts away personal items, lines up, and comes to a table with only 1 verbal prompt	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.
7-a	Does not attempt to move away from a peer when seated next to him	
7-b	Puts away personal items (e.g., coat, backpack, lunch box) with gestural and verbal prompts	
7-c	Goes to and sits at a table with other children with only verbal prompts	
7-d	Cooperates with hand washing with physical assistance	
7-e	Does not engage in negative behavior toward a peer when seated next to him	
8-M	Transitions between classroom activities with no more than 1 gestural or verbal prompt	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.
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	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.
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	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.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.
10-a	Gets lunch with only verbal prompts	
10-b	Puts away backpack, lunch box, or coat upon entering the classroom with group prompts	
10-c	Imitates group activities with objects (e.g., tapping sticks together, shaking a maraca)	
10-d	Gets out and opens most snack/lunch items independently	
10-e	Verbally responds in a group setting 2 times during a 5 minute session	
10-f	Imitates peers doing a song or activity in a group setting 2 times in a 5 minute session	
10-g	Will sit on the toilet without negative behavior when prompted, but may not eliminate	

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 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.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.
11-a	Sits or stands at an arts and crafts or activity table for 5 minutes without disruptive behavior	
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 (e.g., Everybody stand up. Does anyone have a red shirt on?)	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.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.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.
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	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.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.
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-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.1.4.3.D Create an organizational structure that includes information grouped and connected logically with a concluding statement or 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.
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-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. 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.
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-e	Keeps hands to self in a group setting	
15-f	Raises hand to indicate he knows the answer to a question during a group	
15-g	Completes 2 independent worksheets without prompts at a table with 3 other children	
15-h	Sits in a school assembly for 20 minutes without disruptive behavior	

LINGUISTIC STRUCTURE LEVEL 2		
Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards

6-M	The child’s articulation of 10 tacts can be understood by familiar adults who cannot see the item tacted	<p>CC.1.2.3.A Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>CC.1.2.3.B Ask and answer questions about the text and make inferences from text; refer to text to support responses.</p> <p>CC.1.3.3.B Ask and answer questions about the text and make inferences from text; refer to text to support responses.</p> <p>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.</p> <p>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).</p> <p>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.</p> <p>CC.1.4.3.A Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>CC.1.4.3.B Identify and introduce the topic.</p> <p>CC.1.4.3.D Create an organizational structure that includes information grouped and connected logically with a concluding statement or section.</p> <p>CC.1.4.3.F Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>CC.1.4.3.I Support an opinion with reasons.</p> <p>CC.1.4.3.K Use a variety of words and sentence types to appeal to the audience.</p> <p>CC.1.4.3.M Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.3.N Establish a situation and introduce a narrator and/or characters.</p> <p>CC.1.4.3.Q Choose words and phrases for effect.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.5.3.C Ask and answer questions about information from a speaker, offering appropriate detail.</p> <p>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.</p> <p>CC.1.5.3.E Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>
7-M	Has a total listener vocabulary of 100 words (e.g., Touch nose. Jump. Find keys.)	<p>CC.1.1.3.E Read with accuracy and fluency to support comprehension:</p> <ul style="list-style-type: none">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-a	Uses recognizable words more frequently than jargon	<p>CC.1.2.3.A Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>CC.1.2.3.B Ask and answer questions about the text and make inferences from text; refer to text to support responses.</p> <p>CC.1.3.3.B</p>
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)	

		<p>Ask and answer questions about the text and make inferences from text; refer to text to support responses.</p> <p>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.</p> <p>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).</p> <p>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.</p> <p>CC.1.4.3.A Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>CC.1.4.3.B Identify and introduce the topic.</p> <p>CC.1.4.3.D Create an organizational structure that includes information grouped and connected logically with a concluding statement or section.</p> <p>CC.1.4.3.E Choose words and phrases for effect.</p> <p>CC.1.4.3.I Support an opinion with reasons.</p> <p>CC.1.4.3.J Create an organizational structure that includes reasons linked in a logical order with a concluding statement or section.</p> <p>CC.1.4.3.K Use a variety of words and sentence types to appeal to the audience.</p> <p>CC.1.4.3.M Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.3.N Establish a situation and introduce a narrator and/or characters.</p> <p>CC.1.4.3.Q Choose words and phrases for effect.</p> <p>CC.1.4.3.R Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.5.3.C Ask and answer questions about information from a speaker, offering appropriate detail.</p> <p>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.</p> <p>CC.1.5.3.E Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>
8-M	Emits 10 different 2-word utterances per day of any type except echoic (e.g., mand, tact)	CC.1.2.3.A
8-a	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.
8-b	Emits 2-word noun-verb or verb-noun mands or tacts (e.g., Pour juice. Baby crying.)	CC.1.2.3.B
8-c	Adjusts volume of voice on command (e.g., whispers and uses loud voice)	Ask and answer questions about the text and make inferences from text; refer to text to support responses.
8-d	Echoes 10 different rhythms, intonations, or pitches	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,

		<p>emphasize aspects of a character or setting).</p> <p>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.</p> <p>CC.1.4.3.A Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>CC.1.4.3.B Identify and introduce the topic.</p> <p>CC.1.4.3.D Create an organizational structure that includes information grouped and connected logically with a concluding statement or section.</p> <p>CC.1.4.3.E Choose words and phrases for effect.</p> <p>CC.1.4.3.I Support an opinion with reasons.</p> <p>CC.1.4.3.K Use a variety of words and sentence types to appeal to the audience.</p> <p>CC.1.4.3.M Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.3.N Establish a situation and introduce a narrator and/or characters.</p> <p>CC.1.4.3.Q Choose words and phrases for effect.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.5.3.C Ask and answer questions about information from a speaker, offering appropriate detail.</p> <p>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.</p> <p>CC.1.5.3.E Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>
9-M	Emits functional prosody (i.e., rhythm, stress, intonation) on 5 occasions in one day (e.g., puts emphasis or stress on certain words at appropriate times such as, It’s MINE!)	CC.1.1.3.E Read with accuracy and fluency to support comprehension: <ul style="list-style-type: none">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.
9-a	Consistently emits the initial consonants of words	CC.1.4.3.E Choose words and phrases for effect.
9-b	Emits 2-word mands for possession (e.g., My cookie. That’s mine.)	CC.1.4.3.R Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.
9-c	Emits 2-word mands or tacts for location (e.g., Come here. There’s Thomas.)	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.
9-d	Emits 2-word mands for negation or refusal (e.g., No Barney. No shoes. No more.)	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.
9-e	Combines 2 words to make a novel word or phrase (e.g., Miss Betty)	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	Has a total speaker vocabulary of 300 words (all verbal operants except echoic)	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: <ul style="list-style-type: none">• 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 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 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.
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?)	

		<p>CC.1.4.3.M Write narratives to develop real or imagined experiences or events.</p> <p>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.</p> <p>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.</p> <p>CC.1.4.3.Q Choose words and phrases for effect.</p> <p>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</p> <p>CC.1.4.3.V Conduct short research projects that build knowledge about a topic.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.5.3.C Ask and answer questions about information from a speaker, offering appropriate detail.</p> <p>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.</p> <p>CC.1.5.3.E Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>
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LINGUISTIC STRUCTURE LEVEL 3		
Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
11-M	Emits noun inflections by combining 10 root nouns with suffixes for plurals (e.g., dog vs. dogs) and 10 root nouns with suffixes for possession (e.g., dog’s collar vs. cat’s collar)	<p>CC.1.2.3.G Use information gained from text features to demonstrate understanding of a text.</p> <p>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.</p> <p>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.</p> <p>CC.1.4.3.D Create an organizational structure that includes information grouped and connected logically with a concluding statement or section.</p> <p>CC.1.4.3.E Choose words and phrases for effect.</p> <p>CC.1.4.3.F Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p>
11-a	Emits auxiliary (helping) verbs in a tact or mand carrier phrase (e.g., do, have, will, can, was)	
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)	
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)	

		<p>CC.1.4.3.L Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>CC.1.4.3.R Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.5.3.C Ask and answer questions about information from a speaker, offering appropriate detail.</p> <p>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.</p> <p>CC.1.5.3.E Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p>CC.1.5.3.G Demonstrate command of the conventions of standard English when speaking based on grade 3 level and content.</p>
12-M	Emits verb inflections by combining 10 root verbs with affixes for regular past tense (e.g., played) and 10 root verbs with affixes for future tense (e.g., will play)	<p>CC.1.3.3.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.</p>
12-a	Uses is and am appropriately with verbs (e.g., I am eating. The dog is barking.)	<p>CC.1.4.3.D Create an organizational structure that includes information grouped and connected logically with a concluding statement or section.</p> <p>CC.1.4.3.E Choose words and phrases for effect.</p> <p>CC.1.4.3.F Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>CC.1.4.3.L Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>CC.1.4.3.R Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.5.3.C Ask and answer questions about information from a speaker, offering appropriate detail.</p> <p>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.</p> <p>CC.1.5.3.E Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p>CC.1.5.3.G Demonstrate command of the conventions of standard English when speaking based on grade 3 level and content.</p>
12-b	Emits conjunctions to combine words and phrases (e.g., and, or, but)	
12-c	Emits some irregular past tense verbs appropriately (e.g., dug, ran, built)	
12-d	Emits 2-word noun-verb or verb-noun mands or tacts (e.g., Pour juice. Baby crying.)	
12-e	Emits present participle inflection with “verb-ing” (e.g., running, playing, swimming)	
13-M	Emits 10 different noun phrases containing at least 3 words, with 2 modifiers (e.g., adjectives, prepositions, pronouns) (e.g., He’s my puppet. I want chocolate ice cream.)	<p>CC.1.2.3.A Determine the main idea of a text; recount the key details and explain how they support the main idea.</p>
13-a	Speaks in 3-5 word sentences	<p>CC.1.2.3.B Ask and answer questions about the text and make inferences from text; refer to text to support responses.</p> <p>CC.1.2.3.G Use information gained from text features to demonstrate understanding of a text.</p> <p>CC.1.2.3.H Demonstrate how an author connects sentences and paragraphs in a text to support particular points.</p>
13-b	Emits prepositional phrases (e.g., on the table, in the house), but may not discriminate between prepositional pairs (e.g., on vs. under; in vs. out)	
13-c	Emits adjectives to modify nouns (e.g., blue train, chocolate cookie)	

13-d	Emits contractions in a mand, tact, or intraverbal context (e.g., can’t, don’t, won’t)	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 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. 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,
13-e	Emits pronouns to modify nouns (e.g., My shoes. Your cup.)	

		<p>including visually, quantitatively, and orally.</p> <p>CC.1.5.3.C Ask and answer questions about information from a speaker, offering appropriate detail.</p> <p>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.</p> <p>CC.1.5.3.E Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p>CC.1.5.3.G Demonstrate command of the conventions of standard English when speaking based on grade 3 level and content.</p>
14-M	Emits 10 different verb phrases containing at least 3 words, with 2 modifiers (e.g., adverbs, prepositions, pronouns) (e.g., Push me hard. Go up the steps.)	<p>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.</p> <p>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.</p> <p>CC.1.4.3.D Create an organizational structure that includes information grouped and connected logically with a concluding statement or section.</p> <p>CC.1.4.3.F Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>CC.1.4.3.J Create an organizational structure that includes reasons linked in a logical order with a concluding statement or section.</p> <p>CC.1.4.3.L Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>CC.1.4.3.R Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>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.</p> <p>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.</p> <p>CC.1.5.3.C Ask and answer questions about information from a speaker, offering appropriate detail.</p> <p>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.</p> <p>CC.1.5.3.E Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p>CC.1.5.3.G Demonstrate command of the conventions of standard English when speaking based on grade 3 level and content.</p>
14-a	Adjectives usually precede nouns when appropriate (e.g., a big boat vs. a boat big)	
14-b	Verbs agree with the subjects in person (e.g., he was laughing vs. he were laughing)	
14-c	Verbs agree with the subjects in number (e.g., Joey is home vs. Joey are home)	
14-d	Emits adjective inflections with the comparative suffixes “er” and “est” (e.g., good, better, best)	
14-e	Emits adverbs to modify verbs (e.g., Go fast. It’s slow.)	
15-M	Combines noun and verb phrases to produce 10 different syntactically correct clauses or sentences containing at least 5 words (e.g., The dog licked my face.)	<p>CC.1.2.3.G Use information gained from text features to demonstrate understanding of a text.</p> <p>CC.1.2.3.H Describe how an author connects sentences and paragraphs in a text to support particular points.</p> <p>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.</p> <p>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.</p> <p>CC.1.3.3.A Determine the central message, lesson, or moral in literary text; explain how it is conveyed in text.</p> <p>CC.1.3.3.C Describe characters in a story and explain how their actions contribute to the sequence of events.</p> <p>CC.1.3.3.D Explain the point of view of the author.</p> <p>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.</p> <p>CC.1.4.3.D</p>
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-c	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-e	Uses quantification in a sentence (e.g., always, never, sometimes)	
15-f	Uses demonstratives in a sentence (e.g., this that, these, those)	
15-g	Emits words that describe the certainty of other words (e.g., I think... I’m sure... maybe)	

		<p>Create an organizational structure that includes information grouped and connected logically with a concluding statement or section.</p> <p>CC.1.4.3.E Choose words and phrases for effect.</p> <p>CC.1.4.3.F Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>CC.1.4.3.I Support an opinion with reasons.</p> <p>CC.1.4.3.J Create an organizational structure that includes reasons linked in a logical order with a concluding statement or section.</p> <p>CC.1.4.3.L Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>CC.1.4.3.N</p>
READING LEVEL 3		
Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
11-M	Attends to a book when a story is being read to him for 75% of the time	<p>CC.1.1.3.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.</p> <p>CC.1.2.3.A Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>CC.1.2.3.B Ask and answer questions about the text and make inferences from text; refer to text to support responses.</p> <p>CC.1.2.3.D Explain the point of view of the author.</p> <p>CC.1.2.3.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</p> <p>CC.1.2.3.G Use information gained from text features to demonstrate understanding of a text.</p> <p>CC.1.2.3.H Describe how an author connects sentences and paragraphs in a text to support particular points.</p> <p>CC.1.3.3.A Determine the central message, lesson, or moral in literary text; explain how it is conveyed in text.</p> <p>CC.1.3.3.B Ask and answer questions about the text and make inferences from text; refer to text to support responses.</p> <p>CC.1.3.3.C Describe characters in a story and explain how their actions contribute to the sequence of events.</p> <p>CC.1.3.3.D Explain the point of view of the author.</p> <p>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.</p> <p>CC.1.3.3.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p> <p>CC.1.4.3.I Support an opinion with reasons.</p> <p>CC.1.4.3.M Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.3.O Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences or events or show the response of characters to situations.</p> <p>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.</p> <p>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</p> <p>CC.1.4.3.W</p>
11-a	Turns pages and looks at books for 30 seconds	
11-b	Mands to be read stories from books	
11-c	Touches pictures in books that correspond to the story (e.g., Where’s the big bad wolf?)	

		<p>Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>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.</p> <p>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.</p> <p>CC.1.5.3.E Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>
12-M	Selects (LDs) the correct uppercase letter from an array of 5 letters, for 10 different letters	<p>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.</p> <p>CC.1.1.3.E Read with accuracy and fluency to support comprehension:</p> <ul style="list-style-type: none">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.
12-a	Completes an ABC inset puzzle without prompts	<p>CC.1.2.3.D Explain the point of view of the author.</p> <p>CC.1.2.3.G Use information gained from text features to demonstrate understanding of a text.</p> <p>CC.1.2.3.H Describe how an author connects sentences and paragraphs in a text to support particular points.</p> <p>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.</p> <p>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.</p> <p>CC.1.3.3.A Demonstrate the central message, lesson, or moral in a literary text; explain how it is conveyed in a text.</p> <p>CC.1.3.3.C Describe characters in a story and explain how their actions contribute to the sequence of events.</p> <p>CC.1.3.3.D Explain the point of view of the author.</p> <p>CC.1.3.3.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p> <p>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.</p>
12-b	Recites 5 letters from the alphabet with a starting prompt (e.g., A B...)	
12-c	Has a favorite book, and can provide the name of it by seeing the pictures on the cover	
12-d	Tacts pictures in books while an adult reads the story	
12-e	Matches to sample all uppercase letters	
		<p>CC.1.2.3.D Explain the point of view of the author.</p> <p>CC.1.2.3.G Use information gained from text features to demonstrate understanding of a text.</p> <p>CC.1.2.3.H Describe how an author connects sentences and paragraphs in a text to support particular points.</p> <p>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.</p> <p>CC.1.3.3.A Demonstrate the central message, lesson or moral in literary text; explain how it is conveyed in text.</p> <p>CC.1.3.3.C Describe characters in a story and explain how their actions contribute to the sequence of events.</p> <p>CC.1.3.3.D Explain the point of view of the author.</p> <p>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.</p> <p>CC.1.3.3.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p>
13-M	Tacts 10 uppercase letters on command	<p>CC.1.2.3.G Use information gained from text features to demonstrate understanding of a text.</p> <p>CC.1.2.3.H Describe how an author connects sentences and paragraphs in a text to support particular points.</p> <p>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.</p> <p>CC.1.3.3.A Determine the central message, lesson or moral in literary text; explain how it is conveyed in text.</p> <p>CC.1.3.3.C Describe characters in a story and explain how their actions contribute to the sequence of events.</p> <p>CC.1.3.3.D Explain the point of view of the author.</p> <p>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.</p> <p>CC.1.3.3.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p>
13-a	Recites (or sings) the whole alphabet with only a verbal prompt to do so	<p>CC.1.1.3.E Read with accuracy and fluency to support comprehension:</p>
13-b	Mands for what written words say (e.g., What word is that?)	
13-c	Pretends to read a book	
13-d	Discriminates as a listener (LDs) his own name from an array of 3 written names	
13-e	Looks at the written words, rather than just the pictures when stories are being read to him	
14-M	Reads his own name	<p>CC.1.1.3.E Read with accuracy and fluency to support comprehension:</p>
14-a	Discriminates among most uppercase letters (but may confuse some; e.g., M and N; P and R)	

14-b	Matches 5 word cards to the same word written on paper	<ul style="list-style-type: none">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.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.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.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.
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	
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)	
15-a	Indicates if 2 words rhyme or not for 10 different rhymes (e.g., cat and hat vs. cat and book)	CC.1.1.3.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: <ul style="list-style-type: none">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.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.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.
15-b	Tacts most uppercase letters (may confuse those that look similar; e.g., M and N; P and R)	
15-c	Matches 10 lower case letters to uppercase letters	
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
11-M	Imitates 5 different writing actions modeled by an adult using a writing instrument and writing surface	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.
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	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.1.4.3.E Choose words and phrases for effect. 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.
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.1.4.3.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.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.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.
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	
		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,
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	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 Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.
14-b	Colors in pictures in coloring books and mostly stays within the lines	CC.1.4.3.G Write opinion pieces on familiar topics or texts.
14-c	Copies numbers 1-10 legibly on lined paper	CC.1.4.3.H Introduce the topic and state an opinion on the topic.
14-d	Copies 10 upper case and 10 lower case letters legibly on lined paper	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 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 Identify and introduce the topic.
15-b	Legibly writes 10 letters or numbers when dictated	CC.1.4.3.C Develop the topic with facts, definitions, details, and illustrations, as appropriate.
15-c	Copies 5 simple words legibly	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

		<p>each successive part builds upon earlier sections.</p> <p>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).</p> <p>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.</p> <p>CC.1.4.3.E Choose words and phrases for effect.</p> <p>CC.1.4.3.F Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>CC.1.4.3.G Write opinion pieces on familiar topics or texts.</p> <p>CC.1.4.3.H Introduce the topic and state an opinion on the topic.</p> <p>CC.1.4.3.I Support an opinion with reasons.</p> <p>CC.1.4.3.J Create an organizational structure that includes reasons linked in a logical order with a concluding statement or section.</p> <p>CC.1.4.3.K Use a variety of words and sentence types to appeal to the audience.</p> <p>CC.1.4.3.M Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.3.Q Choose words and phrases for effect.</p> <p>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.</p> <p>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.</p> <p>CC.2.4.3.A.1 Solve problems involving measurement and estimation of temperature, liquid volume, mass or length.</p> <p>CC.2.4.3.A.2 Tell and write time to the nearest minute and solve problems by calculating time intervals.</p> <p>CC.2.4.3.A.4 Represent and interpret data using tally charts, tables, pictographs, line plots, and bar graphs.</p> <p>CC.2.4.3.A.5 Determine the area of a rectangle and apply the concept to multiplication and to addition.</p> <p>CC.2.4.3.A.6 Solve problems involving perimeters of polygons and distinguish between linear and area measures.</p>
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MATH LEVEL 3		
Skill	VB MAPP Milestones & Task Analysis	PA Core Standards
11-M	Identifies as a listener the numbers 1-5 in an array of 5 different numbers	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.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
11-a	Rote counts to 5 with a verbal starter prompt (e.g., count 1, 2, ...)	
11-b	Arranges objects by size (e.g., small, medium, and large blocks)	
11-c	Distinguishes between 1 and 2 items as a listener (e.g., Where are 2 boats?)	
11-d	Distinguishes between 1 and 2 items as a mand (e.g., I want 2 cookies.)	
11-e	Matches to sample the numbers 1-10 (e.g., puts the number 4 with the number 4)	

		<p>Solve problems involving the four operations, and identify and explain patterns in arithmetic.</p> <p>CC.2.4.3.A.1 Solve problems involving measurement and estimation of temperature, liquid volume, mass or length.</p> <p>CC.2.4.3.A.2 Tell and write time to the nearest minute and solve problems by calculating time intervals.</p> <p>CC.2.4.3.A.3 Solve problems involving money and make change using a combination of coins and bills.</p> <p>CC.2.4.3.A.4 Represent and interpret data using tally charts, tables, pictographs, line plots, and bar graphs.</p> <p>CC.2.4.3.A.5 Determine the area of a rectangle and apply the concept to multiplication and to addition.</p> <p>CC.2.4.3.A.6 Solve problems involving perimeters of polygons and distinguish between linear and area measures.</p>
12-M	Tacts the numbers 1-5	<p>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.</p>
12-a	Distinguishes between 1 and 2 items as a tact (e.g., How many shoes do you have?)	<p>CC.2.1.3.B.1 Apply place value understanding and properties of operations to perform multi-digit arithmetic.</p> <p>CC.2.2.3.A.1 Represent and solve problems involving multiplication and division.</p> <p>CC.2.2.3.A.2 Understand properties of multiplication and the relationship between multiplication and division.</p> <p>CC.2.2.3.A.3 Demonstrate multiplication and division fluency.</p> <p>CC.2.2.3.A.4 Solve problems involving the four operations, and identify and explain patterns in arithmetic.</p> <p>CC.2.4.3.A.1 Solve problems involving measurement and estimation of temperature, liquid volume, mass or length.</p> <p>CC.2.4.3.A.2 Tell and write time to the nearest minute and solve problems by calculating time intervals.</p> <p>CC.2.4.3.A.3 Solve problems involving money and make change using a combination of coins and bills.</p> <p>CC.2.4.3.A.4 Represent and interpret data using tally charts, tables, pictographs, line plots, and bar graphs.</p> <p>CC.2.4.3.A.5 Determine the area of a rectangle and apply the concept to multiplication and to addition.</p> <p>CC.2.4.3.A.6 Solve problems involving perimeters of polygons and distinguish between linear and area measures.</p>
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.)	<p>CC.2.1.3.B.1 Apply place value understanding and properties of operations to perform multi-digit arithmetic.</p>
13-a	Provides age when asked	<p>CC.2.2.3.A.1 Represent and solve problems involving multiplication and division.</p> <p>CC.2.2.3.A.2 Understand properties of multiplication and the relationship between multiplication and division.</p> <p>CC.2.2.3.A.3 Demonstrate multiplication and division fluency.</p> <p>CC.2.2.3.A.4 Solve problems involving the four operations, and identify and explain patterns in arithmetic.</p> <p>CC.2.4.3.A.1 Solve problems involving measurement and estimation of temperature, liquid volume, mass or length.</p> <p>CC.2.4.3.A.2 Tell and write time to the nearest minute and solve problems by calculating time intervals.</p> <p>CC.2.4.3.A.3 Solve problems involving money and make change using a combination of coins and bills.</p> <p>CC.2.4.3.A.4 Represent and interpret data using tally charts, tables, pictographs, line plots, and bar graphs.</p> <p>CC.2.4.3.A.5 Determine the area of a rectangle and apply the concept to multiplication and to addition.</p> <p>CC.2.4.3.A.6 Solve problems involving perimeters of polygons and distinguish between linear and area measures.</p>
13-b	Counts out up to 3 items given the verbal prompt How many? and the related set of items	
13-c	Identifies as a listener (LDs) the number of items (e.g., Which picture has 2 cars?)	
13-d	Demonstrates enumeration in counting (final emphasis on correct number) for numbers 1-3	

14-M	Identifies as a listener 8 different comparisons involving measurement (e.g., show me more or less, big or little, long or short, full or empty, loud or quiet)	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 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.
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)	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.2.2.3.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.2.4.3.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-a	Performs an action a specified number of times up to 5 (e.g., Clap 3 times)	
15-b	Completes a sequence or pattern containing 2 elements (e.g., red-green; red-green...)	
15-c	Correctly Identifies (LDs) the ordinal terms “first” and “last”	
15-d	Correctly Identifies (LDs) and tacts morning time and night time	
15-e	Intraverbally responds to what number is next for numbers 1-9	
15-f	Correctly Identifies (LDs) 3 different coins, and intraverbally states what to do with money	

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. 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.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.
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, slinky, ball)	Reading: 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.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.1.4.4.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-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-e	Generalizes 2 known mands across 2 different people and 2 settings	
3-M	Generalizes 6 mands across 2 people, 2 settings, and 2 different examples of a reinforcers (e.g., mands bubbles	CC.1.2.4.J

3-a	Emits 2 spontaneous mands (no verbal prompt); — the object can be present	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, 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.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.
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	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-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)	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 explain or inform about 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.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
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)	

		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.
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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.1.2.4.E Use text structure to interpret information (e.g., chronology, comparison, cause/effect, problem/solution). 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.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.
6-a	Spontaneously emits 5 mands without an object present and without verbal prompts	
6-b	Emits 10 different mands without echoic or imitative prompts — object can be present	
6-c	Mands for 5 different missing items without prompts (except a verbal prompt)	
6-d	Generalizes 4 mands to 4 different people	
6-e	Maintains a newly acquired mand for a missing item after 24 hours of no contact with the item	

7-M	Mands for others to emit 5 different actions needed to enjoy a desired activity (e.g., open to get outside, push when on a swing)	CC.1.4.4.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.
7-a	Mands 2 times with 2 words in a phrase or sentence (e.g., Drink juice.)	CC.1.4.4.T
7-b	Mands for other individuals to emit 2 different actions with verbal prompts (e.g., go, spin)	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
7-c	Emits 2 mands to remove undesirable items or activities	CC.1.4.4.U
7-d	Demonstrates response generalization for two different mands (e.g., calls a filled cup both cup and drink; calls a dog both dog and Maggie)	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-e	Mands contain varied intonation appropriate to both positive and negative MOs 5 times	CC.1.4.4.V
7-f	Mands for help or assistance 2 times	Conduct short research projects that build knowledge through investigation of different aspects of a topic.
7-g	Demonstrates a high frequency of manding (15 in a 5 minute period)	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.
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.1.4.4.F
8-a	Mands 5 times with 2 words in a phrase or sentence	Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.
8-b	Mands for information 2 times using what questions (e.g., What’s that?)	CC.1.4.4.K
8-c	Mands with a pronoun 2 times (e.g., My train. That’s yours.)	Choose words and phrases to convey ideas precisely.
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.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 and spelling.
8-f	Mands for information 2 times using where questions (e.g., Where’s Elmo?)	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.
9-M	Spontaneously emits 15 different mands (e.g., Let’s play. Open. I want book.)	CC.1.4.4.F
9-a	Spontaneously emits 50 mands per day (can be with objects present, but without verbal prompts)	Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.
9-b	Acquires 2 mands from tact or echoic only training (e.g., sees and tacts a live giraffe, and later mands to go back to see the giraffe)	CC.1.4.4.K
9-c	Mands for information 25 times using any type of question word	Choose words and phrases to convey ideas precisely.
9-d	Mands with an adjective 5 times (e.g., big chip, red car)	CC.1.4.4.L
9-e	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.1.4.4.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.

		<p>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.</p> <p>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.</p> <p>CC.1.5.4.C Identify the reasons and evidence a speaker provides to support particular points.</p> <p>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.</p> <p>CC.1.5.4.E Differentiate between contexts that require formal English versus informal situations.</p>
10-M	Emits 10 new mands without specific mand training (e.g., spontaneously says Where kitty go? without formal mand training)	<p>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.</p> <p>CC.1.4.4.F Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>CC.1.4.4.K Choose words and phrases to convey ideas precisely.</p> <p>CC.1.4.4.L Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>CC.1.4.4.Q Choose words and phrases to convey ideas precisely.</p> <p>CC.1.4.4.R Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>CC.1.4.4.V Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p>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.</p> <p>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.</p> <p>CC.1.5.4.C Identify the reasons and evidence a speaker provides to support particular points.</p> <p>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.</p> <p>CC.1.5.4.E Differentiate between contexts that require formal English versus informal situations.</p>
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?)	<p>CC.1.2.4.E Use text structure to interpret information (e.g. chronology, comparison, cause/effect, problem/solution).</p> <p>CC.1.4.4.T With guidance and support form peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>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.</p> <p>CC.1.4.4.V</p>
11-a	Mands to peers 5 times	
11-b	Spontaneously mands for attention 5 times (e.g., Teacher! Hey! Excuse me.)	
11-c	The child emits 100 or more different mands in a one week period	
11-d	Mands contain 3-word phrases 10 times (e.g, Can I see?)	
11-e	Mands for a specific quantity of reinforcers 2 times (e.g., two gummy bears)	

		<p>Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p>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.</p> <p>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.</p> <p>CC.1.5.4.C Identify the reasons and evidence a speaker provides to support particular points.</p> <p>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.</p> <p>CC.1.5.4.E Differentiate between contexts that require formal English versus informal situations.</p> <p>CC.2.1.4.B.1 Apply place-value and numeration concepts to compare, find equivalencies, and round.</p> <p>CC.2.1.4.B.2 Use place value understanding and properties of operations to perform multi-digit arithmetic.</p> <p>CC.2.2.4.A.1 Represent and solve problems involving the four operations.</p> <p>CC.2.2.4.A.2 Develop and/or apply number theory concepts to find factors and multiples.</p> <p>CC.2.2.4.A.4 Generate and analyze patterns using one rule.</p>
12-M	Politely mands to stop an undesirable activity, or remove any aversive MO under 5 different circumstances (e.g., Please stop pushing me. No thank you. Excuse me, can you move?)	<p>CC.1.5.4.A Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others’ ideas and expressing their own clearly.</p> <p>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.</p> <p>CC.1.5.4.C Identify the reasons and evidence a speaker provides to support particular points.</p> <p>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.</p> <p>CC.1.5.4.E Differentiate between contexts that require formal English versus informal situations.</p>
12-a	Mands to remove an aversive item or activity 2 times (e.g., Let go. Give it back.)	
12-b	Mands for others to perform a two-step action 2 times (e.g., Come here and watch me.)	
12-c	Says please and thank you with indirect adult verbal prompts (e.g., What do you say?)	
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.)	<p>CC.1.2.4.J Acquire and use accurately grade-appropriately 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.</p> <p>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.</p> <p>CC.1.4.4.F Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>CC.1.4.4.G Write opinion pieces on topics or texts.</p> <p>CC.1.4.4.H Introduce the topic and state an opinion on the topic.</p> <p>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.</p> <p>CC.1.4.4.L Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>CC.1.4.4.R Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>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.</p> <p>CC.1.5.4.B</p>
13-a	Spontaneously mands to use the bathroom 2 times	
13-b	Mands for others to attend to his own nonverbal behavior 2 times (e.g., watch me)	
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.)	

		<p>Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>CC.1.5.4.C</p> <p>Identify the reasons and evidence a speaker provides to support particular points.</p> <p>CC.1.5.4.D</p> <p>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.</p> <p>CC.1.5.4.E</p> <p>Differentiate between contexts that require formal English versus informal situations.</p>
14-M	Gives directions, instructions, or explanations as to how to do something or how to participate in an activity 5 times (e.g., You put the glue on first, then stick it. You sit here while I get a book.)	<p>CC.1.2.4.E</p> <p>Use text structure to interpret information (e.g. chronology, comparison, cause/effect, problem/solution).</p> <p>CC.1.4.4.A</p> <p>Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>CC.1.4.4.B</p> <p>Introduce and identify the topic clearly.</p> <p>CC.1.4.4.C</p> <p>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.</p> <p>CC.1.4.4.E</p> <p>Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>CC.1.4.4.F</p> <p>Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>CC.1.4.4.G</p> <p>Write opinion pieces on topics or texts.</p> <p>CC.1.4.4.H</p> <p>Introduce the topic and state an opinion on the topic.</p> <p>CC.1.4.4.I</p> <p>Provide reasons that are supported by facts and details.</p> <p>CC.1.4.4.J</p> <p>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.</p> <p>CC.1.4.4.K</p> <p>Choose words and phrases to convey ideas precisely.</p> <p>CC.1.4.4.L</p> <p>Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>CC.1.4.4.M</p> <p>Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.4.O</p> <p>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.</p> <p>CC.1.4.4.P</p> <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.</p> <p>CC.1.4.4.Q</p> <p>Choose words and phrases to convey ideas precisely.</p> <p>CC.1.4.4.R</p> <p>Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>CC.1.4.4.S</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and informational texts.</p> <p>CC.1.4.4.V</p> <p>Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p>CC.1.4.4.W</p> <p>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.</p> <p>CC.1.4.4.X</p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.</p> <p>CC.1.5.4.A</p> <p>Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others’ ideas and expressing their own clearly.</p>
14-a	Mands for sympathy or other emotional support 2 times (e.g., He’s mean.)	
14-b	Mands for others to deliver a specific object to another person 2 times (e.g., Give it to Sarah.)	
14-c	Mands for instructions for completing a task 2 times (e.g., Where does it go? How do I do it?)	
14-d	Spontaneously mands with 3 different major parts of speech (e.g., noun-verb-adjective) in one sentence 2 times (e.g., Push the big bike fast.)	

		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 happened... I'm telling the story...)	CC.1.4.4.A Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. CC.1.4.4.B Introduce and identify 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.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.
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.1.4.4.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.
1-a	Tacts 1 familiar person, pet, or object with verbal prompts and motivation present (e.g. mama)	
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 Write opinion pieces on topics or texts. CC.1.5.4.E Differentiate between contexts that require formal English versus informal situations.
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	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.I Provide reasons that are supported by facts and details. CC.1.4.4.M Write narratives to develop real or imagined experiences or events. CC.1.4.4.N Orient the reader by establishing a situation and introducing a narrator and/or characters. CC.1.4.4.O Use dialogue and descriptions to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely. CC.1.4.4.P Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of events; provide a conclusion that follows from the narrated experiences and events. CC.1.4.4.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and informational texts.
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)	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: <ul style="list-style-type: none">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.
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)	

	<p>CC.1.2.4.H Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>CC.1.2.4.I Integrate information from two texts on the same topic to demonstrate understanding of that topic.</p> <p>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.</p> <p>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.</p> <p>CC.1.2.4.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</p> <p>CC.1.4.4.A Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>CC.1.4.4.B Identify and introduce the topic clearly.</p> <p>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.</p> <p>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.</p> <p>CC.1.4.4.E Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>CC.1.4.4.F Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>CC.1.4.4.G Write opinion pieces on topics or texts.</p> <p>CC.1.4.4.H Introduce the topic and state an opinion on the topic.</p> <p>CC.1.4.4.I Provide reasons that are supported by facts and details.</p> <p>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.</p> <p>CC.1.4.4.K Choose words and phrases to convey ideas precisely.</p> <p>CC.1.4.4.M Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.4.N Orient the reader by establishing a situations and introducing a narrator and/or characters.</p> <p>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.</p> <p>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.</p> <p>CC.1.4.4.Q Choose words and phrases to convey ideas precisely.</p> <p>CC.1.4.4.R Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>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.</p> <p>CC.1.4.4.T With guidance and support form peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>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.</p> <p>CC.1.4.4.V Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p>
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		<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.5.4.E Differentiate between contexts that require formal English versus informal situations.</p> <p>CC.2.1.4.B.1 Apply place-value understanding for multi-digit whole numbers.</p> <p>CC.2.1.4.B.2 Use place value understanding and properties of operations to perform multi-digit arithmetic.</p> <p>CC.2.1.4.C.1 Extend the understanding of fractions to show equivalence and ordering.</p> <p>CC.2.1.4.C.2 Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.</p> <p>CC.2.1.4.C.3 Connect decimal notation to fractions, and compare decimal fractions (base 10 denominator, e.g., 19/100).</p> <p>CC.2.3.4.A.1 Draw lines and angles and identify these in two-dimensional figures.</p> <p>CC.2.3.4.A.2 Classify two-dimensional figures by properties of their lines and angles.</p> <p>CC.2.3.4.A.3 Recognize symmetric shapes and draw lines of symmetry.</p> <p>CC.2.4.4.A.2 Translate information from one type of data display to another.</p> <p>CC.2.4.4.A.4 Represent and interpret data involving fractions using information provided in a line plot.</p> <p>CC.2.4.4.A.6 Measure angles and use properties of adjacent angles to solve problems.</p>
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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)	<p>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.</p> <p>CC.1.1.4.E Read with accuracy and fluency to support comprehension:</p> <ul style="list-style-type: none">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. <p>CC.1.2.4.A Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>CC.1.2.4.B Refer to details and examples in text to support what the text says explicitly and make inferences.</p> <p>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</p>
6-a	Tacts 4 different people, pets, or characters by their specific name (can include mama and dada)	
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)	

	<p>text.</p> <p>CC.1.2.4.E Use text structure to interpret information (e.g. chronology, comparison, cause/effect, problem/solution).</p> <p>CC.1.2.4.F Determine the meaning of words and phrases as they are used in grade level text, including figurative language.</p> <p>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.</p> <p>CC.1.2.4.H Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>CC.1.2.4.I Integrate information from two texts on the same topic to demonstrate understanding of that topic.</p> <p>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.</p> <p>CC.1.2.4.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</p> <p>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.</p> <p>CC.1.4.4.I Provide reasons that are supported by facts and details.</p> <p>CC.1.4.4.K Choose words and phrases to convey ideas precisely.</p> <p>CC.1.4.4.M Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.4.N Orient the reader by establishing a situations and introducing a narrator and/or characters.</p> <p>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.</p> <p>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.</p> <p>CC.1.4.4.Q Choose words and phrases to convey ideas precisely.</p> <p>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.</p> <p>CC.1.4.4.T With guidance and support form peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>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.</p> <p>CC.1.4.4.V Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p>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.</p> <p>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.</p> <p>CC.2.1.4.B.1 Apply place-value understanding for multi-digit whole numbers.</p> <p>CC.2.1.4.B.2 Use place value understanding and properties of operations to perform multi-digit arithmetic.</p> <p>CC.2.2.4.A.2 Develop and/or apply number theory concepts to find factors and multiples.</p> <p>CC.2.2.4.A.4 Generate and analyze patterns using one rule.</p> <p>CC.2.3.4.A.1</p>
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		<p>Draw lines and angles and identify these in two-dimensional figures.</p> <p>CC.2.3.4.A.2 Classify two-dimensional figures by properties of their lines and angles.</p> <p>CC.2.3.4.A.3 Recognize symmetric shapes and draw lines of symmetry.</p> <p>CC.2.4.4.A.2 Translate information from one type of data display to another.</p> <p>CC.2.4.4.A.4 Represent and interpret data involving fractions using information provided in a line plot.</p> <p>CC.2.4.4.A.6 Measure angles and use properties of adjacent angles to solve problems.</p>
7-M	Generalizes tacts across 3 examples of 50 items, or from a list of known generalizations	<p>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.</p> <p>CC.1.1.4.E Read with accuracy and fluency to support comprehension:</p> <ul style="list-style-type: none">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-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 What he doing? (e.g., drinking, swimming)	
7-e	Tacts 40 items when asked What’s that? (e.g., tree, bowl, sock, crayon, apple)	
		<p>CC.1.2.4.A Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>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.</p> <p>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.</p> <p>CC.1.4.4.I Provide reasons that are supported by facts and details.</p> <p>CC.1.4.4.K Choose words and phrases to convey ideas precisely.</p> <p>CC.1.4.4.M Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.4.N Orient the reader by establishing a situations and introducing a narrator and/or characters.</p> <p>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.</p> <p>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.</p> <p>CC.1.4.4.Q Choose words and phrases to convey ideas precisely.</p> <p>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.</p> <p>CC.1.4.4.V Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p>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.</p> <p>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.</p> <p>CC.2.1.4.B.1 Apply place-value understanding for multi-digit whole numbers.</p> <p>CC.2.1.4.B.2 Use place value understanding and properties of operations to perform multi-digit arithmetic.</p> <p>CC.2.3.4.A.1 Draw lines and angles and identify these in two-dimensional figures.</p> <p>CC.2.3.4.A.2</p>

		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
8-a	Tacts 2 tactile stimuli (e.g., says ball when feeling a ball in a bag)	Refer to details and examples in text to support what the text says explicitly and make inferences. 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. CC.1.4.4.D
8-c	Tacts two or more items from 10 different pages in a book when asked, What do you see here?	Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases; provide a concluding statement or section; include formatting when useful to aiding comprehension.
8-d	Glances at a listener while tacting on 5 occasions	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 (e.g., washing face, Joe swinging, baby sleeping)	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.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.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. CC.1.2.4.J Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic. CC.1.4.4.D
9-a	Tacts 25 two-component noun-noun relations (e.g., paper and pencil; car and truck)	
9-b	Acquires a new tact in less than 15 training trials	
9-c	Spontaneously tacts items in a book, on TV, or in a video 5 times (e.g., Cinderella)	
9-d	Learns 2 new tacts without direct training (e.g., untrained echoic to tact transfer)	
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)	

		<p>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.</p> <p>CC.1.4.4.F Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>CC.1.4.4.K Choose words and phrases to convey ideas precisely.</p> <p>CC.1.4.4.L Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>CC.1.4.4.Q Choose words and phrases to convey ideas precisely.</p> <p>CC.1.4.4.R Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>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.</p> <p>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.</p> <p>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.</p>
10-M	Tacts 200 nouns and/or verbs (or other parts of speech), tested or from an accumulated list of known tacts	<p>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.</p> <p>CC.1.1.4.E Read with accuracy and fluency to support comprehension:</p> <ul style="list-style-type: none">• 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. <p>CC.1.2.4.A Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>CC.1.2.4.B Refer to details and examples in text to support what the text says explicitly and make inferences.</p> <p>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.</p> <p>CC.1.2.4.D Compare and contrast an event or topic told from two different points of view.</p> <p>CC.1.2.4.F Determine the meaning of words and phrases as they are used in grade level text, including figurative language.</p> <p>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.</p> <p>CC.1.2.4.H Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>CC.1.2.4.I Integrate information from two texts on the same topic to demonstrate understanding of that topic.</p> <p>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.</p> <p>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.</p> <p>CC.1.2.4.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</p> <p>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.</p> <p>CC.1.4.4.F Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p>
10-a	Tacts 10 actions (e.g., climbing, playing, coloring, swimming, washing)	
10-b	Tacts 2 gustatory stimuli (e.g., tacts orange by tasting it)	
10-c	Tacts 20 items in a 1 minute fluency test	
10-d	Tacts 2 different colors (e.g., red, blue)	
10-e	Tacts 2 different shapes (e.g., circle, star)	

	<p>CC.1.4.4.I Provide reasons that are supported by facts and details.</p> <p>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.</p> <p>CC.1.4.4.K Choose words and phrases to convey ideas precisely.</p> <p>CC.1.4.4.L Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>CC.1.4.4.M Write narratives to develop real or imagined experiences or events.</p> <p>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.</p> <p>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.</p> <p>CC.1.4.4.Q Choose words and phrases to convey ideas precisely.</p> <p>CC.1.4.4.R Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>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.</p> <p>CC.1.4.4.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>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.</p> <p>CC.1.4.4.V Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.5.4.E Differentiate between contexts that require formal English versus informal situations.</p> <p>CC.2.2.4.A.2 Develop and apply number theory concepts to represent numbers in various ways.</p> <p>CC.2.2.4.A.4 Generate and analyze patterns using one rule.</p> <p>CC.2.3.4.A.1 Draw lines and angles and identify these in two-dimensional figures.</p> <p>CC.2.3.4.A.2 Classify two-dimensional figures by properties of their lines and angles.</p> <p>CC.2.3.4.A.3 Recognize symmetric shapes and draw lines of symmetry.</p> <p>CC.2.4.4.A.1 Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.</p> <p>CC.2.4.4.A.2 Translate information from one type of data display to another.</p> <p>CC.2.4.4.A.4 Represent and interpret data involving fractions using information provided in a line plot.</p> <p>CC.2.4.4.A.6 Measure angles and use properties of adjacent angles to solve problems.</p>
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TACT LEVEL 3		
Skill	VB-MAPP Milestones & Supporting Skills List	PA Core Standards
11-M	Tacts the color, shape, and function of 5 objects (15 trials) when each object and question is presented in a mixed order (e.g., What color is the refrigerator? What shape is the valentine? What do you do with the ball?) (This is part tact and part intraverbal)	CC.1.1.4.D Know and apply grade level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words. Know and apply grade level phonics and word analysis skills in decoding words. CC.1.1.4.E Read with accuracy and fluency to support comprehension: <ul style="list-style-type: none">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.J Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic. CC.1.4.4.D Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases; provide a concluding statement or section; include formatting when useful to aiding comprehension. CC.1.4.4.K Choose words and phrases to convey ideas precisely. CC.1.4.4.M Write narratives to develop real or imagined experiences or events. CC.1.4.4.N Orient the reader by establishing a situation and introducing a narrator and/or characters. CC.1.4.4.Q Choose words and phrases to convey ideas precisely. CC.1.4.4.V Conduct short research projects that build knowledge through investigation of different aspects of a topic. CC.1.4.4.W Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. CC.1.4.4.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences. CC.2.1.4.B.2 Use place value understanding and properties of operations to perform multi-digit arithmetic. CC.2.3.4.A.1 Draw lines and angles and identify these in two-dimensional figures. CC.2.3.4.A.2 Classify two-dimensional figures by properties of their lines and angles. CC.2.3.4.A.3 Recognize symmetric shapes and draw lines of symmetry. CC.2.4.4.A.1 Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit. CC.2.4.4.A.2
11-a	Tacts 2 olfactory stimuli (e.g., cookies, popcorn, flowers)	
11-b	Acquires 5 new tacts in a week without direct training	
11-c	Tacts 2 people (not family members) by their first names	
11-d	Tacts 5 categories or classes (e.g., animals, drinks, toys)	
11-e	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	

		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 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.
12-a	Tacts the class of 25 items (e.g., an adult points to a dog and says A dog is an...) (part intraverbal)	CC.1.4.4.F Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.
12-b	Tacts what’s wrong or missing from 10 pictures or objects (e.g., a face without a nose)	CC.1.4.4.N Orient the reader by establishing a situation and introducing a narrator and/or characters.
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)	CC.1.4.4.R Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.
12-d	Tacts 2 prepositional relations (e.g., Where is Oscar? ...in the garbage can) (part intraverbal)	CC.1.4.4.V Conduct short research projects that build knowledge through investigation of different aspects of a topic.
12-e	Tacts people with 2 different pronouns (e.g., Who has the hat on? ...you do) (part intraverbal)	CC.2.1.4.B.2 Use place value understanding and properties of operations to perform multi-digit arithmetic.
12-f	Spontaneously tacts the function, feature, or class of an item for 5 items (e.g., That goes in the swimming pool.)	CC.2.3.4.A.1 Draw lines and angles and identify these in two-dimensional figures.
12-g	Generalizes feature, function, and class tacting to 10 new members of each set (e.g., after training cow, bird, and monkey as animals, the child tacts a bear as an animal on the first trial)	CC.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, quietly, gently)	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.
13-a	Tacts people by gender using 4 different terms (girl, boy, man, woman)	CC.1.4.4.F Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.
13-b	Spontaneously tacts the behavior of others 2 times (e.g., He’s crying.)	CC.1.4.4.K Choose words and phrases to convey ideas precisely.
13-c	Tacts 2 pairs of relative adjectives (e.g., big and little; long and short) (part intraverbal if questions such as What size is this? are used)	CC.1.4.4.L Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.
13-d	Spontaneously tacts with 2 different adjectives	CC.1.4.4.N Orient the reader by establishing a situation and introducing a narrator and/or characters.
13-e	Spontaneously tacts with 2 different adverbs	CC.1.4.4.Q Choose words and phrases to convey ideas precisely.
13-f	Spontaneously tacts possession of items 2 times (e.g., mine, yours)	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 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	Tacts with complete sentences containing 4 or more words, 20 times	CC.1.1.4.E Read with accuracy and fluency to support comprehension: <ul style="list-style-type: none">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.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.L 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.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.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.
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.)	
14-c	Tacts 5 verb-adverb combinations in a complete sentence (e.g., He is singing loud.)	
14-d	Tacts 5 preposition-noun combinations in a complete sentence (The dog’s in the house.)	
14-e	Tacts 5 subject-verb-noun combinations in a complete sentence (e.g., The girl is pulling the wagon.)	
15-M	Has a total tact vocabulary of 1000 words (nouns, verbs, adjectives, etc.), tested or from an accumulated list of known tacts	CC.1.1.4.E Read with accuracy and fluency to support comprehension: <ul style="list-style-type: none">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).
15-a	Tacts 3 emotional states of self or others (e.g., sad, happy, mad) (part intraverbal if questions such as How do you feel? are used)	
15-b	Tacts 5 frequently used gestures that have a verbal function (e.g., pinching their nose for a bad smell, finger over the lips for quiet, thumbs up for a good job, a fake yawn for being tired)	
15-c	Tacts 5 community helpers (e.g., policeman, fireman, nurse, doctor, garbage man)	
15-d	Tacts with 2 different negation words 5 times (e.g., That’s not a cat.)	
15-e	Tacts 5 social, community, or group events (e.g., parade, party, emergency)	
15-f	Spontaneously tacts 2 different social circumstances (e.g., They are busy. They are arguing.)	
15-g	Spontaneously emits untrained tacts in sentences containing at least 5 words, 5 times	

		<p>CC.1.2.4.F Determine the meaning of words and phrases as they are used in grade level text, including figurative language.</p> <p>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.</p> <p>CC.1.2.4.H Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>CC.1.2.4.I Integrate information from two texts on the same topic to demonstrate understanding of that topic.</p> <p>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.</p> <p>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.</p> <p>CC.1.2.4.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</p> <p>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.</p> <p>CC.1.4.4.G Write opinion pieces on topics or texts.</p> <p>CC.1.4.4.H Introduce the topic and state an opinion on the topic.</p> <p>CC.1.4.4.I Provide reasons that are supported by facts and details.</p> <p>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.</p> <p>CC.1.4.4.K Choose words and phrases to convey ideas precisely.</p> <p>CC.1.4.4.M Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.4.N Orient the reader by establishing a situation and introducing a narrator and/or characters.</p> <p>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.</p> <p>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.</p> <p>CC.1.4.4.Q Choose words and phrases to convey ideas precisely.</p> <p>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.</p> <p>CC.1.4.4.T With guidance and support form peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>
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		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.
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LISTENER RESPONDING LEVEL 1		
Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
1-M	Attends to a speaker’s voice by making eye contact with the speaker 5 times	CC.1.2.4.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. 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. 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: <ul style="list-style-type: none">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.
1-a	Turns head to locate the source of a sound (e.g., bell, squeaky toy, a cell phone ringing)	
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, 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	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)	

		<p>CC.1.4.4.N Orient the reader by establishing a situation and introducing a narrator and/or characters.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.4.4.V Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p>CC.1.5.4.C Identify the reasons and evidence a speaker provides to support particular points.</p> <p>CC.2.1.4.C.1 Extend the understanding of fractions to show equivalence and ordering.</p> <p>CC.2.1.4.C.2 Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.</p> <p>CC.2.1.4.C.3 Connect decimal notation to fractions, and compare decimal fractions (base 10 denominator, e.g., 19/100)/</p> <p>CC.2.3.4.A.1 Draw lines and angles and identify these in two-dimensional figures.</p>
4-M	Performs 4 different motor actions on command without a visual prompt (e.g., Can you jump? Show me clapping.)	<p>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.</p> <p>CC.1.1.4.E Read with accuracy and fluency to support comprehension:</p> <ul style="list-style-type: none"> 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. <p>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.</p> <p>CC.1.4.4.K Choose words and phrases to convey ideas precisely.</p> <p>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.</p> <p>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.</p> <p>CC.1.4.4.Q Choose words and phrases to convey ideas precisely.</p> <p>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.</p> <p>CC.1.4.4.T With guidance and support form peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>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.</p> <p>CC.1.5.4.C Identify the reasons and evidence a speaker provides to support particular points.</p>
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)	
		<p>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.</p> <p>CC.1.1.4.E Read with accuracy and fluency to support comprehension:</p> <ul style="list-style-type: none"> Read on-level text with purpose and understanding.
5-M	Selects the correct item from an array of 4, for 20 different objects or pictures (e.g., Show me cat. Touch shoe.)	<p>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.</p> <p>CC.1.1.4.E Read with accuracy and fluency to support comprehension:</p> <ul style="list-style-type: none"> Read on-level text with purpose and understanding.
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	<ul style="list-style-type: none">• 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 a text. CC.1.2.4.E Use text structure to interpret information (e.g., chronology, comparison, cause/effect, problem/solution). CC.1.2.4.G Interpret various presentations of information within a text or digital source and explain how the information contributes to an understanding of text in which it appears. CC.1.2.4.H Explain how an author uses reasons and evidence to support particular points in a text. CC.1.2.4.J Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic. CC.1.2.4.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. CC.1.4.4.A Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. CC.1.4.4.B Identify and introduce the topic clearly. CC.1.4.4.C Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension. CC.1.4.4.D Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases; provide a concluding statement or section; include formatting when useful to aiding comprehension. CC.1.4.4.E Use precise language and domain-specific vocabulary to inform about or explain the topic. CC.1.4.4.G Write opinion pieces on topics or texts. CC.1.4.4.H Introduce the topic and state an opinion on the topic. CC.1.4.4.I Provide reasons that are supported by facts and details. CC.1.4.4.J Create an organizational structure that includes related ideas grouped to support the writer’s purpose and linked in a logical order with a concluding statement or section related to the opinion. CC.1.4.4.K Choose words and phrases to convey ideas precisely. CC.1.4.4.M Write narratives to develop real or imagined experiences or events. CC.1.4.4.N Orient the reader by establishing a situation and introducing a narrator and/or characters. CC.1.4.4.Q Choose words and phrases to convey ideas precisely. CC.1.4.4.T With guidance and support form peers and adults, develop and strengthen writing as needed by planning, revising, and editing. CC.1.4.4.U With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. CC.1.4.4.V Conduct short research projects that build knowledge through investigation of different aspects of a topic. CC.1.4.4.W Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. CC.1.4.4.X
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		<p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.</p> <p>CC.1.5.4.B Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>CC.1.5.4.C Identify the reasons and evidence a speaker provides to support particular points.</p> <p>CC.2.3.4.A.1 Draw lines and angles and identify these in two-dimensional figures.</p> <p>CC.2.3.4.A.2 Classify two-dimensional figures by properties of their lines and angles.</p> <p>CC.2.3.4.A.3 Recognize symmetric shapes and draw lines of symmetry.</p> <p>CC.2.2.4.A.2 Develop and/or apply number theory concepts to find factors and multiples.</p> <p>CC.2.2.4.A.4 Generate and analyze patterns using one rule.</p>
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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.)	<p>CC.1.1.4.E Read with accuracy and fluency to support comprehension:</p> <ul style="list-style-type: none">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. <p>CC.1.2.4.A Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>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.</p> <p>CC.1.2.4.E Use text structure to interpret information (e.g., chronology, comparison, cause/effect, problem/solution).</p> <p>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.</p> <p>CC.1.4.4.I Provide reasons that are supported by facts and details.</p> <p>CC.1.4.4.K Choose words and phrases to convey ideas precisely.</p> <p>CC.1.4.4.M Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.4.N Orient the reader by establishing a situation and introducing a narrator and/or characters.</p> <p>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.</p> <p>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.</p> <p>CC.1.4.4.Q Choose words and phrases to convey ideas precisely.</p> <p>CC.1.4.4.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading</p>
6-a	Selects the correct item from a messy array of 5, for 25 different items (e.g., book, car, dog, shoe)	
6-b	Acquires a new listener skill in less than 25 training trials	
6-c	Discriminates among 6 people, pets, or characters by name (e.g., Find Oscar.)	
6-d	Generalizes in a listener task across 3 examples of 25 different items	

		<p>standards for literature and informational texts.</p> <p>CC.1.4.4.V Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p>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.</p> <p>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.</p> <p>CC.1.5.4.C Identify the reasons and evidence a speaker provides to support particular points.</p> <p>CC.2.2.4.A.2 Develop and/or apply number theory concepts to find factors and multiples.</p> <p>CC.2.2.4.A.4 Generate and analyze patterns using one rule.</p> <p>CC.2.3.4.A.1 Draw lines and angles and identify these in two-dimensional figures.</p> <p>CC.2.3.4.A.2 Classify two-dimensional figures by properties of their lines and angles.</p> <p>CC.2.3.4.A.3 Recognize symmetric shapes and draw lines of symmetry.</p> <p>CC.2.4.4.A.1 Solve problems involving measurement and conversions from a larger unit to a smaller unit.</p> <p>CC.2.4.4.A.6 Measure angles and use properties of adjacent angles to solve problems.</p>
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)	<p>CC.1.1.4.E Read with accuracy and fluency to support comprehension:</p> <ul style="list-style-type: none">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. <p>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.</p> <p>CC.1.4.4.I Provide reasons that are supported by facts and details.</p> <p>CC.1.4.4.K Choose words and phrases to convey ideas precisely.</p> <p>CC.1.4.4.M Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.4.Q Choose words and phrases to convey ideas precisely.</p> <p>CC.1.4.4.T With guidance and support form peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>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.</p> <p>CC.1.4.4.V Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p>CC.1.5.4.C Identify the reasons and evidence a speaker provides to support particular points.</p> <p>CC.2.3.4.A.1 Draw lines and angles and identify these in two-dimensional figures.</p> <p>CC.2.3.4.A.2 Classify two-dimensional figures by properties of their lines and angles.</p> <p>CC.2.3.4.A.3 Require symmetric shapes and draw lines of symmetry.</p> <p>CC.2.4.4.A.2 Translate from one type of data display to another.</p> <p>CC.2.4.4.A.4 Represent and interpret data involving fractions using information provided in a line plot.</p>
7-a	Goes to 3 specified people on command (e.g., Go to Debbie)	
7-b	Points to a named item in a book for 5 items (e.g., Where’s the fire truck?)	
7-c	Selects 5 items in the natural environment on command (e.g., get the spoon, while at the table)	
7-d	Spontaneously demonstrates (no prompts to respond) 5 listener skills in the natural environment (e.g., when someone in the room mentions the rocking horse, the child spontaneously goes to the horse)	

		CC.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 Read with accuracy and fluency to support comprehension: <ul style="list-style-type: none">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.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.
8-a	Goes to 3 specified locations on command (e.g., Go to the kitchen. Show me your bedroom.)	
8-b	Selects the correct item from an array of 8 containing 2 similar stimuli (e.g., same color), for 20 items	
8-c	Selects an item when given the sound that the item makes for 5 items (e.g., barking: dog, siren: fire truck)	
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.1.2.4.A Determine the main idea of a text and explain how it is supported by key details; summarize the text. 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.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.W Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. CC.1.5.4.A Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others’ ideas and expressing their own clearly. CC.1.5.4.C Identify the reasons and evidence a speaker provides to support particular points. CC.1.5.4.E Differentiate between contexts that require formal English versus informal situations. CC.2.2.4.A.2 Translate from one type of data display to another. CC.2.2.4.A.4 Represent and interpret data involving fractions using information provided in a line plot.
9-M	Follows 25 two-component noun-verb and/or verb-noun instructions (e.g., Show me the baby sleeping. Push the swing.)	
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)	
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?)	
		CC.1.1.4.E Read with accuracy and fluency to support comprehension: <ul style="list-style-type: none">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
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	
10-a	Performs two consecutive actions for 10 different sets of actions (verb-verb) (e.g., Show me jumping and clapping.	
10-b	Discriminates between 2 colors from an array of 4 different colored objects	
10-c	Discriminates between 2 shapes from an array of 4 different shapes	

10-d	Generalizes in a noun-verb listener task with a new object for 5 different actions (e.g., after receiving training on spinning and rolling a pencil, the child correctly spins and rolls a straw on the first trial)	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.
10-e	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.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.1.5.4.C Identify the reasons and evidence a speaker provides to support particular points. CC.1.5.4.D Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speaking clearly with adequate volume, appropriate pacing, and clear pronunciation. CC.1.5.4.E Differentiate between contexts that require formal English versus informal situations. CC.2.3.4.A.1 Draw lines and angles and identify these in two-dimensional figures.

LISTENER RESPONDING LEVEL 3		
Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
11-M	Selects items by color and shape from an array of 6 similar stimuli, for 4 colors and 4 shapes (e.g., Find the red car. Find the square cracker.)	CC.1.1.4.D Know and apply grade level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words. CC.1.1.4.E Read with accuracy and fluency to support comprehension: <ul style="list-style-type: none">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.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.
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., Touch my ear.)	CC.1.2.4.E 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.
12-a	Follows instructions to take an item to 5 different locations (e.g., Take the tray to the sink.)	
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-e	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.1.4.4.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-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.)	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.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.
13-c	Performs 10 actions based on a subject, preposition, and noun (e.g., Put the horse in the barn.)	
13-d	Identifies (LDs) 10 items based on a verb, pronoun, and noun (e.g., Brush his hair.)	
13-e	Generalizes a pronoun and a preposition to a new situation (e.g., uses his correctly with a new friend)	
		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.1 Apply place value concepts to show an understanding of multi-digit whole numbers. CC.2.1.4.B.2 Use place value understanding and properties of operations to perform multi-digit arithmetic. CC.2.2.4.A.2 Develop and/or apply number theory concepts to find factors and multiples. CC.2.2.4.A.4 Generate and analyze patterns using one rule.
14-M	Follows 3-step directions for 10 different directions (e.g., Get your coat, hang it up, and sit down.)	CC.1.1.4.E Read with accuracy and fluency to support comprehension: <ul style="list-style-type: none">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 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.
14-a	Performs 10 actions based on a subject, verb, and adverb (e.g., Show me the frog jumping high.)	
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	
15-a	Discriminates among items given negation words for 10 tasks (e.g., Which one is not a food?)	
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?)	
15-c	Correctly responds to 10 singular vs. plural tasks (e.g., Touch the dog. vs. Touch the dogs.)	
15-d	Generalizes 5 adjectives to new nouns (e.g., says, Sticky fly stuff when first encounters a fly trap)	
15-e	Generalizes 5 adverbs to new verbs (e.g., says, Lava moves slow when first encountering lava)	

		<p>CC.1.4.4.I Provide reasons that are supported by facts and details.</p> <p>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.</p> <p>CC.1.4.4.K Choose words and phrases to convey ideas precisely.</p> <p>CC.1.4.4.M Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.4.N Orient the reader by establishing a situation and introducing a narrator and/or characters.</p> <p>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.</p> <p>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.</p> <p>CC.1.4.4.Q Choose words and phrases to convey ideas precisely.</p> <p>CC.1.4.4.T With guidance and support form peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>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.</p> <p>CC.1.4.4.V Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p>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.</p> <p>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.</p> <p>CC.2.1.4.B.1 Apply place value concepts to show an understanding of multi-digit whole numbers.</p> <p>CC.2.1.4.B.2 Use place value understanding and properties of operations to perform multi-digit arithmetic.</p> <p>CC.2.3.4.A.1 Draw lines and angles and identify these in two-dimensional figures.</p> <p>CC.2.3.4.A.2 Classify two-dimensional figures by properties of their lines and angles.</p> <p>CC.2.3.4.A.3 Recognize symmetric shapes and draw lines of symmetry.</p> <p>CC.2.4.4.A.4 Represent and interpret data involving fractions using information provided in a line plot.</p>
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VISUAL PERCEPTUAL SKILLS AND MATCHING-TO-SAMPLE LEVEL 1		
Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
1-M	1-M Visually tracks moving stimuli for 2 seconds, 5 times	CC.1.2.4.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. 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
1-a	Visually attends to faces and people 5 times	
1-b	Visually attends to reinforcing objects 5 times	

		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 themes.
2-a	Reaches for and successfully grabs objects 5 times	
2-b	Uses index finger to poke things or for other uses 5 times	
2-c	Manipulates toys and objects in a variety of ways for 10 seconds, 5 times	
3-M	3-M Visually attends to a toy or book for 30 seconds (not a self-stim item)	CC.1.2.4.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 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.
3-a	Transfers objects from one hand to another 5 times	
3-b	Looks for an object that has fallen out of sight 5 times	
4-M	Places 3 items in a container, stacks 3 blocks, or places 3 rings on a peg for 2 of these or similar activities	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.2.2.4.A.1 Represent and solve problems involving the four operations.
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.1.1.4.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.1.2.4.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.I Integrate information from two texts on the same topic to demonstrate understanding of that topic. CC.1.2.4.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. CC.1.4.4.A Write informative/explanatory texts to examine a topic and convey ideas and information clearly. CC.1.4.4.B Identify and introduce the topic clearly. CC.1.4.4.C Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension. 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.
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-piece in-set 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)	

		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).
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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.1.1.4.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.1.2.4.I 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.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.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
6-a	Connects 2 items or toys together (e.g. Duplos)	
6-b	Nests identical objects in a stack 2 times (e.g., bowls, cups, plates)	
6-c	Turns 2 pages in a book	
6-d	Completes 3 different inset puzzles containing 3-4 pieces without prompts	
6-e	Stacks 4 blocks without help	
6-f	Matches identical objects or pictures in a neat array of 3, for 10 items (e.g., matches a hat to a hat)	
6-g	Matches identical objects or pictures that are different sizes in a messy array of 6, for 10 items (e.g., matches a big red ball to a little red ball)	
6-h	Places 5 items where they belong or in an appropriate context (e.g., puts a cup in the sink)	

		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 bowls and a pile of red, blue, and green bears the child sorts the items by color	CC.2.1.4.C.1 Extend the understanding of fraction 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.4 Represent and interpret data involving fractions using information provided in a line plot.
7-a	Completes 5 different puzzles containing 6 or more pieces without prompts	
7-b	Matches identical objects or pictures in a messy array of 8, for 25 objects	
7-c	Matches identical pictures that have different backgrounds in a messy array of 8, for 25 pictures	
7-d	Matches identical pictures (2D) to objects (3D) and vice versa, in a messy array of 8, for 10 pairs (e.g., matches a picture of Thomas the Train to a toy Thomas the Train	
7-e	Spontaneously matches 2 items together in play or other situations (e.g., picks up a Hulk figurine and selects a matching Hulk from a bin of figurines)	
7-f	Completes identical matches in an array of 8, for 10 matches in less than 20 seconds (fluency)	
8-M	Matches identical objects or pictures in a messy array of 8 containing 3 similar stimuli, for 25 items (e.g., matches a dog to a dog in an array that also contains a cat, a pig, and a pony	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: <ul style="list-style-type: none">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.I 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
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)	

		<p>events; provide a conclusion that follows from the narrated experiences and events.</p> <p>CC.1.4.4.Q Choose words and phrases to convey ideas precisely.</p> <p>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.</p> <p>CC.1.4.4.T With guidance and support form peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>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.</p> <p>CC.2.1.4.B.1 Apply place value concepts to show an understanding of multi-digit whole numbers.</p> <p>CC.2.1.4.B.2 Use place value understanding and properties of operations to perform multi-digit arithmetic.</p> <p>CC.2.1.4.C.1 Extend the understanding of fractions to show equivalence and ordering.</p> <p>CC.2.1.4.C.2 Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.</p> <p>CC.2.1.4.C.3 Connect decimal notation to fractions, and compare decimal fractions (base 10 denominator, e.g. 19/100).</p> <p>CC.2.2.4.A.1 Represent and solve problems involving the four operations.</p> <p>CC.2.2.4.A.2 Develop and/or apply number theory concepts to find factors and multiples.</p> <p>CC.2.2.4.A.4 Generate and analyze patterns using one rule.</p> <p>CC.2.3.4.A.2 Classify two-dimensional figures by properties of their lines and angles.</p> <p>CC.2.3.4.A.3 Recognize symmetric shapes and draw lines of symmetry.</p> <p>CC.2.4.4.A.4 Represent and interpret data involving fractions using information provided in a line plot.</p>
9-M	Matches non-identical objects or non-identical pictures in a messy array of 10 containing 3 similar stimuli, for 25 items (e.g., matches a Ford truck to a Toyota truck)	<p>CC.1.1.4.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.</p> <p>Read with accuracy and fluency to support comprehension:</p> <ul style="list-style-type: none">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. <p>CC.1.2.4.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</p> <p>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.</p> <p>CC.1.2.4.H Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>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.</p> <p>CC.1.4.4.I Provide reasons that are supported by facts and details.</p> <p>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.</p> <p>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.</p> <p>CC.1.4.4.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading</p>
9-a	Matches different colored, but otherwise exactly the same, objects or pictures in a messy array of 8 for 25 items (e.g., a red Ford Mustang to a blue Ford Mustang	
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)	

		<p>standards for literature and informational texts.</p> <p>CC.1.4.4.T With guidance and support form peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>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.</p> <p>CC.2.1.4.B.1 Apply place value concepts to show an understanding of multi-digit whole numbers.</p> <p>CC.2.1.4.B.2 Use place value understanding and properties of operations to perform multi-digit arithmetic.</p> <p>CC.2.1.4.C.1 Extend the understanding of fractions to show equivalence and ordering.</p> <p>CC.2.1.4.C.2 Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.</p> <p>CC.2.1.4.C.3 Connect decimal notation to fractions, and compare decimal fractions (base 10 denominator, e.g. 19/100).</p> <p>CC.2.2.4.A.1 Represent and solve problems involving the four operations.</p> <p>CC.2.2.4.A.2 Develop and/or apply number theory concepts to find factors and multiples.</p> <p>CC.2.2.4.A.4 Generate and analyze patterns using one rule.</p> <p>CC.2.3.4.A.1 Draw lines an angles and identify these in two-dimensional figures.</p> <p>CC.2.3.4.A.2 Classify two-dimensional figures by properties of their lines and angles.</p> <p>CC.2.3.4.A.3 Recognize symmetric shapes and draw lines of symmetry.</p> <p>CC.2.4.4.A.2 Translate information from one type of data display to another.</p> <p>CC.2.4.4.A.4 Represent and interpret data involving fractions using information provided in a line plot.</p>
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	<p>CC.1.2.4.H Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>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.</p> <p>CC.1.4.4.I Provide reasons that are supported by facts and details.</p> <p>CC.1.4.4.K Choose words and phrases to convey ideas precisely.</p> <p>CC.1.4.4.M Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.4.Q Choose words and ideas to convey ideas precisely.</p> <p>CC.2.1.4.B.1 Apply place value concepts to show an understanding of multi-digit whole numbers.</p> <p>CC.2.1.4.B.2 Use place value understanding and properties of operations to perform multi-digit arithmetic.</p> <p>CC.2.1.4.C.1 Extend the understanding of fractions to show equivalence and ordering.</p> <p>CC.2.1.4.C.2 Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.</p> <p>CC.2.1.4.C.3 Connect decimal notation to fractions, and compare decimal fractions (base 10 denominator, e.g. 19/100).</p> <p>CC.2.2.4.A.1 Represent and solve problems involving the four operations.</p> <p>CC.2.2.4.A.2 Develop and/or apply number theory concepts to find factors and multiples.</p> <p>CC.2.2.4.A.4 Generate and analyze patterns using one rule.</p>
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-c	Matches a picture of an action to a non-identical picture of the same action for 10 actions (e.g., matches a picture of a girl swimming to a picture of a boy swimming in a different pool)	
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)	

		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.
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VISUAL PERCEPTUAL SKILLS AND MATCHING-TO-SAMPLE LEVEL 3		
Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
11-M	Spontaneously matches any part of an arts and crafts activity to another person’s sample 2 times (e.g., a peer colors a balloon red and the child copies the peer’s red color for his balloon)	CC.1.1.4.D Know and apply grade level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words. 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.3 Recognize symmetric shapes and draw lines of symmetry.
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., 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. CC.2.1.4.B.1 Apply place value concepts to show an understanding of multi-digit whole numbers. CC.2.1.4.B.2 Use place value understanding and properties of operations to perform multi-digit arithmetic. CC.2.2.4.A.2 Develop and/or apply number theory concepts to find factors and multiples. CC.2.2.4.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.
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)	
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	
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.1.2.4.I Integrate information from two texts on the same topic to demonstrate understanding of that topic. 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.
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	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	

		<p>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.</p> <p>CC.1.4.4.E Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>CC.1.4.4.I Provide reasons that are supported by facts and details.</p> <p>CC.1.4.4.K Choose words and phrases to convey ideas precisely.</p> <p>CC.1.4.4.M Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.4.Q Choose words and ideas to convey ideas precisely.</p> <p>CC.2.1.4.B.1 Apply place value concepts to show an understanding of multi-digit whole numbers.</p> <p>CC.2.1.4.B.2 Use place value understanding and properties of operations to perform multi-digit arithmetic.</p> <p>CC.2.2.4.A.1 Represent and solve</p> <p>CC.2.2.4.A.2 Develop and/or apply number theory concepts to find factors and multiples.</p> <p>CC.2.2.4.A.4 Generate and analyze patterns using one rule.</p> <p>CC.2.3.4.A.1 Draw lines and angles and identify these in two-dimensional figures.</p> <p>CC.2.3.4.A.2 Classify two dimensional figures by properties of their lines and angles.</p> <p>CC.2.3.4.A.3 Recognize symmetric shapes and draw lines of symmetry.</p> <p>CC.2.4.4.A.1 Solve problems involving measurement and conversions from a larger unit to a smaller unit.</p> <p>CC.2.4.4.A.2 Translate information from one type of data display to another.</p> <p>CC.2.4.4.A.4 Represent and interpret data involving fractions using information provided in a line plot.</p> <p>CC.2.4.4.A.6 Measure and use properties of adjacent angles to solve problems.</p>
14-M	Sorts 5 items from 5 different categories without a model (e.g., animals, clothing, furniture)	<p>CC.1.2.4.I Integrate information from two texts on the same topic to demonstrate understanding of that topic.</p> <p>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.</p> <p>CC.1.4.4.E Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>CC.1.4.4.I Provide reasons that are supported by facts and details.</p> <p>CC.1.4.4.K Choose words and phrases to convey ideas precisely.</p> <p>CC.1.4.4.Q Choose words and phrases to convey ideas precisely.</p> <p>CC.2.1.4.B.1 Apply place value concepts to show an understanding of multi-digit whole numbers.</p> <p>CC.2.1.4.B.2 Use place value understanding and properties of operations to perform multi-digit arithmetic.</p> <p>CC.2.1.4.C.1 Extend the understanding of fractions to show equivalence and ordering.</p> <p>CC.2.1.4.C.2 Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.</p> <p>CC.2.1.4.C.3 Connect decimal notation to fractions, and compare decimal fractions (base 10 denominator, e.g., 19/100).</p> <p>CC.2.2.4.A.1 Represent and solve problems involving the four operations.</p>
14-a	Successfully completes a human figure puzzle with at least 6 parts	
14-b	Matches 25 items that are associated with each other in a messy array of 6 with 3 similar stimuli	
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	

		<p>CC.2.2.4.A.2 Develop and/or apply number theory concepts to find factors and multiples.</p> <p>CC.2.2.4.A.4 Generate and analyze patterns using one rule.</p> <p>CC.2.3.4.A.1 Draw lines and angles and identify these in two-dimensional figures.</p> <p>CC.2.3.4.A.2 Classify two-dimensional figures by properties of their liens and angles.</p> <p>CC.2.3.4.A.3 Recognize symmetric shapes and draw lines of symmetry.</p> <p>CC.2.4.4.A.1 Solve problems involving measurement and conversions from a larger unit to a smaller unit.</p> <p>CC.2.4.4.A.2 Translate information from one type of data display to another.</p> <p>CC.2.4.4.A.4 Represent and interpret data involving fractions using information provided in a line plot.</p> <p>CC.2.4.4.A.6 Measure angles and use properties of adjacent angles to solve problems.</p>
15-M	Continues 20 three-step patterns, sequences, or seriation tasks (e.g., star, triangle, heart, star, triangle...)	<p>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.</p>
15-a	Completes an A-B pattern for 5 different color or shape patterns	<p>CC.1.4.4.A Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>
15-b	Completes an A-B pattern for 5 different picture patterns	<p>CC.1.4.4.B Identify and introduce the topic clearly.</p>
15-c	Places 3 pictures in the correct sequential order for 5 sets	<p>CC.1.4.4.E Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>
15-d	Constructs 5 felt (or similar material) scenes with 5 parts (e.g., farm, party)	<p>CC.1.4.4.I Provide reasons that are supported by facts and details.</p> <p>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.</p> <p>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.</p> <p>CC.1.4.4.T With guidance and support form peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.2.1.4.B.1 Apply place value concepts to show an understanding of multi-digit whole numbers.</p> <p>CC.2.1.4.B.2 Use place value understanding and properties of operations to perform multi-digit arithmetic.</p> <p>CC.2.2.4.A.1 Represent and solve problems involving the four operations.</p> <p>CC.2.2.4.A.2 Develop and/or apply number theory concepts to find factors and multiples.</p> <p>CC.2.2.4.A.4 Generate and analyze patterns using one rule.</p> <p>CC.2.3.4.A.2 Classify two-dimensional figures by properties of their liens and angles.</p> <p>CC.2.3.4.A.3 Recognize symmetric shapes and draw lines of symmetry.</p> <p>CC.2.4.4.A.2</p>

		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.
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INDEPENDENT PLAY LEVEL 1		
Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
1-M	Manipulates and explores objects for 1 minute (e.g., looks at a toy, turns it over, presses buttons)	CC.1.4.4.N Orient the reader by establishing a situation and introducing a narrator and/or characters. Mathematics:
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.1.2.4.C Explain events, procedures, ideas, or concepts in a text, including what happened and why, based on specific information in the text. CC.1.4.4.N Orient the reader by establishing a situation and introducing a narrator and/or characters. 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-a	Points to a toy or object of interest	
2-b	Drops items to watch them fall, or demonstrates other interests in cause-and-effect	
2-c	Opens cupboard doors, toy boxes, or reaches in a toy container	
2-d	Repeats a play behavior that produces an auditory sound (e.g., squeezes toys, bangs items)	
2-e	Makes eye contact with others 3 times during play	
3-M	Demonstrates generalization by engaging in exploratory movement and playing with the toys in a novel environment for 2 minutes (e.g., in a new playroom)	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.N Orient the reader by establishing a situation and introducing a narrator and/or characters.
3-a	Brings a toy or object of interest to an adult	
3-b	Dumps containers of items on floor	
3-c	Transfers items in or out of a container	
3-d	Generalizes known play behaviors to a novel environment	
3-e	Carries toys or objects from one place to another	
4-M	Independently engages in movement play for 2 minutes (e.g., swinging, dancing, rocking, jumping, climbing)	CC.1.5.4.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.
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.1.2.4.C Explain events, procedures, ideas, or concepts in a text, including what happened and why, based on specific information in the text. CC.2.1.4.C.1 Extend the understanding of fractions to show equivalence and ordering.
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)	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 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.
5-d	Emits sounds or words associated with toys (e.g., says vroom vroom with a car)	
5-e	Connects things or puts them together (e.g., a car on a track, Duplos)	

INDEPENDENT PLAY LEVEL 2		
Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
6-M	Searches for a missing or corresponding toy or part of a set for 5 items or sets (e.g., a puzzle piece, a ball for a drop-in toy, a bottle for a baby doll)	CC.1.4.4.V Conduct short research projects that build knowledge through investigation of different aspects of a topic. 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 Represent and interpret data involving fractions using information provided in a line plot.
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.1.4.4.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.1.4.4.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.F Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. 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.
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)	
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.1.5.4.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.
9-a	Mands to go to a playground or play structure, or otherwise get access to play items he can’t independently obtain (e.g., mands to be lifted up to monkey bars)	
9-b	Completes 5 inset puzzles with 5 or more pieces	
9-c	Repeatedly plays with specific components of a play structure (e.g., goes down a slide several times, goes back and forth on a rope bridge)	
9-d	Spontaneously kicks a ball forward	
10-M	Assembles toys that have multiple parts for 5 different sets of materials	CC.1.4.4.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.1.4.4.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.2.4.4.A.4 Represent and interpret data involving fractions using information provided in a line plot.
10-a	Plays with toy sets as designed (e.g., birthday set, tea set)	
10-b	Allows others to play in close proximity	
10-c	Demonstrates interest in a peer’s completed project (e.g., a sand castle, Lego structure)	
10-d	Mands to peers to not disturb his structure or toy assembly	
10-e	Improvises when parts are missing (e.g., still plays with a car that is missing a wheel)	
10-f	Helps to pick up toys after an activity with adult prompts	

INDEPENDENT PLAY LEVEL 3		
Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
11-M	Spontaneously engages in pretend or imaginary play on 5 occasions (e.g., dressing up, a pretend party with stuffed animals, pretends to cook)	CC.1.5.4.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.
11-a	Navigates a riding toy around obstructions (e.g., moving a tricycle or big wheel around a pole)	
11-b	Demonstrates 1 to 1 correspondence in play activities (e.g., places plastic eggs in an egg carton, a doll in a bed with a bottle)	
11-c	Will get toys and play independently for 2 minutes	
11-d	Sings, hums, or recites a few words to familiar songs while engaged in an activity	
12-M	Repeats a gross motor behavior to obtain a better effect for 2 activities (e.g., throwing a ball in a basket, swinging a bat at a T-ball, foot stomping to launch a rocket, pumping a swing)	CC.1.4.4.A Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. 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.
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)	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
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	themes. CC.2.3.4.A.1 Draw lines and angles and identify these in two-dimensional figures.
13-d	Shows a completed project to an adult or peer (e.g., an art project)	
13-e	Colors items mostly within their boundaries in a coloring book	
14-M	Independently engages in sustained play activities for 10 minutes without adult prompts or reinforcement (e.g., playing with an Etch-a-sketch, playing dress-up)	CC.1.4.4.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.
14-a	Demonstrates an appropriate response when an activity is interrupted or stopped (e.g., the child will stop playing when told to do so by an adult)	
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	
		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.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.
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 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 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.1.4.4.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.
1-a	Smiles when hearing familiar voices 3 times (e.g., his mom or dad’s voice)	
1-b	Looks at the faces of familiar people at least 3 times	
1-c	Orients towards or makes eye contact with familiar people 5 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.
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)	CC.1.4.4.D
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)	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.1.4.4.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.
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)	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.1.4.4.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-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)	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.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.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.
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.1.4.4.K 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.A Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others’ ideas and
6-a	Looks at a peer when he talks 2 times	
6-b	Chases peers in play with adult prompts 2 times	
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-e	Spontaneously imitates 5 different behaviors of peers	

		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 understanding of text in which it appears. CC.1.2.4.J Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, 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.D Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases; provide a concluding statement or section; include formatting when useful to aiding comprehension. CC.1.4.4.K Choose words and phrases to convey ideas precisely. CC.1.4.4.T Choose words and phrases to convey ideas precisely. CC.1.4.4.U With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. CC.1.4.4.W Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. CC.1.5.4.A Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others’ ideas and expressing their own clearly. CC.1.5.4.E Differentiate between contexts that require formal English versus informal situations.
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-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)	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 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.
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.)	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.1.4.4.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.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.1.4.4.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.
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-e	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.)	

		CC.1.5.4.A Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others’ ideas and expressing their own clearly. CC.1.5.4.E Differentiate between contexts that require formal English versus informal situations.
10-M	Spontaneously mands to peers to participate in games, social play, etc., 2 times (e.g., Come on you guys. Let’s dig a hole.)	CC.1.4.4.D Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases; provide a concluding statement or section; include formatting when useful to aiding comprehension. 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.E Differentiate between contexts that require formal English versus informal situations.
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-e	Spontaneously imitates a peer riding on a tricycle, toy car, or other riding toy 2 times	

SOCIAL BEHAVIOR AND SOCIAL PLAY LEVEL 3		
Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
11-M	Spontaneously cooperates with a peer to accomplish a specific outcome 5 times (e.g., one child holds a bucket while the other pours in water)	CC.1.4.4.T With guidance and support form peers and adults, develop and strengthen writing as needed by planning, revising, and editing. CC.1.4.4.U With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. CC.1.5.4.A Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others’ ideas and expressing their own clearly. CC.1.5.4.E Differentiate between contexts that require formal English versus informal situations.
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 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.1.4.4.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.E Differentiate between contexts that require formal English versus informal situations.
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?)	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.G Interpret various presentations of information within a text or digital source and explain how the information contributes to an understanding of text in which it appears. CC.1.2.4.H Explain how an author uses reasons and evidence to support particular points in a text. CC.1.2.4.K
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-e	Spontaneously offers a reinforcer (sharing) to a peer 2 times	

		<p>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.</p> <p>CC.1.4.4.F Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>CC.1.4.4.L Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>CC.1.4.4.R Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>CC.1.4.4.T With guidance and support form peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>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.</p> <p>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.</p> <p>CC.1.5.4.E Differentiate between contexts that require formal English versus informal situations.</p>
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)	<p>CC.1.4.4.T With guidance and support form peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>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.</p> <p>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.</p> <p>CC.1.5.4.E Differentiate between contexts that require formal English versus informal situations.</p>
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)	<p>CC.1.2.4.A Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>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.</p> <p>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.</p> <p>CC.1.2.4.H Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>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.</p> <p>CC.1.4.4.F Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>CC.1.4.4.L Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>CC.1.4.4.R Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>CC.1.4.4.T With guidance and support form peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.5.4.A</p>
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	

		Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others’ ideas and expressing their own clearly.
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MOTOR IMITATION LEVEL 1		
Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
1-M	Imitates 2 gross motor movements when prompted with, Do this (e.g., clapping, raising arms)	CC.1.5.4.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.
1-a	Imitates mouthing movements 3 times (e.g., puckering lips, opening mouth)	
1-b	Imitates 1 motor movement of another person on demand (i.e., will imitate when asked)	
2-M	Imitates 4 gross motor movements when prompted with, Do this	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.1.4.4.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.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.
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)	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.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
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)	

		sitting.
4-M	Spontaneously imitates the motor behaviors of others on 5 occasions	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.N 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 sitting.
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)	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.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.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.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.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
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	

		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.
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MOTOR IMITATION LEVEL 2		
Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
6-M	Imitates 10 actions that require selecting a specific object from an array (e.g., selects a drumstick from an array also containing a horn and a bell, and imitates an adult’s drumming)	CC.1.2.4.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. CC.1.4.4.D 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.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.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.
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.1.1.4.E Read with accuracy and fluency to support comprehension: <ul style="list-style-type: none">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.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;
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)	provide a concluding statement or section; include formatting when useful to aiding comprehension. CC.1.4.4.K Choose words and phrases to convey ideas precisely. CC.1.4.4.M Write narratives to develop real or imagined experiences or events. CC.1.4.4.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.
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.1.1.4.E Read with accuracy and fluency to support comprehension: <ul style="list-style-type: none">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.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.1.4.4.E Use precise language and domain-specific vocabulary to inform about or explain the topic. CC.1.4.4.K Choose words and phrases to convey ideas precisely. CC.1.4.4.M Write narratives to develop real or imagined experiences or events. CC.1.4.4.Q Choose words and phrases to convey ideas precisely. CC.1.4.4.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. CC.1.4.4.U With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. CC.1.4.4.W Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. CC.1.4.4.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences. CC.1.5.4.F Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. CC.2.1.4.B.1 Apply place value concepts to show an understanding of multi-digit whole numbers. CC.2.1.4.B.2 Use place value understanding and properties of operations to perform multi-digit arithmetic. CC.2.2.4.A.1 Represent and solve problems involving the four operations. CC.2.2.4.A.2 Develop and/or apply number theory concepts to find factors and multiples.
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)	

		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. 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.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.
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”)	CC.1.2.4.E Use structure to interpret information (e.g. chronology, comparison, cause/effect, problem/solution). 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.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.1.5.4.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.
10-a	Imitates building items or the construction of a toy set (e.g., Legos, a train set, Lincoln Logs)	
10-b	Imitates 5 sequences of multi-step functional self-care skills (e.g., brushing teeth, washing face, putting on shoes)	
10-c	Imitates 5 functional activities of daily living skills (e.g., setting the table, sweeping the floor)	
10-d	Demonstrates delayed imitation of adult behavior in pretend play (e.g., driving a car, typing)	
10-e	Imitates 50 different motor behaviors on command	

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

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

SPONTANEOUS VOCAL BEHAVIOR LEVEL 1		
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...	<p>Read with accuracy and fluency to support comprehension:</p> <ul style="list-style-type: none">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. <p>CC.1.5.4.C Identify the reasons and evidence a speaker provides to support particular points.</p>
6-a	Selects an animal from an array of 3 for 5 different sounds made by animals (e.g., Meow says a...)	
6-b	Selects an object from an array of 3 for 5 different sounds made by objects (e.g., Toot, toot goes the...)	
6-c	Selects an item from an array of 3 for 5 different song fill-ins corresponding with the items (e.g., The wheels on the...)	
7-M	Selects the correct item from an array of 8 for 25 different LRFFC fill-in statements of any type (e.g., You sit on a...)	<p>CC.1.1.4.E Read with accuracy and fluency to support comprehension:</p> <ul style="list-style-type: none">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. <p>CC.1.2.4.I Integrate information from two texts on the same topic to demonstrate understanding of that topic.</p> <p>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.</p> <p>CC.1.4.4.V Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p>CC.1.5.4.C Identify the reasons and evidence a speaker provides to support particular points.</p> <p>CC.2.3.4.A.1 Draw lines and angles and identify these in two-dimensional figures.</p> <p>CC.2.4.4.A.4 Represent and interpret data involving fractions using information provided in a line plot.</p> <p>CC.2.4.4.A.6 Measure angles and use properties of adjacent angles to solve problems.</p>
7-a	Selects an item from an array of 5 for 5 different fill-in statements containing a verb (e.g., You sleep in a...)	
7-b	Selects an item from an array of 5 for 5 different spoken associated sets of words (e.g., Shoes and...)	
7-c	Reverses 5 previously acquired associations in an LRFFC format (e.g., Shoes and..., Socks and...)	
7-d	Generalizes 10 known LRFFC responses to different tones of voice, volumes, prosody, etc.	
7-e	Generalizes 10 known LRFFC responses to new carrier phrases without training (e.g., Let's sit on a...Time to sit on a...)	
7-f	Generalizes 10 known LRFFC responses to 2 different pictures or objects (e.g., two different shoes)	
8-M	Selects the correct item from an array of 10 (or from a book) for 25 different verb-noun what, which, or who questions (e.g., What do you ride? Which one barks? Who can hop?)	
8-a	Selects an item from an array of 8 for 10 fill-in function statements (e.g., You draw with a...)	<p>CC.1.1.4.E Read with accuracy and fluency to support comprehension:</p> <ul style="list-style-type: none">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. <p>CC.1.2.4.B Refer to details and examples in text to support what the text says explicitly and make inferences.</p> <p>CC.1.2.4.I Integrate information from two texts on the same topic to demonstrate understanding of that topic.</p> <p>CC.1.2.4.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</p> <p>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.</p> <p>CC.1.4.4.K Choose words and phrases to convey ideas precisely.</p> <p>CC.1.4.4.N Orient the reader by establishing a situation and introducing a narrator and/or characters.</p> <p>CC.1.4.4.Q Choose words and phrases to convey ideas precisely.</p> <p>CC.1.4.4.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>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.</p> <p>CC.1.4.4.V Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p>CC.1.5.4.C Identify the reasons and evidence a speaker provides to support particular points.</p> <p>CC.2.4.4.A.1 Solve problems involving measurement and conversions from a larger unit to a smaller unit.</p> <p>CC.2.4.4.A.4 Represent and interpret data involving fractions using information provided in a line plot.</p>
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	CC.1.2.4.F

	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. CC.1.2.4.G
9-a	Demonstrates LRFFC class generalization with 5 examples (e.g., 5 different animals) for 10 classes	Interpret various presentations of information within a text or digital source and explain how the information contributes to an understanding of text in which it appears. 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.1.4.4.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.
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-e	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.1.4.4.J Create an organizational structure that includes related ideas grouped to support the writer’s purpose and linked in a logical order with a concluding statement or section related to the opinion.
10-a	Selects an item from an array of 10 given the class and a function (e.g., Find something you wear on your feet.) for 25 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-e	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 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.2.4.4.A.4 Represent and interpret data involving fractions using information provided in a line plot.
11-a	Selects 2 members of a class (e.g., Find two body parts.) from an array of 10, for 25 classes	
11-b	Selects 50 items from a book given any type of LRFFC task	
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.1.2.4.B Refer to details and examples in text to support what the text says explicitly and make inferences. CC.1.4.4.D 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.Q Choose words and phrases to convey ideas precisely. CC.2.4.4.A.1 Solve problems involving measurement and conversions from a larger unit to a smaller unit.
12-a	Selects an item from an array of 10 given a color and class (e.g., a yellow animal) for 25 items	
12-b	Selects an item from an array of 10 given a shape and class (e.g., a round food) for 25 items	
12-c	Selects an item from an array of 10 given a function (e.g., color on it) and a class (e.g., art supplies) for 25 LRFFC tasks (e.g., Find something to color on from the art cabinet.)	
12-d	Selects an item from an array of 10 given a feature (e.g., wheels, wings) and a class (e.g., animals, vehicles) for 25 LRFFC tasks (e.g., Where’s a vehicle with wheels? Where’s a vehicle with wings?)	
12-e	Selects an item from an array of 10 given any adjective (but not color or shape) and a function (e.g., It’s hot and you eat it... spaghetti) for 25 LRFFC tasks	
12-f	Selects an item from an array of 10 given any adjective (but not color or shape) and a feature (e.g., It’s soft and has ears... rabbit) for 25 LRFFC tasks	
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. 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.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.
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?)	
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	
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	
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-e	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 the...store) 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 about a single topic (Where does the cow live? What does the cow eat? Who milks the cow?) for 25 different topics	CC.1.2.4.B Refer to details and examples in text to support what the text says explicitly and make inferences. CC.1.2.4.C Explain events, procedures, ideas, or concepts in a text, including what happened and why, based on specific information in a text. CC.1.2.4.I 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 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.Q Choose words and phrases to convey ideas precisely. CC.1.4.4.T
14-a	Selects all members of a class from an array of 10 when asked (e.g., Find all the clothing.) for 3 members of 25 classes	
14-b	Selects an item from a book given a when question (e.g., When do you need a towel?) for 10 items	
14-c	Selects an item from a book given a how question (e.g., How do you get to school?) for 10 items	
14-d	Selects an item from an array of 10 given a preposition after a verb (e.g., eat with, eat at, write on, write with) for 25 verb-preposition combinations	
14-e	Selects an item when asked to find something that is different in an array of 5 (e.g., 4 spoons and 1 fork) for 25 items	
14-f	Selects an item from an array of 10 when asked What is missing? from a picture (e.g., a car without wheels, an airplane without wings) for 25 items	

		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 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.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. CC.1.4.4.D Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases; provide a concluding statement or section; include formatting when useful to aiding comprehension. CC.1.4.4.I Provide reasons that are supported by facts and details. CC.1.4.4.J Create an organizational structure that includes related ideas grouped to support the writer’s purpose and linked in a logical order with a concluding statement or section related to the opinion. CC.1.4.4.K Choose words and phrases to convey ideas precisely. CC.1.4.4.M Write narratives to develop real or imagined experiences or events. CC.1.4.4.N Orient the reader by establishing a situation and introducing a narrator and/or characters. CC.1.4.4.Q Choose words and phrases to convey ideas precisely. CC.1.4.4.T With guidance and support 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.
15-a	Selects an item from an array of 10 relating to past events (e.g., Where did you go yesterday?) for 5 events	
15-b	Selects an item relating to future events (e.g., What’s happening tomorrow?) for 5 events	
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?)	
15-d	Selects an item from an array of 10 when asked Which one is not? in an LRFFC format (e.g., Which one is not a musical instrument?) for 25 functions, features, or classes	
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.1.1.4.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 Read with accuracy and fluency to support comprehension: <ul style="list-style-type: none">Read on-level text with purpose and understanding.Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
6-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...)	
		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

		<p>text.</p> <p>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.</p> <p>CC.1.4.4.G Write opinion pieces on topics or texts.</p> <p>CC.1.4.4.H Introduce the topic and state an opinion on the topic.</p> <p>CC.1.4.4.I Provide reasons that are supported by facts and details.</p> <p>CC.1.4.4.M Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.4.V Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p>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.</p> <p>CC.2.1.4.B.2 Use place value understanding and properties of operations to perform multi-digit arithmetic.</p>
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...)	<p>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.</p>
7-a	Completes 5 different in-context fill-ins (e.g., You sleep in your... while at his bed)	<p>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.</p>
7-b	Correctly responds to 5 in-context fill-ins when they are reversed (e.g., In your bed you go to...)	<p>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.</p>
7-c	Completes 5 different out of context fill-in-the-blank phrases (e.g., You wash your...)	<p>CC.1.4.4.G Write opinion pieces on topics or texts.</p>
7-d	Generalizes 10 known intraverbal responses to a different adult and setting	<p>CC.1.4.4.H Introduce the topic and state an opinion on the topic.</p>
		<p>CC.1.4.4.I Provide reasons that are supported by facts and details.</p>
		<p>CC.1.4.4.K Choose words and phrases to convey ideas precisely.</p>
		<p>CC.1.4.4.M Write narratives to develop real or imagined experiences or events.</p>
		<p>CC.1.4.4.Q Choose words and phrases to convey ideas precisely.</p>
		<p>CC.1.4.4.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>
		<p>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.</p>
8-M	Completes 25 different fill-in-the-blank phrases (not including songs) (e.g., You eat... You sleep in a... Shoes and...)	<p>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.</p>
8-a	Completes 2 <i>eat</i> and 2 <i>drink</i> classification fill-ins (<i>e.g., You eat... You drink...</i>)	<p>CC.1.1.4.E Read with accuracy and fluency to support comprehension:</p>
8-b	Completes 5 different noun-noun association fill-in-the-blank phrases (e.g., mommy and...)	<ul style="list-style-type: none">• Read on-level text with purpose and understanding.
8-c	Completes 5 song fill-ins with 2 or more words (e.g., Old McDonald... had a farm)	<ul style="list-style-type: none">• Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
8-d	Generalizes 10 intraverbal responses to new carrier phrases (e.g., We bounce a... Let’s bounce a...)	<ul style="list-style-type: none">• Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
		<p>CC.1.2.4.A Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p>
		<p>CC.1.2.4.B Refer to details and examples in text to support what the text says explicitly and make inferences.</p>
		<p>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.</p>

		<p>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.</p> <p>CC.1.4.4.F Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>CC.1.4.4.K Choose words and phrases to convey ideas precisely.</p> <p>CC.1.4.4.L Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>CC.1.4.4.Q Choose words and phrases to convey ideas precisely.</p> <p>CC.1.4.4.R Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>CC.1.4.4.V Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.2.1.4.B.2 Use place value understanding and properties of operations to perform multi-digit arithmetic.</p> <p>CC.2.3.4.A.2 Classify two-dimensional figures by properties of their lines and angles.</p> <p>CC.2.3.4.A.3 Recognize symmetric shapes and draw lines of symmetry.</p> <p>CC.2.4.4.A.2 Translate information from one type of data display to another.</p> <p>CC.2.4.4.A.4 Represent and interpret data involving fractions using information provided in a line plot.</p>
9-M	Answers 25 different what questions (e.g., What do you brush?)	<p>CC.1.2.4.A Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>CC.1.2.4.B Refer to details and examples in text to support what the text says explicitly and make inferences.</p> <p>CC.1.2.4.F Determine the meaning of words and phrases as they are used in grade level text, including figurative language.</p> <p>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.</p> <p>CC.1.2.4.H Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>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.</p> <p>CC.1.2.4.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</p> <p>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.</p> <p>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.</p> <p>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.</p>
9-a	Completes 10 different verb-noun fill-in-the-blank phrases (e.g., You ride the... You play in...)	
9-b	Spontaneously emits (no additional verbal prompts) 2 intraverbal responses	
9-c	Answers 10 different what questions with a verb as the primary SD (e.g., What do you brush?)	
9-d	Answers 10 different what questions with a noun as the primary SD (e.g., What’s in the barn?)	
9-e	When asked What do you eat (or drink)? provides 2 or more members of each category	
9-f	Provides 5 novel responses to previously acquired questions (response generalization) (e.g., when asked to name an animal the child answers bear for the first time without receiving training on bear)	

		<p>CC.1.4.4.K Choose words and phrases to convey ideas precisely.</p> <p>CC.1.4.4.N Orient the reader by establishing a situation and introducing a narrator and/or characters.</p> <p>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.</p> <p>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.</p> <p>CC.1.4.4.Q Choose words and phrases to convey ideas precisely.</p> <p>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.</p> <p>CC.1.4.4.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>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.</p> <p>CC.1.4.4.V Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.5.4.E Differentiate between contexts that require formal English versus informal situations.</p> <p>CC.2.4.4.A.2 Translate information from one type of data display to another.</p> <p>CC.2.4.4.A.4 Represent and interpret data involving fractions using information provided in a line plot.</p> <p>CC.2.4.4.A.6 Measure angles and use properties of adjacent angles to solve problems.</p>
10-M	Answers 25 different who or where questions (e.g., Whose your friend? Where is your pillow?)	<p>CC.1.1.4.E Read with accuracy and fluency to support comprehension:</p> <ul style="list-style-type: none">• 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. <p>CC.1.2.4.A Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>CC.1.2.4.B Refer to details and examples in text to support what the text says explicitly and make inferences.</p> <p>CC.1.2.4.F Determine the meaning of words and phrases as they are used in grade level text, including figurative language.</p> <p>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.</p> <p>CC.1.2.4.K</p>
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 animals do you like? What toys do you like?)	
10-e	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.)	

		<p>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.</p> <p>CC.1.2.4.L</p> <p>Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</p> <p>CC.1.2.4.J</p> <p>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.</p> <p>CC.1.4.4.D</p> <p>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.</p> <p>CC.1.4.4.J</p> <p>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.</p> <p>CC.1.4.4.K</p> <p>Choose words and phrases to convey ideas precisely.</p> <p>CC.1.4.4.N</p> <p>Orient the reader by establishing a situation and introducing a narrator and/or characters.</p> <p>CC.1.4.4.O</p> <p>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.</p> <p>CC.1.4.4.P</p> <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.</p> <p>CC.1.4.4.Q</p> <p>Choose words and phrases to convey ideas precisely.</p> <p>CC.1.4.4.S</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and informational texts.</p> <p>CC.1.4.4.T</p> <p>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>CC.1.4.4.U</p> <p>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.</p> <p>CC.1.4.4.V</p> <p>Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p>CC.1.4.4.W</p> <p>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.</p> <p>CC.1.4.4.X</p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.</p> <p>CC.1.5.4.A</p> <p>Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others’ ideas and expressing their own clearly.</p> <p>CC.1.5.4.B</p> <p>Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>CC.1.5.4.D</p> <p>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.</p> <p>CC.1.5.4.E</p> <p>Differentiate between contexts that require formal English versus informal situations.</p> <p>CC.2.4.4.A.4</p> <p>Represent and interpret data involving fractions using information provided in a line plot.</p> <p>CC.2.4.4.A.6</p> <p>Measure angles and use properties of adjacent angles to solve problems.</p>
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INTRAVERBAL LEVEL 3		
Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
11-M	Spontaneously emits 20 intraverbal comments (can be part mand) (e.g., dad says I’m going to the car, and the child spontaneously says I want to go for a ride!)	CC.1.2.4.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.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 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.
11-a	Completes 10 two-component (noun-verb) fill-ins (e.g., For breakfast you eat... For lunch you eat...)	
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 computer...Daddy 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.1.2.4.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.F Determine the meaning of words and phrases as they are used in grade level text, including figurative language. CC.1.4.4.A Write informative/explanatory texts to examine a topic and convey ideas and information clearly. CC.1.4.4.B Identify and introduce the topic clearly. CC.1.4.4.C Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension. CC.1.4.4.D Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases; provide a concluding statement or section; include formatting when useful to aiding comprehension. CC.1.4.4.E Use precise language and domain-specific vocabulary to inform about or explain the topic. CC.1.4.4.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.
12-a	Provides at least 3 members of 10 classes (e.g., What do you see on a playground?)	
12-b	Answers 25 multiple choice questions (e.g., Does a fish live in the water or in trees?)	
12-c	Provides 10 categories when given several members (e.g., a horse, cow, and pig are all...)	
12-d	Provides the name of 25 items when given a specific feature (e.g., What has wheels?)	
12-e	Provides 2 features of 10 items when given their names (e.g., What’s on a fire truck?)	
12-f	Provides an answer to 3 emotion questions (e.g., What makes you sad? What makes you happy?)	
12-g	Provides at least 25 3+ word responses to questions (e.g., when asked What do you like to play? the child responds I like to play with cars)	

		<p>CC.1.4.4.K Choose words and phrases to convey ideas precisely.</p> <p>CC.1.4.4.M Write narratives to develop real or imagined experiences or events.</p> <p>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.</p> <p>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.</p> <p>CC.1.4.4.Q Choose words and phrases to convey ideas precisely.</p> <p>CC.1.4.4.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.5.4.E Differentiate between contexts that require formal English versus informal situations.</p> <p>CC.2.4.4.A.4 Represent and interpret data involving fractions using information provided in a line plot.</p>
13-M	Answers 2 questions after being read short passages (15+ words) from books, for 25 passages (e.g., Who blew the house down?)	
13-a	Answers 25 questions with yes or no (e.g., Is a shoe good to eat?)	<p>CC.1.2.4.A Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>CC.1.2.4.B Refer to details and examples in text to support what the text says explicitly and make inferences.</p> <p>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.</p> <p>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.</p> <p>CC.1.2.4.H Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>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.</p> <p>CC.1.2.4.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</p> <p>CC.1.4.4.A Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>CC.1.4.4.B Identify and introduce the topic clearly.</p> <p>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.</p> <p>CC.1.4.4.D</p>
13-b	Describes 5 locations not in view (e.g., Tell me about your bedroom?)	
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	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.)	

		<p>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.</p> <p>CC.1.4.4.E Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>CC.1.4.4.K Choose words and phrases to convey ideas precisely.</p> <p>CC.1.4.4.M Write narratives to develop real or imagined experiences or events.</p> <p>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.</p> <p>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.</p> <p>CC.1.4.4.Q Choose words and phrases to convey ideas precisely.</p> <p>CC.1.4.4.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.5.4.E Differentiate between contexts that require formal English versus informal situations.</p> <p>CC.2.2.4.A.1 Represent and solve problems involving the four operations.</p> <p>CC.2.4.4.A.4 Represent and interpret data involving fractions using information provided in a line plot.</p>
14-M	Describes 25 different events, videos, stories, etc. with 8+ words (e.g., Tell me what happened... The big monster scared everybody and they all ran into the house.)	<p>CC.1.2.4.A Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>CC.1.2.4.B Refer to details and examples in text to support what the text says explicitly and make inferences.</p> <p>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.</p> <p>CC.1.2.4.F Determine the meaning of words and phrases as they are used in grade level text, including figurative language.</p> <p>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.</p> <p>CC.1.2.4.H Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>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.</p> <p>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,</p>
14-a	Answers 25 different who, what, or where questions that contain 3 or more elements (e.g., What color is a fire truck?)	
14-b	Provides at least 3 members of 25 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?)	
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?)	

		<p>choosing flexibly from a range of strategies and tools.</p> <p>CC.1.2.4.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</p> <p>CC.1.4.4.A Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>CC.1.4.4.B Identify and introduce the topic clearly.</p> <p>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.</p> <p>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.</p> <p>CC.1.4.4.E Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>CC.1.4.4.F Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>CC.1.4.4.I Provide reasons that are supported by facts and details.</p> <p>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.</p> <p>CC.1.4.4.K Choose words and phrases to convey ideas precisely.</p> <p>CC.1.4.4.L Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>CC.1.4.4.M Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.4.N Orient the reader by establishing a situation and introducing a narrator and/or characters.</p> <p>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.</p> <p>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.</p> <p>CC.1.4.4.Q Choose words and phrases to convey ideas precisely.</p> <p>CC.1.4.4.R Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>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.</p> <p>CC.1.4.4.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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,</p>
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		<p>descriptive details to support main ideas or themes; speaking clearly with adequate volume, appropriate pacing, and clear pronunciation.</p> <p>CC.1.5.4.E</p> <p>Differentiate between contexts that require formal English versus informal situations.</p> <p>CC.2.2.4.A.1</p> <p>Represent and solve problems involving the four operations.</p> <p>CC.2.4.4.A.2</p> <p>Translate information from one type of data display to another.</p>
15-M	Answers 4 different rotating WH questions about a single topic for 10 topics (e.g., Who takes you to school? Where do you go to school? What do you take to school?)	<p>CC.1.2.4.A</p> <p>Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>CC.1.2.4.B</p> <p>Refer to details and examples in text to support what the text says explicitly and make inferences.</p> <p>CC.1.2.4.C</p> <p>Explain events, procedures, ideas, or concepts in a text, including what happened and why, based on specific information in the text.</p> <p>CC.1.2.4.D</p> <p>Compare and contrast an event or topic told from two different points of view.</p> <p>CC.1.2.4.F</p> <p>Determine the meaning of words and phrases as they are used in grade level text, including figurative language.</p> <p>CC.1.2.4.G</p> <p>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.</p> <p>CC.1.2.4.H</p> <p>Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>CC.1.2.4.I</p> <p>Integrate information from two texts on the same topic to demonstrate understanding of that topic.</p> <p>CC.1.2.4.K</p> <p>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.</p> <p>CC.1.2.4.L</p> <p>Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</p> <p>CC.1.4.4.D</p> <p>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.</p> <p>CC.1.4.4.F</p> <p>Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>CC.1.4.4.I</p> <p>Provide reasons that are supported by facts and details.</p> <p>CC.1.4.4.J</p> <p>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.</p> <p>CC.1.4.4.K</p> <p>Choose words and phrases to convey ideas precisely.</p> <p>CC.1.4.4.L</p> <p>Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>CC.1.4.4.M</p> <p>Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.4.O</p> <p>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.</p> <p>CC.1.4.4.P</p> <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.</p> <p>CC.1.4.4.Q</p> <p>Choose words and phrases to convey ideas precisely.</p> <p>CC.1.4.4.R</p> <p>Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>CC.1.4.4.S</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and informational texts.</p> <p>CC.1.4.4.T</p> <p>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>
15-a	Answers 10 questions about community helpers (e.g., What does a doctor do?)	
15-b	Answers 25 different questions that contain 4 or more parts of speech (e.g., What tool do you need to pound nails?)	
15-c	Takes turns adding to a story started by others (e.g., And then he saw a boat...)	
15-d	Answers 5 different how questions (e.g., How do you fix the hole?)	
15-e	Provides last name when asked (e.g., Harrison)	
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	

		CC.1.4.4.U With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. CC.1.4.4.W Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. CC.1.4.4.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences. CC.1.5.4.B Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. CC.1.5.4.D Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speaking clearly with adequate volume, appropriate pacing, and clear pronunciation. CC.1.5.4.E Differentiate between contexts that require formal English versus informal situations. CC.2.4.4.A.2 Translate information from one type of data display to another.
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CLASSROOM ROUTINES & GROUP SKILLS LEVEL 2		
Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
6-M	Sits at a group snack or lunch table without negative behavior for 3 minutes	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.
6-a	Adjusts to separation from parents (e.g., does not cry when parents leave)	
6-b	Sits at a snack or lunch table when physically prompted for 1 minute	
6-c	Lines up with other children when physically prompted	
6-d	Demonstrates general compliance for all classroom aides	
7-M	Puts away personal items, lines up, and comes to a table with only 1 verbal prompt	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-a	Does not attempt to move away from a peer when seated next to him	
7-b	Puts away personal items (e.g., coat, backpack, lunch box) with gestural and verbal prompts	
7-c	Goes to and sits at a table with other children with only verbal prompts	
7-d	Cooperates with hand washing with physical assistance	
7-e	Does not engage in negative behavior toward a peer when seated next to him	
8-M	Transitions between classroom activities with no more than 1 gestural or verbal prompt	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.
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	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-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)	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.
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	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.
10-a	Gets lunch with only verbal prompts	
10-b	Puts away backpack, lunch box, or coat upon entering the classroom with group prompts	
10-c	Imitates group activities with objects (e.g., tapping sticks together, shaking a maraca)	
10-d	Gets out and opens most snack/lunch items independently	
10-e	Verbally responds in a group setting 2 times during a 5 minute session	
10-f	Imitates peers doing a song or activity in a group setting 2 times in a 5 minute session	
10-g	Will sit on the toilet without negative behavior when prompted, but may not eliminate	

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 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.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.
11-a	Sits or stands at an arts and crafts or activity table for 5 minutes without disruptive behavior	
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	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.1.4.4.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.F Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
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-a	Gets necessary materials to complete an activity when verbally prompted (e.g., Get some glue.)	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.1.4.4.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.
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.1.4.4.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
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.)	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-d	Leads 2 different group activities involving 3 other children (e.g., red-light, green-light game)	
14-e	Mands for a specific activity in a group setting (e.g., Let’s play tag!)	
14-f	Assists in picking up after an activity with only 1 verbal prompt	
15-M	Sits in a 20-minute group session involving 5 children without disruptive behaviors, and answers 5 intraverbal questions	CC.1.4.4.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.1.4.4.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-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-e	Keeps hands to self in a group setting	
15-f	Raises hand to indicate he knows the answer to a question during a group	
15-g	Completes 2 independent worksheets without prompts at a table with 3 other children	
15-h	Sits in a school assembly for 20 minutes without disruptive behavior	

LINGUISTIC STRUCTURE LEVEL 2		
Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
6-M	The child’s articulation of 10 tacts can be understood by familiar adults who cannot see the item tacted	CC.1.2.4.A Determine the main idea of a text and explain how it is supported by key details; summarize the text. CC.1.2.4.B Refer to details and examples in text to support what the text says explicitly and make inferences. CC.1.4.4.A Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. CC.1.4.4.B Identify and introduce the topic clearly. CC.1.4.4.D Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases; provide a concluding statement or section; include formatting when useful to aiding comprehension. CC.1.4.4.E Use precise language and domain-specific vocabulary to inform about or explain the topic. CC.1.4.4.G Write opinion pieces on topics or texts. CC.1.4.4.H Introduce the topic and state an opinion on the topic. CC.1.4.4.I Provide reasons that are supported by facts and details. CC.1.4.4.K Choose words and phrases to convey ideas precisely. CC.1.4.4.M Write narratives to develop real or imagined experiences or events. CC.1.4.4.N Orient the reader by establishing a situation and introducing a narrator and/or characters. CC.1.4.4.Q Choose words and phrases to convey ideas precisely. CC.1.4.4.W Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

		<p>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.</p> <p>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.</p> <p>CC.1.5.4.C Identify the reasons and evidence a speaker provides to support particular points.</p> <p>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.</p> <p>CC.1.5.4.E Differentiate between contexts that require formal English versus informal situations.</p>
7-M	Has a total listener vocabulary of 100 words (e.g., Touch nose. Jump. Find keys.)	<p>CC.1.1.4.E Read with accuracy and fluency to support comprehension:</p> <ul style="list-style-type: none">• 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-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-c	Has a total speaker vocabulary size of 50 words (all verbal operants except echoic)	
		<p>CC.1.2.4.A Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>CC.1.2.4.B Refer to details and examples in text to support what the text says explicitly and make inferences.</p> <p>CC.1.4.4.A Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>CC.1.4.4.B Identify and introduce the topic clearly.</p> <p>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.</p> <p>CC.1.4.4.E Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>CC.1.4.4.F Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>CC.1.4.4.G Write opinion pieces on topics or texts.</p> <p>CC.1.4.4.H Introduce the topic and state an opinion on the topic.</p> <p>CC.1.4.4.I Provide reasons that are supported by facts and details.</p> <p>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.</p> <p>CC.1.4.4.K Choose words and phrases to convey ideas precisely.</p> <p>CC.1.4.4.M Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.4.N Orient the reader by establishing a situation and introducing a narrator and/or characters.</p> <p>CC.1.4.4.Q Choose words and phrases to convey ideas precisely.</p> <p>CC.1.4.4.R Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>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.</p> <p>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.</p> <p>CC.1.5.4.A Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others’ ideas and</p>

		<p>expressing their own clearly.</p> <p>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.</p> <p>CC.1.5.4.C Identify the reasons and evidence a speaker provides to support particular points.</p> <p>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.</p> <p>CC.1.5.4.E Differentiate between contexts that require formal English versus informal situations.</p>
8-M	Emits 10 different 2-word utterances per day of any type except echoic (e.g., mand, tact)	<p>CC.1.2.4.A Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>CC.1.2.4.B Refer to details and examples in text to support what the text says explicitly and make inferences.</p> <p>CC.1.4.4.A Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>CC.1.4.4.B Identify and introduce the topic clearly.</p> <p>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.</p> <p>CC.1.4.4.E Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>CC.1.4.4.G Write opinion pieces on topics or texts.</p> <p>CC.1.4.4.H Introduce the topic and state an opinion on the topic.</p> <p>CC.1.4.4.I Provide reasons that are supported by facts and details.</p> <p>CC.1.4.4.K Choose words and phrases to convey ideas precisely.</p> <p>CC.1.4.4.M Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.4.N Orient the reader by establishing a situation and introducing a narrator and/or characters.</p> <p>CC.1.4.4.Q Choose words and phrases to convey ideas precisely.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.5.4.C Identify the reasons and evidence a speaker provides to support particular points.</p> <p>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.</p> <p>CC.1.5.4.E Differentiate between contexts that require formal English versus informal situations.</p>
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!)	<p>CC.1.1.4.E Read with accuracy and fluency to support comprehension:</p> <ul style="list-style-type: none">Read on-level text with purpose and understanding.Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
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-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.)	<ul style="list-style-type: none">Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 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.1.5.4.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.
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)	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: <ul style="list-style-type: none">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.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
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?)	

		<p>Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>CC.1.4.4.G Write opinion pieces on topics or texts.</p> <p>CC.1.4.4.H Introduce the topic and state an opinion on the topic.</p> <p>CC.1.4.4.I Provide reasons that are supported by facts and details.</p> <p>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.</p> <p>CC.1.4.4.K Choose words and phrases to convey ideas precisely.</p> <p>CC.1.4.4.M Write narratives to develop real or imagined experiences or events.</p> <p>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.</p> <p>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.</p> <p>CC.1.4.4.Q Choose words and phrases to convey ideas precisely.</p> <p>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.</p> <p>CC.1.4.4.V Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.5.4.C Identify the reasons and evidence a speaker provides to support particular points.</p> <p>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.</p> <p>CC.1.5.4.E Differentiate between contexts that require formal English versus informal situations.</p> <p>CC.2.1.4.B.2 Use place value operations and properties of operations to perform multi-digit arithmetic.</p>
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LINGUISTIC STRUCTURE LEVEL 3		
Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards

11-M	Emits noun inflections by combining 10 root nouns with suffixes for plurals (e.g., dog vs. dogs) and 10 root nouns with suffixes for possession (e.g., dog’s collar vs. cat’s collar)	CC.1.2.4.G Interpret various presentations of information within a text or digital source and explain how the information contributes to an understanding of text in which it appears. CC.1.2.4.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies and tools. CC.1.4.4.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.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.
11-a	Emits auxiliary (helping) verbs in a tact or mand carrier phrase (e.g., do, have, will, can, was)	
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)	
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)	
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.1.4.4.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.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-a	Uses is and am appropriately with verbs (e.g., I am eating. The dog is barking.)	
12-b	Emits conjunctions to combine words and phrases (e.g., and, or, but)	
12-c	Emits some irregular past tense verbs appropriately (e.g., dug, ran, built)	
12-d	Emits 2-word noun-verb or verb-noun mands or tacts (e.g., Pour juice. Baby crying.)	
12-e	Emits present participle inflection with “verb-ing” (e.g., running, playing, swimming)	

13-M	Emits 10 different noun phrases containing at least 3 words, with 2 modifiers (e.g., adjectives, prepositions, pronouns) (e.g., He’s my puppet. I want chocolate ice cream.)	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.G Interpret various presentations of information within a text or digital source and explain how the information contributes to an understanding of text in which it appears. CC.1.2.4.H Explain how an author uses reasons and evidence to support particular points in a text. CC.1.2.4.I Integrate information from two texts on the same topic to demonstrate understanding of that topic. CC.1.2.4.J Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic. CC.1.2.4.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 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 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.
13-a	Speaks in 3-5 word sentences	
13-b	Emits prepositional phrases (e.g., on the table, in the house), but may not discriminate between prepositional pairs (e.g., on vs. under; in vs. out)	
13-c	Emits adjectives to modify nouns (e.g., blue train, chocolate cookie)	
13-d	Emits contractions in a mand, tact, or intraverbal context (e.g., can’t, don’t, won’t)	
13-e	Emits pronouns to modify nouns (e.g., My shoes. Your cup.)	

		<p>CC.1.5.4.E Differentiate between contexts that require formal English versus informal situations.</p> <p>CC.1.5.4.G Demonstrate command of the conventions of standard English when speaking based on grade 4 level and content.</p>
14-M	Emits 10 different verb phrases containing at least 3 words, with 2 modifiers (e.g., adverbs, prepositions, pronouns) (e.g., Push me hard. Go up the steps.)	<p>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.</p> <p>CC.1.4.4.F Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>CC.1.4.4.E Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>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.</p> <p>CC.1.4.4.L Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>CC.1.4.4.R Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>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.</p> <p>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.</p> <p>CC.1.5.4.C Identify the reasons and evidence a speaker provides to support particular points.</p> <p>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.</p> <p>CC.1.5.4.E Differentiate between contexts that require formal English versus informal situations.</p> <p>CC.1.5.4.G Demonstrate command of the conventions of standard English when speaking based on grade 4 level and content.</p>
14-a	Adjectives usually precede nouns when appropriate (e.g., a big boat vs. a boat big)	
14-b	Verbs agree with the subjects in person (e.g., he was laughing vs. he were laughing)	
14-c	Verbs agree with the subjects in number (e.g., Joey is home vs. Joey are home)	
14-d	Emits adjective inflections with the comparative suffixes “er” and “est” (e.g., good, better, best)	
14-e	Emits adverbs to modify verbs (e.g., Go fast. It’s slow.)	
15-M	Combines noun and verb phrases to produce 10 different syntactically correct clauses or sentences containing at least 5 words (e.g., The dog licked my face.)	<p>CC.1.2.4.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.</p> <p>CC.1.2.4.H Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.4.4.F Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>CC.1.4.4.I Provide reasons that are supported by facts and details.</p> <p>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.</p> <p>CC.1.4.4.L Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>CC.1.4.4.N Orient the reader by establishing a situation and introducing a narrator and/or characters.</p> <p>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.</p>
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-c	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-e	Uses quantification in a sentence (e.g., always, never, sometimes)	
15-f	Uses demonstratives in a sentence (e.g., this that, these, those)	
15-g	Emits words that describe the certainty of other words (e.g., I think... I’m sure... maybe)	

		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 <u>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or</u>
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.1.1.4.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.1.2.4.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.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.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.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.
11-a	Turns pages and looks at books for 30 seconds	
11-b	Mands to be read stories from books	
11-c	Touches pictures in books that correspond to the story (e.g., Where’s the big bad wolf?)	
12-M	Selects (LDs) the correct uppercase letter from an array of 5 letters, for 10 different letters	CC.1.1.4.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-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: <ul style="list-style-type: none">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.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.
12-b	Recites 5 letters from the alphabet with a starting prompt (e.g., A B...)	
12-c	Has a favorite book, and can provide the name of it by seeing the pictures on the cover	
12-d	Tacts pictures in books while an adult reads the story	
12-e	Matches to sample all uppercase letters	
		CC.1.1.4.E Read with accuracy and fluency to support comprehension: <ul style="list-style-type: none">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.G Interpret various presentations of information within a text or digital source and explain how the information contributes to an understanding of text in which it appears. CC.1.2.4.H Explain how an author uses reasons and evidence to support particular points in a text. CC.1.2.4.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies and tools.
13-M	Tacts 10 uppercase letters on command	
13-a	Recites (or sings) the whole alphabet with only a verbal prompt to do so	
13-b	Mands for what written words say (e.g., What word is that?)	
13-c	Pretends to read a book	
13-d	Discriminates as a listener (LDs) his own name from an array of 3 written names	CC.1.1.4.E Read with accuracy and fluency to support comprehension: <ul style="list-style-type: none">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.G Interpret various presentations of information within a text or digital source and explain how the information contributes to an understanding of text in which it appears. CC.1.2.4.H Explain how an author uses reasons and evidence to support particular points in a text. CC.1.2.4.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies and tools.
13-e	Looks at the written words, rather than just the pictures when stories are being read to him	
14-M	Reads his own name	
14-a	Discriminates among most uppercase letters (but may confuse some; e.g., M and N; P and R)	
14-b	Matches 5 word cards to the same word written on paper	CC.1.1.4.E Read with accuracy and fluency to support comprehension: <ul style="list-style-type: none">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.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.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.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
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	

		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 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: <ul style="list-style-type: none"> 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.F Determine the meaning of words and phrases as they are used in grade level, text, including figurative language. CC.1.4.4.V Conduct short research projects that build knowledge through investigation of different aspects of a topic. CC.1.5.4.B Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others’ ideas and expressing their own clearly. CC.2.4.4.A.2 Translate information from one type of data display to another.
15-a	Indicates if 2 words rhyme or not for 10 different rhymes (e.g., cat and hat vs. cat and book)	
15-b	Tacts most uppercase letters (may confuse those that look similar; e.g., M and N; P and R)	
15-c	Matches 10 lower case letters to uppercase letters	
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
11-M	Imitates 5 different writing actions modeled by an adult using a writing instrument and writing surface	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.
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.1.4.4.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.
12-a	Demonstrates a proper grip on a writing instrument	CC.1.5.4.F Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
12-b	Imitates drawing a square and triangle	CC.2.3.4.A.1 Draw line and angles and identify these in two-dimensional figures.
12-c	Traces 3 different shapes and stays within 1 inch of the lines	CC.2.4.4.A.2 Develop and/or apply number theory concepts to find factors and multiples.
12-d	Copies 3 different shapes when given a sample	CC.2.4.4.A.4 Generate and analyze patterns using one rule.
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.1.4.4.A Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.
13-a	Copies 4 numbers or letters	CC.1.4.4.B Identify and introduce the topic clearly.
13-b	Independently combines shapes to make a picture (adult verbal prompts are okay)	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.
13-c	Independently draws a person with 4 recognizable body parts (adult verbal prompts are okay)	CC.1.4.4.E Use precise language and domain-specific vocabulary to inform about or explain the topic.
13-d	Traces his own name on paper and stays within 1/2 inch of the letters	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 and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
14-a	Legibly copies his own name on lined paper	CC.2.4.4.A.1 Solve problems involving measurement and conversions from a larger unit to a smaller unit.
14-b	Colors in pictures in coloring books and mostly stays within the lines	CC.2.4.4.A.2 Develop and/or apply number theory concepts to find factors and multiples.
14-c	Copies numbers 1-10 legibly on lined paper	CC.2.4.4.A.4 Generate and analyze patterns using one rule.
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.1.4.4.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.1.4.4.B Identify and introduce the topic clearly.
15-b	Legibly writes 10 letters or numbers when dictated	CC.1.4.4.C Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic;
15-c	Copies 5 simple words legibly	

		<p>include illustrations and multimedia when useful to aiding comprehension.</p> <p>CC.1.4.4.E Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>CC.1.4.4.G Write opinion pieces on topics or texts.</p> <p>CC.1.4.4.H Introduce the topic and state an opinion on the topic.</p> <p>CC.1.4.4.I Provide reasons that are supported by facts and details.</p> <p>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.</p> <p>CC.1.4.4.K Choose words and phrases to convey ideas precisely.</p> <p>CC.1.4.4.M Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.4.Q Choose words and phrases to convey ideas precisely.</p> <p>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.</p> <p>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.</p> <p>CC.2.4.4.A.1 Solve problems involving measurement and conversions from a larger unit to a smaller unit.</p> <p>CC.2.4.4.A.2 Develop and/or apply number theory concepts to find factors and multiples.</p> <p>CC.2.4.4.A.4 Generate and analyze patterns using one rule.</p> <p>CC.2.4.4.A.6 Measure angles and use properties of adjacent angles to solve problems.</p>
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MATH LEVEL 3		
Skill	VB MAPP Milestones & Task Analysis	PA Core Standards
11-M	Identifies as a listener the numbers 1-5 in an array of 5 different numbers	<p>CC.1.1.4.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.</p> <p>CC.2.1.4.B.1 Apply place value concepts to show an understanding of multi-digit whole numbers.</p> <p>CC.2.1.4.B.2 Use place value understanding and properties of operations to perform multi-digit arithmetic.</p> <p>CC.2.2.4.A.1 Represent and solve problems involving the four operations.</p> <p>CC.2.2.4.A.2 Develop and/or apply number theory concepts to find factors and multiples.</p> <p>CC.2.2.4.A.4 Generate and analyze patterns using one rule.</p> <p>CC.2.3.4.A.1 Draw lines and identify these in two-dimensional figures.</p> <p>CC.2.4.4.A.1 Solve problems involving measurement and conversions from a larger unit to a smaller unit.</p> <p>CC.2.4.4.A.2 Develop and/or apply number theory concepts to find factors and multiples.</p>
11-a	Rote counts to 5 with a verbal starter prompt (e.g., count 1, 2, ...)	
11-b	Arranges objects by size (e.g., small, medium, and large blocks)	
11-c	Distinguishes between 1 and 2 items as a listener (e.g., Where are 2 boats?)	
11-d	Distinguishes between 1 and 2 items as a mand (e.g., I want 2 cookies.)	
11-e	Matches to sample the numbers 1-10 (e.g., puts the number 4 with the number 4)	

		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.
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 correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words.
12-a	Distinguishes between 1 and 2 items as a tact (e.g., How many shoes do you have?)	CC.2.1.4.B.1 Apply place value concepts to show an understanding of multi-digit whole numbers.
12-b	Holds up corresponding fingers for numbers 1-5 (e.g., Show me 2 fingers.)	CC.2.1.4.B.2 Use place value understanding and properties of operations to perform multi-digit arithmetic.
12-c	Distinguishes between 1, 2, and 3 items as a listener (e.g., Can you find 3 flowers?)	CC.2.2.4.A.1 Represent and solve problems involving the four operations.
12-d	Counts 2 items with 1:1 correspondence	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.
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.2.1.4.B.1 Apply place value concepts to show an understanding of multi-digit whole numbers.
13-a	Provides age when asked	CC.2.1.4.B.2 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 Extend the understanding of fractions to show equivalence and ordering.
13-c	Identifies as a listener (LDs) the number of items (e.g., Which picture has 2 cars?)	CC.2.1.4.C.2 Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.
13-d	Demonstrates enumeration in counting (final emphasis on correct number) for numbers 1-3	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.2.4.4.A.6 Measure angles and use properties of adjacent angles to solve problems.
14-M	Identifies as a listener 8 different comparisons involving measurement (e.g., show me more or less, big or little, long or short, full or empty, loud or quiet)	CC.2.1.4.B.1 Apply place value concepts to show an understanding of multi-digit whole numbers.
14-a	Correctly tacts a collection of 1-3 items as “1,” “2,” and “3” (e.g., How many are here?)	CC.2.1.4.B.2 Use place value understanding and properties of operations to perform multi-digit arithmetic.
14-b	Identifies (LDs) a collection of items as more or less/fewer than a comparison group	CC.2.1.4.C.1

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

5 th 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.1.3.5.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. CC.1.4.5.F Demonstrate a grade-appropriate command of the conventions of standard English grammar and spelling. 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. CC.1.5.5.E Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
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, 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-e	Generalizes 2 known mands across 2 different people and 2 settings	
3-M	Generalizes 6 mands across 2 people, 2 settings, and 2 different examples of a reinforcers (e.g., mands bubbles	
3-a	Emits 2 spontaneous mands (no verbal prompt); — the object can be present	
3-b	Emits 5 mands without echoic or imitative prompts — can be with verbal or object prompts	
3-c	Generalizes 3 mands across 2 examples of a desired item (e.g., mands slide for 2 different slides)	
3-d	Emits 6 different mands without echoic or imitative prompts — can be with verbal or object prompts	
4-M	Spontaneously emits (no verbal prompts) 5 mands — the desired item can be present	
4-a	Mands for attention 2 times with some identifiable type of response (e.g., a tap on the arm)	
4-b	Emits 2 mands without an object present — can be with What do you want?	
4-c	Emits 2 mands without verbal prompts — can be with object prompts	
4-d	Mands for others to attend to the same stimulus that he is attending to 5 times per day	
4-e	Emits 1 mand to remove an undesirable item or activity (e.g.no)	
5-M	Emits 10 different mands without prompts (except, What do you want?) — the desired item can be present (e.g., apple, swing, car, juice)	
5-a	Emits 3 different mands without an object present — can be with a verbal prompt (e.g., mommy)	
5-b	Emits 3 different mands without verbal prompts — can be with an object prompt	
5-c	Mands contain intonations that vary and are appropriate to the current MO 2 times	

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

MAND LEVEL 2		
Skill	VB-MAPP Milestones & Supporting Skills List	PA Core Standards
6-M	Mands for 20 different missing items without prompts (except e.g., What do you need?) (e.g., mands for paper when given a crayon)	CC.1.3.5.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. CC.1.4.5.F Demonstrate a grade-appropriate command of the conventions of standard English grammar and spelling. CC.1.5.5.E Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
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-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-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-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.1.2.5.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. 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. CC.1.4.5.F Demonstrate a grade-appropriate command of the conventions of standard English grammar and spelling. 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.
11-a	Mands to peers 5 times	
11-b	Spontaneously mands for attention 5 times (e.g., Teacher! Hey! Excuse me.)	
11-c	The child emits 100 or more different mands in a one week period	
11-d	Mands contain 3-word phrases 10 times (e.g, Can I see?)	
11-e	Mands for a specific quantity of reinforcers 2 times (e.g., two gummy bears)	
12-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?)	
12-a	Mands to remove an aversive item or activity 2 times (e.g., Let go. Give it back.)	
12-b	Mands for others to perform a two-step action 2 times (e.g., Come here and watch me.)	
12-c	Says please and thank you with indirect adult verbal prompts (e.g., What do you say?)	
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.)	
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.)	
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-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 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. CC.1.3.5.F Determine the meaning of words and phrases as they are used in grade-level text, including interpretation of figurative language.
1-a	Tacts 1 familiar person, pet, or object with verbal prompts and motivation present (e.g. mama)	
2-M	Tacts any 4 items without echoic or imitative prompts (e.g., people, pets, characters, or other objects)	
3-M	Tacts 6 non-reinforcing items (e.g., shoe, hat, spoon, car, cup, bed)	
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 Determine two or more main ideas in a text and explain how they are supported by key details; summarize the text.
6-a	Tacts 4 different people, pets, or characters by their specific name (can include mama and dada)	
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 Integrate information from several texts on the same topic to demonstrate understanding of that 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.
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 What he doing? (e.g., drinking, swimming)	
7-e	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.1.4.5.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. 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.1.5.5.E Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
8-a	Tacts 2 tactile stimuli (e.g., says ball when feeling a ball in a bag)	
8-b	Tacts 5 noun-verb or verb-noun combinations (e.g., dog eating, rolling ball)	
8-c	Tacts two or more items from 10 different pages in a book when asked, What do you see here?	
8-d	Glances at a listener while tacting on 5 occasions	
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.1.4.5.E 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. CC.1.4.5.R Demonstrate a grade-appropriate command of the conventions of standard English grammar and spelling. CC.1.5.5.E Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. CC.1.5.5.G Demonstrate a command of the conventions of standard English when speaking based on grade 5 level and content.
9-a	Tacts 25 two-component noun-noun relations (e.g., paper and pencil; car and truck)	
9-b	Acquires a new tact in less than 15 training trials	
9-c	Spontaneously tacts items in a book, on TV, or in a video 5 times (e.g., Cinderella)	
9-d	Learns 2 new tacts without direct training (e.g., untrained echoic to tact transfer)	
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)	
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 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships. 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. CC.1.4.5.H 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.
10-a	Tacts 10 actions (e.g., climbing, playing, coloring, swimming, washing)	
10-b	Tacts 2 gustatory stimuli (e.g., tacts orange by tasting it)	
10-c	Tacts 20 items in a 1 minute fluency test	
10-d	Tacts 2 different colors (e.g., red, blue)	
10-e	Tacts 2 different shapes (e.g., circle, star)	

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.1.2.5.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 Use text structure, in and among texts, to interpret information (e.g. chronology, comparison, cause/effect, problem/solution). CC.1.4.5.O 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.
11-a	Tacts 2 olfactory stimuli (e.g., cookies, popcorn, flowers)	
11-b	Acquires 5 new tacts in a week without direct training	
11-c	Tacts 2 people (not family members) by their first names	
11-d	Tacts 5 categories or classes (e.g., animals, drinks, toys)	
11-e	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	
12-M	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, including those that signal contrast, addition, and other logical relationships. CC.1.4.5.Q 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 Demonstrate a grade-appropriate command of the conventions of standard English grammar and spelling.
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-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-d	Tacts 2 prepositional relations (e.g., Where is Oscar? ...in the garbage can) (part intraverbal)	
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. CC.1.4.5.O 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. CC.1.4.5.Q Write with an awareness of styles. Use sentences of varying length. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
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.)	
13-c	Tacts 2 pairs of relative adjectives (e.g., big and little; long and short) (part intraverbal if questions such as What size is this? are used)	
13-d	Spontaneously tacts with 2 different adjectives	
13-e	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 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). 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.
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 (The dog’s in the house.)	
	Tacts 5 subject-verb-noun combinations in a complete sentence (e.g., The girl is pulling the wagon.)	
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. CC.1.2.5.H Determine how an author supports particular points in a text through reasons and evidence. 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. 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. 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 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.
15-a	Tacts 3 emotional states of self or others (e.g., sad, happy, mad) (part intraverbal if questions such as How do you feel? are used)	
15-b	Tacts 5 frequently used gestures that have a verbal function (e.g., pinching their nose for a bad smell, finger over the lips for quiet, thumbs up for a good job, a fake yawn for being tired)	
15-c	Tacts 5 community helpers (e.g., policeman, fireman, nurse, doctor, garbage man)	
15-d	Tacts with 2 different negation words 5 times (e.g., That’s not a cat.)	
15-e	Tacts 5 social, community, or group events (e.g., parade, party, emergency)	
15-f	Spontaneously tacts 2 different social circumstances (e.g., They are busy. They are arguing.)	
15-g	Spontaneously emits untrained tacts in sentences containing at least 5 words, 5 times	

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 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.
1-a	Turns head to locate the source of a sound (e.g., bell, squeaky toy, a cell phone ringing)	
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, for 5 different reinforcers (e.g., Where’s Elmo? Where’s mommy?)	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-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.1.2.5.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.
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.)	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.
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.1.2.5.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.
6-a	Selects the correct item from a messy array of 5, for 25 different items (e.g., book, car, dog, shoe)	
6-b	Acquires a new listener skill in less than 25 training trials	
6-c	Discriminates among 6 people, pets, or characters by name (e.g., Find Oscar.)	
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.1.4.5.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. CC.1.4.5.D Group related information logically linking ideas within and across categories of information using words, phrases, and clauses;
7-a	Goes to 3 specified people on command (e.g., Go to Debbie)	
7-b	Points to a named item in a book for 5 items (e.g., Where’s the fire truck?)	

7-c	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 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.1.4.5.B Identify and introduce the topic clearly.
8-a	Goes to 3 specified locations on command (e.g., Go to the kitchen. Show me your bedroom.)	
8-b	Selects the correct item from an array of 8 containing 2 similar stimuli (e.g., same color), for 20 items	
8-c	Selects an item when given the sound that the item makes for 5 items (e.g., barking: dog, siren: fire truck)	
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 swing.)	CC.1.3.5.F Determine the meaning of words and phrases as they are used in grade-level text, including interpretation of figurative language. CC.1.4.5.A Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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)	
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 accumulated list of known words	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.1.3.5.H Compare and contrast texts in the same genre on their approaches to similar themes and topics as well as additional literary elements.
10-a	Performs two consecutive actions for 10 different sets of actions (verb-verb) (e.g., Show me jumping and clapping.	
10-b	Discriminates between 2 colors from an array of 4 different colored objects	
10-c	Discriminates between 2 shapes from an array of 4 different shapes	
10-d	Generalizes in a noun-verb listener task with a new object for 5 different actions (e.g., after receiving training on spinning and rolling a pencil, the child correctly spins and rolls a straw on the first trial)	
10-e	Generalizes in a noun-verb listener task with a new action for 5 objects (e.g., can spin any item)	

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., Touch my ear.)	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. 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.
12-a	Follows instructions to take an item to 5 different locations (e.g., Take the tray to the sink.)	
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-e	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.)	
13-b	Identifies (LDs) 10 items based on a subject, adjective, and noun (e.g., Show me the girl’s red hair.)	
13-c	Performs 10 actions based on a subject, preposition, and noun (e.g., Put the horse in the barn.)	
13-d	Identifies (LDs) 10 items based on a verb, pronoun, and noun (e.g., Brush his hair.)	
13-e	Generalizes a pronoun and a preposition to a new situation (e.g., uses his correctly with a new friend)	
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.)	
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.1.2.5.A Determine two or more main ideas in a text and explain how they are supported by key details; summarize the text. CC.1.3.5.D Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. CC.1.3.5.F Determine the meaning of words and phrases as they are used in grade-level text, including interpretation of figurative language. CC.1.3.5.K Read and comprehend literary fiction on grade level, reading independently and proficiently. 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.
15-a	Discriminates among items given negation words for 10 tasks (e.g., Which one is not a food?)	
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?)	
15-c	Correctly responds to 10 singular vs. plural tasks (e.g., Touch the dog. vs. Touch the dogs.)	
15-d	Generalizes 5 adjectives to new nouns (e.g., says, Sticky fly stuff when first encounters a fly trap)	
15-e	Generalizes 5 adverbs to new verbs (e.g., says, Lava moves slow when first encountering lava)	

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. 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.
1-b	Visually attends to reinforcing objects 5 times	
2-M	Grasps small objects with thumb and index finger (pincer grasp) 5 times	CC.1.5.4.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-a	Reaches for and successfully grabs objects 5 times	
2-b	Uses index finger to poke things or for other uses 5 times	
2-c	Manipulates toys and objects in a variety of ways for 10 seconds, 5 times	
3-M	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. 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-a	Transfers objects from one hand to another 5 times	
3-b	Looks for an object that has fallen out of sight 5 times	
4-M	Places 3 items in a container, stacks 3 blocks, or places 3 rings on a peg for 2 of these or similar activities	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-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.1.5.4.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-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-piece in-set 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)	

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 Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.
6-a	Connects 2 items or toys together (e.g. Duplos)	
6-b	Nests identical objects in a stack 2 times (e.g., bowls, cups, plates	
6-c	Turns 2 pages in a book	

6-d	Completes 3 different inset puzzles containing 3-4 pieces without prompts	
6-e	Stacks 4 blocks without help	
6-f	Matches identical objects or pictures in a neat array of 3, for 10 items (e.g., matches a hat to a hat)	
6-g	Matches identical objects or pictures that are different sizes in a messy array of 6, for 10 items (e.g., matches a big red ball to a little red ball)	
6-h	Places 5 items where they belong or in an appropriate context (e.g., puts a cup in the sink)	
7-M	Matches similar colors and shapes for 10 different colors or shapes given models (e.g., given red, blue, and green bowls and a pile of red, blue, and green bears the child sorts the items by color	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	
7-b	Matches identical objects or pictures in a messy array of 8, for 25 objects	
7-c	Matches identical pictures that have different backgrounds in a messy array of 8, for 25 pictures	
7-d	Matches identical pictures (2D) to objects (3D) and vice versa, in a messy array of 8, for 10 pairs (e.g., matches a picture of Thomas the Train to a toy Thomas the Train	
7-e	Spontaneously matches 2 items together in play or other situations (e.g., picks up a Hulk figurine and selects a matching Hulk from a bin of figurines)	
7-f	Completes identical matches in an array of 8, for 10 matches in less than 20 seconds (fluency)	
8-M	Matches identical objects or pictures in a messy array of 8 containing 3 similar stimuli, for 25 items (e.g., matches a dog to a dog in an array that also contains a cat, a pig, and a pony	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-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.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-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	
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)	
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 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-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-c	Matches a picture of an action to a non-identical picture of the same action for 10 actions (e.g., matches a picture of a girl swimming to a picture of a boy swimming in a different pool)	
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)	

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 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.
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., 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 Graph points in the first quadrant on the coordinate plane and interpret these points when solving real world and mathematical problems.
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)	
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	
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 problems.
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	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 Integrate information from several texts on the same topic to demonstrate understanding of that topic. 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. 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 problems.
14-a	Successfully completes a human figure puzzle with at least 6 parts	
14-b	Matches 25 items that are associated with each other in a messy array of 6 with 3 similar stimuli	
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	
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. 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. 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.
15-a	Completes an A-B pattern for 5 different color or shape patterns	
15-b	Completes an A-B pattern for 5 different picture patterns	
15-c	Places 3 pictures in the correct sequential order for 5 sets	
15-d	Constructs 5 felt (or similar material) scenes with 5 parts (e.g., farm, party)	

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 Read and comprehend literary fiction on grade level, reading independently and proficiently.
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.1.5.4.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-a	Points to a toy or object of interest	
2-b	Drops items to watch them fall, or demonstrates other interests in cause-and-effect	
2-c	Opens cupboard doors, toy boxes, or reaches in a toy container	
2-d	Repeats a play behavior that produces an auditory sound (e.g., squeezes toys, bangs items)	
2-e	Makes eye contact with others 3 times during play	
3-M	Demonstrates generalization by engaging in exploratory movement and playing with the toys in a novel environment for 2 minutes (e.g., in a new playroom)	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. CC.1.5.5.E Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
3-a	Brings a toy or object of interest to an adult	
3-b	Dumps containers of items on floor	
3-c	Transfers items in or out of a container	
3-d	Generalizes known play behaviors to a novel environment	
3-e	Carries toys or objects from one place to another	
4-M	Independently engages in movement play for 2 minutes (e.g., swinging, dancing, rocking, jumping, climbing)	CC.1.5.4.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-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.1.5.4.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-a	Takes pieces of a set apart (e.g., Duplos, Bristle blocks)	
5-b	Spontaneously pulls and pushes items around	
5-c	Carries a large play object to a new location (e.g., a toy car garage)	
5-d	Emits sounds or words associated with toys (e.g., says vroom vroom with a car)	
5-e	Connects things or puts them together (e.g., a car on a track, Duplos)	

INDEPENDENT PLAY
LEVEL 2

Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
6-M	Searches for a missing or corresponding toy or part of a set for 5 items or sets (e.g., a puzzle piece, a ball for a drop-in toy, a bottle for a baby doll)	CC.1.5.4.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.
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.1.4.5.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.
7-a	Scribbles on a Magna Doodle, white board, or paper	
7-b	Waits while an activity is being set up	
7-c	Independently plays for 2 minutes without adult interaction	
7-d	Sorts or separates preferred toy items from others in a bin (e.g., pulls out the Thomas trains)	
7-e	Spontaneously imitates an adult’s use of objects (e.g., brushing hair)	
8-M	Plays with everyday items in creative ways 2 times (e.g., uses a bowl as a drum or a box as an imaginary car)	CC.1.4.5.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-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.1.4.5.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.
9-a	Mands to go to a playground or play structure, or otherwise get access to play items he can’t independently obtain (e.g., mands to be lifted up to monkey bars)	
9-b	Completes 5 inset puzzles with 5 or more pieces	
9-c	Repeatedly plays with specific components of a play structure (e.g., goes down a slide several times, goes back and forth on a rope bridge)	
9-d	Spontaneously kicks a ball forward	
10-M	Assembles toys that have multiple parts for 5 different sets of materials	CC.1.4.5.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.
10-a	Plays with toy sets as designed (e.g., birthday set, tea set)	
10-b	Allows others to play in close proximity	
10-c	Demonstrates interest in a peer’s completed project (e.g., a sand castle, Lego structure)	
10-d	Mands to peers to not disturb his structure or toy assembly	
10-e	Improvises when parts are missing (e.g., still plays with a car that is missing a wheel)	
10-f	Helps to pick up toys after an activity with adult prompts	

INDEPENDENT PLAY
LEVEL 3

Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
11-M	Spontaneously engages in pretend or imaginary play on 5 occasions (e.g., dressing up, a pretend party with stuffed animals, pretends to cook)	CC.1.5.4.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.
11-a	Navigates a riding toy around obstructions (e.g., moving a tricycle or big wheel around a pole)	
11-b	Demonstrates 1 to 1 correspondence in play activities (e.g., places plastic eggs in an egg carton, a doll in a bed with a bottle)	
11-c	Will get toys and play independently for 2 minutes	
11-d	Sings, hums, or recites a few words to familiar songs while engaged in an activity	
12-M	Repeats a gross motor behavior to obtain a better effect for 2 activities (e.g., throwing a ball in a basket, swinging a bat at a T-ball, foot stomping to launch a rocket, pumping a swing)	CC.1.5.4.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.
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)	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-e	Colors items mostly within their boundaries in a coloring book	
14-M	Independently engages in sustained play activities for 10 minutes without adult prompts or reinforcement (e.g., playing with an Etch-a-sketch, playing dress-up)	CC.1.4.5.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. 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-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	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	Makes eye contact as a type of mand 5 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.
1-a	Smiles when hearing familiar voices 3 times (e.g., his mom or dad’s voice)	
1-b	Looks at the faces of familiar people at least 3 times	
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.1.5.4.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-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	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-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-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)	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.
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)	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-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.1.4.5.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.
6-a	Looks at a peer when he talks 2 times	
6-b	Chases peers in play with adult prompts 2 times	
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-e	Spontaneously imitates 5 different behaviors of peers	
7-M	Spontaneously mands to peers 5 times (e.g., My turn. Push me. Look! Come on.)	CC.1.4.5.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.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	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-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)	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.
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.)	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-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-e	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.)	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-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-e	Spontaneously imitates a peer riding on a tricycle, toy car, or other riding toy 2 times	

SOCIAL BEHAVIOR AND SOCIAL PLAY

LEVEL 3		
Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
11-M	Spontaneously cooperates with a peer to accomplish a specific outcome 5 times (e.g., one child holds a bucket while the other pours in water)	CC.1.4.5.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. 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	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 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 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.
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?)	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	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-e	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)	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.
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.1.4.5.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	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	
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MOTOR IMITATION LEVEL 1		
Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
1-M	Imitates 2 gross motor movements when prompted with, Do this (e.g., clapping, raising arms)	CC.1.4.5.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.
1-a	Imitates mouthing movements 3 times (e.g., puckering lips, opening mouth)	
1-b	Imitates 1 motor movement of another person on demand (i.e., will imitate when asked)	
2-M	Imitates 4 gross motor movements when prompted with, Do this	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.
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)	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.
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	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.
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)	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.
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.1.5.5.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. 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	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)	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. 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.
8-a	Imitates 5 actions in a 10-second fluency test	
8-b	Imitates drawing a circle on 2 occasions	
8-c	Imitates 5 pretend play activities (e.g., a monster, pouring tea, shooting spider webs)	
8-d	Spontaneously imitates 5 fine motor arts and crafts activities (e.g., cutting, pasting, drawing)	
8-e	Acquires 5 new listener skills through transfer of control from imitation to listener (e.g., the child learns to cast a toy fishing pole by first being shown how, then told how)	
8-f	Imitates other children during daily activities on 2 occasions (e.g., lining up, pulling a wagon)	
8-g	Repeats a fun behavior previously observed (delayed imitation) (e.g., squirting water)	
9-M	Spontaneously imitates 5 functional skills in the natural environment (e.g., eating with a spoon, putting on a coat, removing shoes)	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
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)	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-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.1.5.5.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-e	Imitates 50 different motor behaviors on command	

ECHOIC LEVEL 1		
Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
	Intentionally left blank	CC.1.4.5.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.

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 formal 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 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.
7-a	Selects an item from an array of 5 for 5 different fill-in statements containing a verb (e.g., You sleep in a...)	
7-b	Selects an item from an array of 5 for 5 different spoken associated sets of words (e.g., Shoes and...)	
7-c	Reverses 5 previously acquired associations in an LRFFC format (e.g., Shoes and..., Socks and...)	
7-d	Generalizes 10 known LRFFC responses to different tones of voice, volumes, prosody, etc.	
7-e	Generalizes 10 known LRFFC responses to new carrier phrases without training (e.g., Let's sit on a...Time to sit on a...)	
7-f	Generalizes 10 known LRFFC responses to 2 different pictures or objects (e.g., two different shoes)	
8-M	Selects the correct item from an array of 10 (or from a book) for 25 different verb-noun what, which, or who questions (e.g., What do you ride? Which one barks? Who can hop?)	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.F Determine the meaning of words and phrases as they are used in grade-level text, including interpretation of figurative language.
8-a	Selects an item from an array of 8 for 10 fill-in function statements (e.g., You draw with a...)	
8-b	Selects an item from an array of 8 for 10 fill-in feature statements (e.g., You find wheels on a...)	

8-c	Selects an item from an array of 8 for 10 fill-in class statements (e.g., A kind of animal is a...)	
8-d	Selects an item from an array of 8 for 10 different what questions (e.g., What do you eat?)	
8-e	Selects an item from an array of 8 for 10 different 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-e	Demonstrates 10 LRFFC responses in the natural environment	
		CC.1.5.5.G Demonstrate a command of the conventions of standard English when speaking based on grade 5 level and content.
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)	
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-e	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 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.
11-a	Selects 2 members of a class (e.g., Find two body parts.) from an array of 10, for 25 classes	
11-b	Selects 50 items from a book given any type of LRFFC task	
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	
		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-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?)	
12-a	Selects an item from an array of 10 given a color and class (e.g., a yellow animal) for 25 items	

12-b	Selects an item from an array of 10 given a shape and class (e.g., a round food) for 25 items	
12-c	Selects an item from an array of 10 given a function (e.g., color on it) and a class (e.g., art supplies) for 25 LRFFC tasks (e.g., Find something to color on from the art cabinet.)	
12-d	Selects an item from an array of 10 given a feature (e.g., wheels, wings) and a class (e.g., animals, vehicles) for 25 LRFFC tasks (e.g., Where’s a vehicle with wheels? Where’s a vehicle with wings?)	
12-e	Selects an item from an array of 10 given any adjective (but not color or shape) and a function (e.g., It’s hot and you eat it... spaghetti) for 25 LRFFC tasks	
12-f	Selects an item from an array of 10 given any adjective (but not color or shape) and a feature (e.g., It’s soft and has ears... rabbit) for 25 LRFFC tasks	
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.1.2.5.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. 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.
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?)	
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	
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	
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-e	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 the...store) 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 about a single topic (Where does the cow live? What does the cow eat? Who milks the cow?) for 25 different topics	CC.1.2.5.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. 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. CC.1.5.5.C Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
14-a	Selects all members of a class from an array of 10 when asked (e.g., Find all the clothing.) for 3 members of 25 classes	
14-b	Selects an item from a book given a when question (e.g., When do you need a towel?) for 10 items	
14-c	Selects an item from a book given a how question (e.g., How do you get to school?) for 10 items	
14-d	Selects an item from an array of 10 given a preposition after a verb (e.g., eat with, eat at, write on, write with) for 25 verb-preposition combinations	
14-e	Selects an item when asked to find something that is different in an array of 5 (e.g., 4 spoons and 1 fork) for 25 items	
14-f	Selects an item from an array of 10 when asked What is missing? from a picture (e.g., a car without wheels, an airplane without wings) for 25 items	
15-M	Demonstrates 1000 different LRFFC responses, tested or obtained from an accumulated list of known responses	CC.1.3.5.F Determine the meaning of words and phrases as they are used in grade-level text, including interpretation of figurative language. CC.1.3.5.K Read and comprehend literary fiction on grade level, reading independently and proficiently. CC.1.5.5.B Summarize the main points written text aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
15-a	Selects an item from an array of 10 relating to past events (e.g., Where did you go yesterday?) for 5 events	
15-b	Selects an item relating to future events (e.g., What’s happening tomorrow?) for 5 events	
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?)	
15-d	Selects an item from an array of 10 when asked Which one is not? in an LRFFC format (e.g., Which one is not a musical instrument?) for 25 functions, features, or classes	
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.1.2.5.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	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?	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	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.1.2.5.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.
8-a	Completes 2 <i>eat</i> and 2 <i>drink</i> classification fill-ins (e.g., You eat... You drink...)	
8-b	Completes 5 different noun-noun association fill-in-the-blank phrases (e.g., mommy and...)	
8-c	Completes 5 song fill-ins with 2 or more words (e.g., Old McDonald... had a farm)	
8-d	Generalizes 10 intraverbal responses to new carrier phrases (e.g., We bounce a... Let’s bounce a...)	
9-M	Answers 25 different what questions (e.g., What do you brush?)	CC.1.4.5.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.
9-a	Completes 10 different verb-noun fill-in-the-blank phrases (e.g., You ride the... You play in...)	
9-b	Spontaneously emits (no additional verbal prompts) 2 intraverbal responses	
9-c	Answers 10 different what questions with a verb as the primary SD (e.g., What do you brush?)	
9-d	Answers 10 different what questions with a noun as the primary SD (e.g., What’s in the barn?)	
9-e	When asked What do you eat (or drink)? provides 2 or more members of each category	
9-f	Provides 5 novel responses to previously acquired questions (response generalization) (e.g., when asked to name an animal the child answers bear for the first time without receiving training on bear)	
10-M	Answers 25 different who or where questions (e.g., Whose your friend? Where is your pillow?)	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.
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 animals do you like? What toys do you like?)	
10-e	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.)	
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INTRAVERBAL LEVEL 3		
Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
11-M	Spontaneously emits 20 intraverbal comments (can be part mand) (e.g., dad says I’m going to the car, and the child spontaneously says I want to go for a ride!)	CC.1.5.5.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	Completes 10 two-component (noun-verb) fill-ins (e.g., For breakfast you eat... For lunch you eat...)	
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 computer...Daddy 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.1.4.5.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. 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-a	Provides at least 3 members of 10 classes (e.g., What do you see on a playground?)	
12-b	Answers 25 multiple choice questions (e.g., Does a fish live in the water or in trees?)	
12-c	Provides 10 categories when given several members (e.g., a horse, cow, and pig are all...)	
12-d	Provides the name of 25 items when given a specific feature (e.g., What has wheels?)	
12-e	Provides 2 features of 10 items when given their names (e.g., What’s on a fire truck?)	
12-f	Provides an answer to 3 emotion questions (e.g., What makes you sad? What makes you happy?)	
12-g	Provides at least 25 3+ word responses to questions (e.g., when asked What do you like to play? the child responds I like to play with cars)	
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. CC.1.4.5.V Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
13-a	Answers 25 questions with yes or no (e.g., Is a shoe good to eat?)	
13-b	Describes 5 locations not in view (e.g., Tell me about your bedroom?)	
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	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 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?)	
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 do you go to school? What do you take to school?)	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.A Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly. 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.
15-a	Answers 10 questions about community helpers (e.g., What does a doctor do?)	
15-b	Answers 25 different questions that contain 4 or more parts of speech (e.g., What tool do you need to pound nails?)	
15-c	Takes turns adding to a story started by others (e.g., And then he saw a boat...)	
15-d	Answers 5 different how questions (e.g., How do you fix the hole?)	
15-e	Provides last name when asked (e.g., Harrison)	
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 & 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.1.4.5.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.
6-a	Adjusts to separation from parents (e.g., does not cry when parents leave)	
6-b	Sits at a snack or lunch table when physically prompted for 1 minute	
6-c	Lines up with other children when physically prompted	
6-d	Demonstrates general compliance for all classroom aides	
7-M	Puts away personal items, lines up, and comes to a table with only 1 verbal prompt	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 expressing their own clearly. 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-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	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. 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-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	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 a teacher’s SDs	CC.1.5.5.A
10-a	Gets lunch 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.
10-b	Puts away backpack, lunch box, or coat upon entering the classroom with group prompts	
10-c	Imitates group activities with objects (e.g., tapping sticks together, shaking a maraca)	
10-d	Gets out and opens most snack/lunch items independently	
10-e	Verbally responds in a group setting 2 times during a 5 minute session	
10-f	Imitates peers doing a song or activity in a group setting 2 times in a 5 minute session	
10-g	Will sit on the toilet without negative behavior when prompted, but may not eliminate	

CLASSROOM ROUTINES & GROUP SKILLS LEVEL 3		
Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
11-M	Uses the toilet and washes hands with only verbal prompts	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 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.
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 (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-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-c	Responds to group questions without a direct prompt (e.g., What happened to Simba?)	
13-d	Mands to use the toilet and has minimal accidents	
14-M	Acquires 2 new behaviors in a 15-minute group-teaching format involving 5 or more children	
14-a	Takes turns and shares items with peers	
14-b	Discriminates and follows two-component group instructions (e.g., All the boys line up)	
14-c	Follows safety rules in a classroom (e.g., No running. No pushing.)	
14-d	Leads 2 different group activities involving 3 other children (e.g., red-light, green-light game)	
14-e	Mands for a specific activity in a group setting (e.g., Let’s play tag!)	
14-f	Assists in picking up after an activity with only 1 verbal prompt	
15-M	Sits in a 20-minute group session involving 5 children without disruptive behaviors, and answers 5 intraverbal questions	
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-e	Keeps hands to self in a group setting	
15-f	Raises hand to indicate he knows the answer to a question during a group	
15-g	Completes 2 independent worksheets without prompts at a table with 3 other children	
15-h	Sits in a school assembly for 20 minutes without disruptive behavior	

LINGUISTIC STRUCTURE LEVEL 2		
Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
6-M	The child’s articulation of 10 tacts can be understood by familiar adults who cannot see the item tacted	CC.1.2.5.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. CC.1.5.5.G Demonstrate a command of the conventions of standard English when speaking based on grade 5 level and content.
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-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-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-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	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 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
11-a	Emits auxiliary (helping) verbs in a tact or mand carrier phrase (e.g., do, have, will, can, was)	
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)	
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)	

		Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
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)	
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.1.2.5.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.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. 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 represent. 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.H Determine how an author supports particular points in a text through reasons and evidence. CC.1.2.5.I Integrate information from several texts on the same topic to demonstrate understanding of that topic. 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. 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 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.B Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences. 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. 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 poem. CC.1.3.5.F 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.
13-b	Turns pages and looks at books for 30 seconds in the house), but may not discriminate between prepositional pairs (e.g., under the table, on the table)	
11-b	Mands to be read stories from books	
13-e	Touches pictures in books that correspond to the story (e.g., where's the big bad wolf?)	
13-d	Emits contractions in a mand, tact, or intraverbal context (e.g., can't, don't, won't)	
12-M	Selects (LDs) the correct uppercase letter from an array of 5 letters, for 10 different letters	
12-a	Completes an ABC inset puzzle without prompts	
14-M	Emits 10 different verb phrases containing at least 3 words with 2 modifiers (e.g., adverbs, prepositions, pronouns) (e.g., Push me hard, Go up the steps.)	
12-c	Mands to be read a book, and can provide the name of it by seeing the pictures on the cover	
14-a	Adjectives usually precede nouns when appropriate (e.g., a big boat vs. a boat big)	
14-b	Verbs agree with the subjects in person (e.g., he was laughing vs. he were laughing)	
14-c	Verbs agree with the subjects in number (e.g., Joey is home vs. Joey are home)	
13-M	Tacts 10 uppercase letters on command	
14-a	Emits adverbs to modify verbs (e.g., Go fast, It's slow)	
13-b	Mands for what written words say (e.g., What word is that?)	
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.)	
13-d	Emits names as heard (e.g., by his own name) from an array of 3 written names	
13-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	
14-M	Reads his own name	
14-a	Pronouns agree with gender (e.g., the boy splashed himself vs. the boy splashed herself)	
14-b	Pronouns agree with number (e.g., the boy splashed himself vs. the boys splashed himself)	
14-c	Matches 5 word cards to the same word written on paper	
14-e	Provides quantification in a sentence (e.g., always, never, sometimes)	
14-f	Provides the letter name given 5 sounds, and 5 sounds given a letter name	
14-h	Uses demonstratives in a sentence (e.g., this, that, these, those)	
14-g	Intraverbally recalls 3 stories that have been read to him	
14-i	Emits words that describe the certainty of other words (e.g., I think, I'm sure, maybe)	
14-j	Demonstrates I-D and tact generalization for 4 different variations of the uppercase letters	

		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. CC.1.2.5.L Read and comprehend literary non-fiction on grade level, reading independently and proficiently. CC.1.3.5.K Read and comprehend literary fiction on grade level, reading independently and proficiently.
15-a	Indicates if 2 words rhyme or not for 10 different rhymes (e.g., cat and hat vs. cat and book)	
15-b	Tacts most uppercase letters (may confuse those that look similar; e.g., M and N; P and R)	
15-c	Matches 10 lower case letters to uppercase letters	
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
11-M	Imitates 5 different writing actions modeled by an adult using a writing instrument and writing surface	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.1.4.5.F Demonstrate a grade-appropriate command of the conventions of standard English grammar and spelling. 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.
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)	
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	
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	
15-a	Draws recognizable pictures of 3 different items	
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.1.4.5.F Demonstrate a grade-appropriate command of the conventions of standard English grammar and spelling. 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 problems.
11-a	Rote counts to 5 with a verbal starter prompt (e.g., count 1, 2, ...)	
11-b	Arranges objects by size (e.g., small, medium, and large blocks)	
11-c	Distinguishes between 1 and 2 items as a listener (e.g., Where are 2 boats?)	
11-d	Distinguishes between 1 and 2 items as a mand (e.g., I want 2 cookies.)	
11-e	Matches to sample the numbers 1-10 (e.g., puts the number 4 with the number 4)	
12-M	Tacts the numbers 1-5	
12-a	Distinguishes between 1 and 2 items as a tact (e.g., How many shoes do you have?)	
12-b	Holds up corresponding fingers for numbers 1-5 (e.g., Show me 2 fingers.)	
12-c	Distinguishes between 1, 2, and 3 items as a listener (e.g., Can you find 3 flowers?)	
12-d	Counts 2 items with 1:1 correspondence	
13-M	Counts out 1-5 items from a larger set of items with 1 to 1 correspondence (e.g., Give me 4 cars. Now give me 2 cars.)	
13-a	Provides age when asked	
13-b	Counts out up to 3 items given the verbal prompt How many? and the related set of items	
13-c	Identifies as a listener (LDs) the number of items (e.g., Which picture has 2 cars?)	
13-d	Demonstrates enumeration in counting (final emphasis on correct number) for numbers 1-3	
14-M	Identifies as a listener 8 different comparisons involving measurement (e.g., show me more or less, big or little, long or short, full or empty, loud or quiet)	
14-a	Correctly tacts a collection of 1-3 items as “1,” “2,” and “3” (e.g., How many are here?)	
14-b	Identifies (LDs) a collection of items as more or less/fewer than a comparison group	
14-c	Identifies (LDs) a container as full or empty	
14-d	Identifies (LDs) an item as bigger or smaller than a comparison item	
14-e	Identifies (LDs) an item as longer or shorter than a comparison item	
15-M	Correctly matches a written number to a quantity and a quantity to a written number for the numbers 1-5 (e.g., matches the number 3 to a picture of 3 trucks)	
15-a	Performs an action a specified number of times up to 5 (e.g., Clap 3 times)	
15-b	Completes a sequence or pattern containing 2 elements (e.g., red-green; red-green...)	

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

6th 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.1.3.6.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. CC.1.4.6.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. CC.1.5.6.E Adapt speech to a variety of contexts and tasks.
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, 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-e	Generalizes 2 known mands across 2 different people and 2 settings	
3-M	Generalizes 6 mands across 2 people, 2 settings, and 2 different examples of a reinforcers (e.g., mands bubbles	
3-a	Emits 2 spontaneous mands (no verbal prompt); — the object can be present	
3-b	Emits 5 mands without echoic or imitative prompts — can be with verbal or object prompts	
3-c	Generalizes 3 mands across 2 examples of a desired item (e.g., mands slide for 2 different slides)	
3-d	Emits 6 different mands without echoic or imitative prompts — can be with verbal or object prompts	
4-M	Spontaneously emits (no verbal prompts) 5 mands — the desired item can be present	
4-a	Mands for attention 2 times with some identifiable type of response (e.g., a tap on the arm)	
4-b	Emits 2 mands without an object present — can be with What do you want?	
4-c	Emits 2 mands without verbal prompts — can be with object prompts	
4-d	Mands for others to attend to the same stimulus that he is attending to 5 times per day	
4-e	Emits 1 mand to remove an undesirable item or activity (e.g.no)	
5-M	Emits 10 different mands without prompts (except, What do you want?) — the desired item can be present (e.g., apple, swing, car, juice)	
5-a	Emits 3 different mands without an object present — can be with a verbal prompt (e.g., mommy)	
5-b	Emits 3 different mands without verbal prompts — can be with an object prompt	
5-c	Mands contain intonations that vary and are appropriate to the current MO 2 times	
5-d	Acquires a new mand in less than 20 training trials	

5-e	Continues to emit a mand 2 times if the reinforcer is not delivered (persistence)	
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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.1.3.6.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. CC.1.4.6.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. CC.1.5.6.E Adapt speech to a variety of contexts and tasks.
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-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-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-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.1.2.6.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.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.1.4.6.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. 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.
11-a	Mands to peers 5 times	
11-b	Spontaneously mands for attention 5 times (e.g., Teacher! Hey! Excuse me.)	
11-c	The child emits 100 or more different mands in a one week period	
11-d	Mands contain 3-word phrases 10 times (e.g, Can I see?)	
11-e	Mands for a specific quantity of reinforcers 2 times (e.g., two gummy bears)	
12-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?)	
12-a	Mands to remove an aversive item or activity 2 times (e.g., Let go. Give it back.)	
12-b	Mands for others to perform a two-step action 2 times (e.g., Come here and watch me.)	
12-c	Says please and thank you with indirect adult verbal prompts (e.g., What do you say?)	
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.)	
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.)	
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-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.1.2.6.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 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 figurative language in context. CC.2.1.6.E.2 Identify and choose appropriate processes to compute fluently with multi-digit numbers. CC.2.1.6.E.4 Apply and extend previous understandings of numbers to the system of rational numbers.
1-a	Tacts 1 familiar person, pet, or object with verbal prompts and motivation present (e.g. mama)	
2-M	Tacts any 4 items without echoic or imitative prompts (e.g., people, pets, characters, or other objects)	
3-M	Tacts 6 non-reinforcing items (e.g., shoe, hat, spoon, car, cup, bed)	
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.1.2.6.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.
6-a	Tacts 4 different people, pets, or characters by their specific name (can include mama and dada)	CC.2.1.6.E.4 Apply and extend previous understandings of numbers to the system of rational numbers.
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.1.2.6.I Examine how two authors present similar information in different types of text. 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	Tacts 3 body parts (e.g., nose, eyes, mouth)	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.1.4.6.U 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.E Adapt speech to a variety of contexts and tasks.
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 What he doing? (e.g., drinking, swimming)	
7-e	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.1.4.6.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 or varying lengths and complexities. Develop and maintain a consistent voice. Establish and maintain a formal style. CC.1.4.6.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. CC.1.5.6.E Adapt speech to a variety of contexts and tasks. CC.1.5.6.G Demonstrate a command of the conventions of standard English when speaking based on Grade 6 level and content.
8-a	Tacts 2 tactile stimuli (e.g., says ball when feeling a ball in a bag)	
8-b	Tacts 5 noun-verb or verb-noun combinations (e.g., dog eating, rolling ball)	
8-c	Tacts two or more items from 10 different pages in a book when asked, What do you see here?	
8-d	Glances at a listener while tacting on 5 occasions	
9-M	Tacts 50 two-component verb-noun, or noun-verb combinations, tested or from a list of known two-component tacts (e.g., washing face, Joe swinging, baby sleeping)	CC.1.2.6.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. CC.1.4.6.D 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 section; include formatting when useful to aiding comprehension. 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.
9-a	Tacts 25 two-component noun-noun relations (e.g., paper and pencil; car and truck)	
9-b	Acquires a new tact in less than 15 training trials	
9-c	Spontaneously tacts items in a book, on TV, or in a video 5 times (e.g., Cinderella)	
9-d	Learns 2 new tacts without direct training (e.g., untrained echoic to tact transfer)	
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)	
10-M	Tacts 200 nouns and/or verbs (or other parts of speech), tested or from an accumulated list of known tacts	
10-a	Tacts 10 actions (e.g., climbing, playing, coloring, swimming, washing)	
10-b	Tacts 2 gustatory stimuli (e.g., tacts orange by tasting it)	
10-c	Tacts 20 items in a 1 minute fluency test	
10-d	Tacts 2 different colors (e.g., red, blue)	
10-e	Tacts 2 different shapes (e.g., circle, star)	

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 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.E Analyze the author’s structure through the use of paragraphs, chapters, or sections. CC.1.4.6.O 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.
11-a	Tacts 2 olfactory stimuli (e.g., cookies, popcorn, flowers)	
11-b	Acquires 5 new tacts in a week without direct training	
11-c	Tacts 2 people (not family members) by their first names	
11-d	Tacts 5 categories or classes (e.g., animals, drinks, toys)	
11-e	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	
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 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. CC.1.4.6.Q 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 Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
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-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-d	Tacts 2 prepositional relations (e.g., Where is Oscar? ...in the garbage can) (part intraverbal)	
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.1.3.6.J Compare and contrast the experiences of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what is “seen” and “heard” when reading the text to what is perceived when listening or watching. CC.1.4.6.O 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 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.
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.)	
13-c	Tacts 2 pairs of relative adjectives (e.g., big and little; long and short) (part intraverbal if questions such as What size is this? are used)	
13-d	Spontaneously tacts with 2 different adjectives	
13-e	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.1.2.6.L 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. 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 version of the text, including contrasting what is “seen” and “heard” when reading the text to what is perceived when listening or watching. CC.1.4.6.J 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. 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. CC.1.4.6.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
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 (The dog’s in the house.)	
	Tacts 5 subject-verb-noun combinations in a complete sentence (e.g., The girl is pulling the wagon.)	
15-M	Has a total tact vocabulary of 1000 words (nouns, verbs, adjectives, etc.), tested or from an accumulated list of known tacts	CC.1.2.6.G Integrate information presented in different media or formats as well as in words to develop a coherent understanding of a topic 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 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.2.1.6.E.4 Apply and extend previous understandings of numbers to the system of rational numbers.
15-a	Tacts 3 emotional states of self or others (e.g., sad, happy, mad) (part intraverbal if questions such as How do you feel? are used)	
15-b	Tacts 5 frequently used gestures that have a verbal function (e.g., pinching their nose for a bad smell, finger over the lips for quiet, thumbs up for a good job, a fake yawn for being tired)	
15-c	Tacts 5 community helpers (e.g., policeman, fireman, nurse, doctor, garbage man)	
15-d	Tacts with 2 different negation words 5 times (e.g., That’s not a cat.)	
15-e	Tacts 5 social, community, or group events (e.g., parade, party, emergency)	
15-f	Spontaneously tacts 2 different social circumstances (e.g., They are busy. They are arguing.)	
15-g	Spontaneously emits untrained tacts in sentences containing at least 5 words, 5 times	

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.1.4.6.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
1-a	Turns head to locate the source of a sound (e.g., bell, squeaky toy, a cell phone ringing)	

		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, for 5 different reinforcers (e.g., Where’s Elmo? Where’s mommy?)	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. 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.
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.1.2.6.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. 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.
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.)	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. 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 as the plot moves towards resolution.
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.1.2.6.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.C Analyze in detail how a key individual, even, or idea is introduced, illustrated, and elaborated in a text.
6-a	Selects the correct item from a messy array of 5, for 25 different items (e.g., book, car, dog, shoe)	
6-b	Acquires a new listener skill in less than 25 training trials	
6-c	Discriminates among 6 people, pets, or characters by name (e.g., Find Oscar.)	
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. CC.1.4.6.D 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 section; include formatting 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?)	
7-c	Selects 5 items in the natural environment on command (e.g., get the spoon, while at the table)	
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.1.2.6.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. CC.1.4.6.B Identify and introduce the topic for the intended audience.
8-a	Goes to 3 specified locations on command (e.g., Go to the kitchen. Show me your bedroom.)	
8-b	Selects the correct item from an array of 8 containing 2 similar stimuli (e.g., same color), for 20 items	
8-c	Selects an item when given the sound that the item makes for 5 items (e.g., barking: dog, siren: fire truck)	
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 swing.)	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. CC.1.4.6.A Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.
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)	
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 accumulated list of known 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. CC.1.3.6.H Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics as well as their use of additional literary elements. CC.2.1.6.E.4 Apply and extend previous understandings of numbers to the system of rational numbers.
10-a	Performs two consecutive actions for 10 different sets of actions (verb-verb) (e.g., Show me jumping and clapping.	
10-b	Discriminates between 2 colors from an array of 4 different colored objects	
10-c	Discriminates between 2 shapes from an array of 4 different shapes	
10-d	Generalizes in a noun-verb listener task with a new object for 5 different actions (e.g., after receiving training on spinning and rolling a pencil, the child correctly spins and rolls a straw on the first trial)	
10-e	Generalizes in a noun-verb listener task with a new action for 5 objects (e.g., can spin any item)	

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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.)	
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.)	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 0planning, revising, editing, rewriting, or trying a new approach.
12-M	Follows 2 instructions involving 6 different prepositions (e.g., Stand behind the chair.) and 4 different pronouns (e.g., Touch my ear.)	
12-a	Follows instructions to take an item to 5 different locations (e.g., Take the tray to the sink.)	
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-e	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.)	
		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.
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)	
13-a	Demonstrates 3 pretend emotions on command (e.g., Show me a sad face. Make a happy face.)	
13-b	Identifies (LDs) 10 items based on a subject, adjective, and noun (e.g., Show me the girl’s red hair.)	
13-c	Performs 10 actions based on a subject, preposition, and noun (e.g., Put the horse in the barn.)	
13-d	Identifies (LDs) 10 items based on a verb, pronoun, and noun (e.g., Brush his hair.)	
13-e	Generalizes a pronoun and a preposition to a new situation (e.g., uses his correctly with a new friend)	
14-M	Follows 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 from personal opinions or judgments.
14-a	Performs 10 actions based on a subject, verb, and adverb (e.g., Show me the frog jumping high.)	
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	
15-a	Discriminates among items given negation words for 10 tasks (e.g., Which one is not a food?)	
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 1.2.6.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.1.3.6.D 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. CC.1.3.6.K Read and comprehend literary fiction on grade level, reading independently and proficiently. 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 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.
15-c	Correctly responds to 10 singular vs. plural tasks (e.g., Touch the dog. vs. Touch the dogs.)	
15-d	Generalizes 5 adjectives to new nouns (e.g., says, Sticky fly stuff when first encounters a fly trap)	
15-e	Generalizes 5 adverbs to new verbs (e.g., says, Lava moves slow when first encountering lava)	

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 CC.2.1.6.D.1 Understand ratio concepts and use ratio reasoning to solve problems.
1-a	Visually attends to faces and people 5 times	
1-b	Visually attends to reinforcing objects 5 times	
2-M	Grasps small objects with thumb and index finger (pincer grasp) 5 times	CC.2.2.6.B.1 Apply and extend previous understandings of arithmetic to algebraic expressions. CC.2.2.6.B.3 Represent and analyze quantitative relationships between dependent and independent variables.
2-a	Reaches for and successfully grabs objects 5 times	
2-b	Uses index finger to poke things or for other uses 5 times	
2-c	Manipulates toys and objects in a variety of ways for 10 seconds, 5 times	
3-M	Visually attends to a toy or book for 30 seconds (not a self-stim item)	CC1.1 CC.1.2.A. Understand ratio concepts and use ratio reasoning to solve problems.
3-a	Transfers objects from one hand to another 5 times	
3-b	Looks for an object that has fallen out of sight 5 times	
4-M	Places 3 items in a container, stacks 3 blocks, or places 3 rings on a peg for 2 of these or similar activities	CC.2.1.6.D.1 Understand ratio concepts and use ratio reasoning to solve problems.
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.2.1.6.D.1 Understand ratio concepts and use ratio reasoning to solve problems.
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-piece in-set 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)	

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 Cite textual evidence to support analysis of what the text says explicitly, as well as inferences and/or generalizations drawn from the text.
6-a	Connects 2 items or toys together (e.g. Duplos)	
6-b	Nests identical objects in a stack 2 times (e.g., bowls, cups, plates)	
6-c	Turns 2 pages in a book	
6-d	Completes 3 different inset puzzles containing 3-4 pieces without prompts	

6-e	Stacks 4 blocks without help	
6-f	Matches identical objects or pictures in a neat array of 3, for 10 items (e.g., matches a hat to a hat)	
6-g	Matches identical objects or pictures that are different sizes in a messy array of 6, for 10 items (e.g., matches a big red ball to a little red ball)	
6-h	Places 5 items where they belong or in an appropriate context (e.g., puts a cup in the sink)	
7-M	Matches similar colors and shapes for 10 different colors or shapes given models (e.g., given red, blue, and green bowls and a pile of red, blue, and green bears the child sorts the items by color	CC.1.4.6.D 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 section; include formatting when useful to aiding comprehension. CC.2.1.6.D.1 Understand ratio concepts and use ratio reasoning to solve problems. CC.2.4.6.B.1 Demonstrate an understanding of statistical variability by displaying, analyzing, and summarizing distributions.
7-a	Completes 5 different puzzles containing 6 or more pieces without prompts	
7-b	Matches identical objects or pictures in a messy array of 8, for 25 objects	
7-c	Matches identical pictures that have different backgrounds in a messy array of 8, for 25 pictures	
7-d	Matches identical pictures (2D) to objects (3D) and vice versa, in a messy array of 8, for 10 pairs (e.g., matches a picture of Thomas the Train to a toy Thomas the Train	
7-e	Spontaneously matches 2 items together in play or other situations (e.g., picks up a Hulk figurine and selects a matching Hulk from a bin of figurines)	
7-f	Completes identical matches in an array of 8, for 10 matches in less than 20 seconds (fluency)	
8-M	Matches identical objects or pictures in a messy array of 8 containing 3 similar stimuli, for 25 items (e.g., matches a dog to a dog in an array that also contains a cat, a pig, and a pony	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.
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 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)	
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.2.2.6.B.2 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-c	Matches a picture of an action to a non-identical picture of the same action for 10 actions (e.g., matches a picture of a girl swimming to a picture of a boy swimming in a different pool)	
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)	

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.1.5.6.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.
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., matches new items on the first trial)	CC.1.2.6.I Examine how two authors present similar information in different types of text. CC.2.1.6.D.1 Understand ratio concepts and use ratio reasoning to solve problems. CC.2.3.6.A.1 Apply appropriate tools to solve-real world and mathematical problems involving area, surface area, and volume.
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)	
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	
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	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.1.2.6.I Examine how two authors present similar information in different types of text. CC.1.4.6.D 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 section; include formatting when useful to aiding comprehension. CC.2.3.6.A.1 Apply appropriate tools to solve-real world and mathematical problems involving area, surface area, and volume.
14-a	Successfully completes a human figure puzzle with at least 6 parts	
14-b	Matches 25 items that are associated with each other in a messy array of 6 with 3 similar stimuli	
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	
15-M	Continues 20 three-step patterns, sequences, or seriation tasks (e.g., star, triangle, heart, star, triangle...)	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.1.3.6.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 as the plot moves towards resolution. 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.
15-a	Completes an A-B pattern for 5 different color or shape patterns	
15-b	Completes an A-B pattern for 5 different picture patterns	
15-c	Places 3 pictures in the correct sequential order for 5 sets	
15-d	Constructs 5 felt (or similar material) scenes with 5 parts (e.g., farm, party)	

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.1.3.6.K Read and comprehend literary fiction on grade level, reading independently and proficiently. CC.1.5.6.D <u>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.</u> CC.1.5.6.E <u>Adapt speech to a variety of contexts and tasks.</u> CC.1.5.6.G <u>Demonstrate command of the conventions of standard English when speaking based on grade 6 level and content.</u>
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)	
2-a	Points to a toy or object of interest	
2-b	Drops items to watch them fall, or demonstrates other interests in cause-and-effect	
2-c	Opens cupboard doors, toy boxes, or reaches in a toy container	
2-d	Repeats a play behavior that produces an auditory sound (e.g., squeezes toys, bangs items)	
2-e	Makes eye contact with others 3 times during play	
3-M	Demonstrates generalization by engaging in exploratory movement and playing with the toys in a novel environment for 2 minutes (e.g., in a new playroom)	
3-a	Brings a toy or object of interest to an adult	
3-b	Dumps containers of items on floor	
3-c	Transfers items in or out of a container	
3-d	Generalizes known play behaviors to a novel environment	
3-e	Carries toys or objects from one place to another	
4-M	Independently engages in movement play for 2 minutes (e.g., swinging, dancing, rocking, jumping, climbing)	
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.)	
5-a	Takes pieces of a set apart (e.g., Duplos, Bristle blocks)	
5-b	Spontaneously pulls and pushes items around	
5-c	Carries a large play object to a new location (e.g., a toy car garage)	
5-d	Emits sounds or words associated with toys (e.g., says vroom vroom with a car)	
5-e	Connects things or puts them together (e.g., a car on a track, Duplos)	

INDEPENDENT PLAY LEVEL 2		
Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
6-M	Searches for a missing or corresponding toy or part of a set for 5 items or sets (e.g., a puzzle piece, a ball for a drop-in toy, a bottle for a baby doll)	<div>CC.1.4.6.U</div> <div>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.</div> <div>CC.1.4.6.U</div> <div>CC.1.5.6.D</div> <div>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.</div> <div>CC.1.5.6.E</div> <div>Adapt speech to a variety of contexts and tasks.</div> <div>CC.1.5.6.G</div> <div>Demonstrate command of the conventions of standard English when speaking based on grade 6 level and content.</div> <div>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.</div>
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)	
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)	
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)	
9-a	Mands to go to a playground or play structure, or otherwise get access to play items he can’t independently obtain (e.g., mands to be lifted up to monkey bars)	
9-b	Completes 5 inset puzzles with 5 or more pieces	
9-c	Repeatedly plays with specific components of a play structure (e.g., goes down a slide several times, goes back and forth on a rope bridge)	
9-d	Spontaneously kicks a ball forward	
10-M	Assembles toys that have multiple parts for 5 different sets of materials	
10-a	Plays with toy sets as designed (e.g., birthday set, tea set)	
10-b	Allows others to play in close proximity	
10-c	Demonstrates interest in a peer’s completed project (e.g., a sand castle, Lego structure)	
10-d	Mands to peers to not disturb his structure or toy assembly	
10-e	Improvises when parts are missing (e.g., still plays with a car that is missing a wheel)	
10-f	Helps to pick up toys after an activity with adult prompts	

INDEPENDENT PLAY
LEVEL 3

Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
11-M	Spontaneously engages in pretend or imaginary play on 5 occasions (e.g., dressing up, a pretend party with stuffed animals, pretends to cook)	CC.1.4.6.F 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.1.4.6.F 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.1.4.6.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.1.4.6.U 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 <u>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.</u> CC.1.5.6.E <u>Adapt speech to a variety of contexts and tasks.</u> CC.1.5.6.G <u>Demonstrate command of the conventions of standard English when speaking based on grade 6 level and content.</u>
11-a	Navigates a riding toy around obstructions (e.g., moving a tricycle or big wheel around a pole)	
11-b	Demonstrates 1 to 1 correspondence in play activities (e.g., places plastic eggs in an egg carton, a doll in a bed with a bottle)	
11-c	Will get toys and play independently for 2 minutes	
11-d	Sings, hums, or recites a few words to familiar songs while engaged in an activity	
12-M	Repeats a gross motor behavior to obtain a better effect for 2 activities (e.g., throwing a ball in a basket, swinging a bat at a T-ball, foot stomping to launch a rocket, pumping a swing)	
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-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)	
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 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.1.5.6.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.
1-a	Smiles when hearing familiar voices 3 times (e.g., his mom or dad’s voice)	
1-b	Looks at the faces of familiar people at least 3 times	
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)	
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-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 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, rewriting, or trying a new approach. CC.1.5.6.D <u>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.</u> CC.1.5.6.E <u>Adapt speech to a variety of contexts and tasks.</u> CC.1.5.6.G <u>Demonstrate command of the conventions of standard English when speaking based on grade 6 level and content.</u>
6-b	Chases peers in play with adult prompts 2 times	
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-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.)	
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-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-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-e	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-e	Spontaneously imitates a peer riding on a tricycle, toy car, or other riding toy 2 times	

SOCIAL BEHAVIOR AND SOCIAL PLAY LEVEL 3		
Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
11-M	Spontaneously cooperates with a peer to accomplish a specific outcome 5 times (e.g., one child holds a bucket while the other pours in water)	CC.1.4.6.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
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	<div>Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly.</div> <div>CC.1.5.6.D</div> <div>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.</div> <div>CC.1.5.6.E</div> <div>Adapt speech to a variety of contexts and tasks.</div> <div>CC.1.5.6.G</div> <div>Demonstrate command of the conventions of standard English when speaking based on grade 6 level and content.</div> <div>CC.1.4.6.F</div> <div>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</div> <div>CC.1.4.6.F</div> <div>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</div>
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?)	
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-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-e	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

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.1.5.6.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. 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.
1-a	Imitates mouthing movements 3 times (e.g., puckering lips, opening mouth)	
1-b	Imitates 1 motor movement of another person on demand (i.e., will imitate when asked)	
2-M	Imitates 4 gross motor movements when prompted with, Do this	
2-a	Imitates 2 actions with an object (e.g., pounding with a toy hammer, rolling a ball)	
2-b	Spontaneously imitates 2 different fun activities (e.g., peek-a boo, patty cake)	
2-c	Makes eye contact while imitating 3 times	
3-M	Imitates 8 motor movements, 2 of which involve objects (e.g., shaking a maraca, tapping sticks together)	
3-a	Imitates 2 fine motor movements (e.g., wiggles fingers, opens and closes fist)	
3-b	Spontaneously imitates 2 gross motor movements of another person (e.g., arms up)	
3-c	Imitates side-to-side body rocking	
3-d	Generalizes known imitation responses to 2 additional people (e.g., claps for 2 new adults)	
4-M	Spontaneously imitates the motor behaviors of others on 5 occasions	
4-a	Imitates pointing at people or objects	
4-b	Imitates transferring an object from one hand to another	
4-c	Imitates 5 actions that produce an outcome (e.g., pushing buttons on a pop-up toy)	
4-d	Imitates 2 head movements (e.g., nods yes and no)	
5-M	Imitates 20 motor movements of any type (e.g., fine motor, gross motor, imitation with objects)	
5-a	Imitates 5 different fine motor movements (e.g., pokes clay with index finger, a pincer grasp)	
5-b	Imitates the gross motor behavior of other children 2 times when prompted (e.g., running)	
5-c	Spontaneously imitates the behavior of others on 2 occasions (e.g., filling containers)	
5-d	Demonstrates generalization of 10 imitative responses to 3 new people	

MOTOR IMITATION LEVEL 2		
Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
6-M	Imitates 10 actions that require selecting a specific object from an array (e.g., selects a 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)	
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.1.5.6.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.
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)	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.
8-a	Imitates 5 actions in a 10-second fluency test	
8-b	Imitates drawing a circle on 2 occasions	
8-c	Imitates 5 pretend play activities (e.g., a monster, pouring tea, shooting spider webs)	
8-d	Spontaneously imitates 5 fine motor arts and crafts activities (e.g., cutting, pasting, drawing)	
8-e	Acquires 5 new listener skills through transfer of control from imitation to listener (e.g., the child learns to cast a toy fishing pole by first being shown how, then told how)	
8-f	Imitates other children during daily activities on 2 occasions (e.g., lining up, pulling a wagon)	
8-g	Repeats a fun behavior previously observed (delayed imitation) (e.g., squirting water)	
9-M	Spontaneously imitates 5 functional skills in the natural environment (e.g., eating with a spoon, putting on a coat, removing shoes)	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.
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”)	CC.1.5.6.E 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-c	Imitates 5 functional activities of daily living skills (e.g., setting the table, sweeping the floor)	
10-d	Demonstrates delayed imitation of adult behavior in pretend play (e.g., driving a car, typing)	
10-e	Imitates 50 different motor behaviors on command	

	ECHOIC LEVEL 1	
Skill B- MAP	VB-MAPP Milestones & Supporting Skills	PA Core Standards

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P	Milestones & Supporting Skills		
		<u>Intentionally left blank</u>	<u>CC.1.5.6.D</u> 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. <u>CC.1.5.6.E</u> Adapt speech to a variety of contexts and tasks. <u>CC.1.5.6.G</u> Demonstrate command of the conventions of standard English when speaking based on grade 6 level and content.

ECHOIC LEVEL 2			
Skill	VB-MAPP Milestones & Supporting Skills		PA Core Standards
		<u>Intentionally left blank</u>	<u>CC.1.5.6.D</u> 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. <u>CC.1.5.6.E</u> Adapt speech to a variety of contexts and tasks. <u>CC.1.5.6.G</u> Demonstrate command of the conventions of standard English when speaking based on grade 6 level and content.

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SPONTANEOUS VOCAL BEHAVIOR LEVEL 1			
Skill	VB-MAPP Milestones & Supporting Skills		PA Core Standards
		<u>Intentionally left blank</u>	<u>CC.1.5.6.D</u> 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. <u>CC.1.5.6.E</u> Adapt speech to a variety of contexts and tasks. <u>CC.1.5.6.G</u>

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			Demonstrate command of the conventions of standard English when speaking based on grade 6 level and content.
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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...)		
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. 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-a	Selects an item from an array of 5 for 5 different fill-in statements containing a verb (e.g., You sleep in a...)		
7-b	Selects an item from an array of 5 for 5 different spoken associated sets of words (e.g., Shoes and...)		
7-c	Reverses 5 previously acquired associations in an LRFFC format (e.g., Shoes and..., Socks and...)		
7-d	Generalizes 10 known LRFFC responses to different tones of voice, volumes, prosody, etc.		
7-e	Generalizes 10 known LRFFC responses to new carrier phrases without training (e.g., Let's sit on a...Time to sit on a...)		
7-f	Generalizes 10 known LRFFC responses to 2 different pictures or objects (e.g., two different shoes)		
8-M	Selects the correct item from an array of 10 (or from a book) for 25 different verb-noun what, which, or who questions (e.g., What do you ride? Which one barks? Who can hop?)	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. 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.	
8-a	Selects an item from an array of 8 for 10 fill-in function statements (e.g., You draw with a...)		
8-b	Selects an item from an array of 8 for 10 fill-in feature statements (e.g., You find wheels on a...)		
8-c	Selects an item from an array of 8 for 10 fill-in class statements (e.g., A kind of animal is a...)		
8-d	Selects an item from an array of 8 for 10 different what questions (e.g., What do you eat?)		
8-e	Selects an item from an array of 8 for 10 different 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. 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-e	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-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-e	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. CC.1.4.6.D 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 section; include formatting when useful to aiding comprehension.
11-a	Selects 2 members of a class (e.g., Find two body parts.) from an array of 10, for 25 classes	
11-b	Selects 50 items from a book given any type of LRFFC task	
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.1.4.6.D 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 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	
12-b	Selects an item from an array of 10 given a shape and class (e.g., a round food) for 25 items	
12-c	Selects an item from an array of 10 given a function (e.g., color on it) and a class (e.g., art supplies) for 25 LRFFC tasks (e.g., Find something to color on from the art cabinet.)	
12-d	Selects an item from an array of 10 given a feature (e.g., wheels, wings) and a class (e.g., animals, vehicles) for 25 LRFFC tasks (e.g., Where’s a vehicle with wheels? Where’s a vehicle with wings?)	
12-e	Selects an item from an array of 10 given any adjective (but not color or shape) and a function (e.g., It’s hot and you eat it... spaghetti) for 25 LRFFC tasks	
12-f	Selects an item from an array of 10 given any adjective (but not color or shape) and a feature (e.g., It’s soft and has ears... rabbit) for 25 LRFFC tasks	
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. CC.1.4.6.D 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 section; include formatting when useful to aiding comprehension.
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?)	
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	
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	

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-e	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 the...store) 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 about a single topic (Where does the cow live? What does the cow eat? Who milks the cow?) for 25 different topics	CC.1.2.6.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. 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.1.5.6.C Interpret information presented in diverse media and formats and explain how it contributes to a topic, text, or issue under study.
14-a	Selects all members of a class from an array of 10 when asked (e.g., Find all the clothing.) for 3 members of 25 classes	
14-b	Selects an item from a book given a when question (e.g., When do you need a towel?) for 10 items	
14-c	Selects an item from a book given a how question (e.g., How do you get to school?) for 10 items	
14-d	Selects an item from an array of 10 given a preposition after a verb (e.g., eat with, eat at, write on, write with) for 25 verb-preposition combinations	
14-e	Selects an item when asked to find something that is different in an array of 5 (e.g., 4 spoons and 1 fork) for 25 items	
14-f	Selects an item from an array of 10 when asked What is missing? from a picture (e.g., a car without wheels, an airplane without wings) for 25 items	
15-M	Demonstrates 1000 different LRFFC responses, tested or obtained from an accumulated list of known responses	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. CC.1.3.6.K Read and comprehend literary fiction on grade level, reading independently and proficiently. CC.1.5.6.B 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 relating to past events (e.g., Where did you go yesterday?) for 5 events	
15-b	Selects an item relating to future events (e.g., What’s happening tomorrow?) for 5 events	
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?)	
15-d	Selects an item from an array of 10 when asked Which one is not? in an LRFFC format (e.g., Which one is not a musical instrument?) for 25 functions, features, or classes	
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...)	
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?	CC.1.5.6.D

7-a	Completes 5 different in-context fill-ins (e.g., You sleep in your... while at his bed)	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-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.1.2.6.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.
8-a	Completes 2 <i>eat</i> and 2 <i>drink</i> classification fill-ins (e.g., <i>You eat... You drink...</i>)	
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...)	
		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.
9-M	Answers 25 different what questions (e.g., What do you brush?)	
9-a	Completes 10 different verb-noun fill-in-the-blank phrases (e.g., You ride the... You play in...)	
9-b	Spontaneously emits (no additional verbal prompts) 2 intraverbal responses	
9-c	Answers 10 different what questions with a verb as the primary SD (e.g., What do you brush?)	
9-d	Answers 10 different what questions with a noun as the primary SD (e.g., What’s in the barn?)	
9-e	When asked What do you eat (or drink)? provides 2 or more members of each category	
9-f	Provides 5 novel responses to previously acquired questions (response generalization) (e.g., when asked to name an animal the child answers bear for the first time without receiving training on bear)	
		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.
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 animals do you like? What toys do you like?)	
10-e	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...)	
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 computer...Daddy has a computer.)	

11-h	Answers I don’t know to questions that the child cannot answer	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-M	Demonstrates 300 different intraverbal responses, tested or obtained from an accumulated list of known intraverbals	
12-a	Provides at least 3 members of 10 classes (e.g., What do you see on a playground?)	
12-b	Answers 25 multiple choice questions (e.g., Does a fish live in the water or in trees?)	
12-c	Provides 10 categories when given several members (e.g., a horse, cow, and pig are all...)	
12-d	Provides the name of 25 items when given a specific feature (e.g., What has wheels?)	
12-e	Provides 2 features of 10 items when given their names (e.g., What’s on a fire truck?)	
12-f	Provides an answer to 3 emotion questions (e.g., What makes you sad? What makes you happy?)	
12-g	Provides at least 25 3+ word responses to questions (e.g., when asked What do you like to play? the child responds I like to play with cars)	
		CC.1.2.6.C Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text. CC.1.4.6.V Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
13-M	Answers 2 questions after being read short passages (15+ words) from books, for 25 passages (e.g., Who blew the house down?)	
13-a	Answers 25 questions with yes or no (e.g., Is a shoe good to eat?)	
13-b	Describes 5 locations not in view (e.g., Tell me about your bedroom?)	
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	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.)	
		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. 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 as the plot moves towards resolution.
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.)	
14-a	Answers 25 different who, what, or where questions that contain 3 or more elements (e.g., What color is a fire truck?)	
14-b	Provides at least 3 members of 25 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?)	
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?)	
		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.1.4.6.A Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly. CC.1.4.6.S
15-M	Answers 4 different rotating WH questions about a single topic for 10 topics (e.g., Who takes you to school? Where do you go to school? What do you take to school?)	
15-a	Answers 10 questions about community helpers (e.g., What does a doctor do?)	
15-b	Answers 25 different questions that contain 4 or more parts of speech (e.g., What tool do you need to pound nails?)	
15-c	Takes turns adding to a story started by others (e.g., And then he saw a boat...)	

15-d	Answers 5 different how questions (e.g., How do you fix the hole?)	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.
15-e	Provides last name when asked (e.g., Harrison)	
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	

CLASSROOM ROUTINES & GROUP SKILLS LEVEL 2		
Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
6-M	Sits at a group snack or lunch table without negative behavior for 3 minutes	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.
6-a	Adjusts to separation from parents (e.g., does not cry when parents leave)	
6-b	Sits at a snack or lunch table when physically prompted for 1 minute	
6-c	Lines up with other children when physically prompted	
6-d	Demonstrates general compliance for all classroom aides	
7-M	Puts away personal items, lines up, and comes to a table with only 1 verbal prompt	
7-a	Does not attempt to move away from a peer when seated next to him	
7-b	Puts away personal items (e.g., coat, backpack, lunch box) with gestural and verbal prompts	
7-c	Goes to and sits at a table with other children with only verbal prompts	
7-d	Cooperates with hand washing with physical assistance	
7-e	Does not engage in negative behavior toward a peer when seated next to him	
8-M	Transitions between classroom activities with no more than 1 gestural or verbal prompt	
8-a	Goes to a circle group and sits with only verbal prompts	
8-b	Goes to and sits at a table or work station with only verbal prompts	
8-c	Waits while seated at a table, without touching materials, until allowed to do so	
8-d	Sits in a circle group for 2 minutes without disruptive behavior or prompts to remain seated	
9-M	Sits in a small group for 5 minutes without disruptive behavior or attempting to leave the group	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.
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	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 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	Imitates group activities with objects (e.g., tapping sticks together, shaking a maraca)	
10-d	Gets out and opens most snack/lunch items independently	
10-e	Verbally responds in a group setting 2 times during a 5 minute session	
10-f	Imitates peers doing a song or activity in a group setting 2 times in a 5 minute session	
10-g	Will sit on the toilet without negative behavior when prompted, but may not eliminate	

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	<u>CC.1.5.6.D</u> <u>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.</u> <u>CC.1.5.6.E</u> <u>Adapt speech to a variety of contexts and tasks.</u> <u>CC.1.5.6.G</u> <u>Demonstrate command of the conventions of standard English when speaking based on grade 6 level and content.</u>
11-a	Sits or stands at an arts and crafts or activity table for 5 minutes without disruptive behavior	
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 (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-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-c	Responds to group questions without a direct prompt (e.g., What happened to Simba?)	
13-d	Mands to use the toilet and has minimal accidents	
14-M	Acquires 2 new behaviors in a 15-minute group-teaching format involving 5 or more children	
14-a	Takes turns and shares items with peers	
14-b	Discriminates and follows two-component group instructions (e.g., All the boys line up)	
14-c	Follows safety rules in a classroom (e.g., No running. No pushing.)	
14-d	Leads 2 different group activities involving 3 other children (e.g., red-light, green-light game)	
14-e	Mands for a specific activity in a group setting (e.g., Let’s play tag!)	
14-f	Assists in picking up after an activity with only 1 verbal prompt	
15-M	Sits in a 20-minute group session involving 5 children without disruptive behaviors, and answers 5 intraverbal questions	

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-e	Keeps hands to self in a group setting	
15-f	Raises hand to indicate he knows the answer to a question during a group	
15-g	Completes 2 independent worksheets without prompts at a table with 3 other children	
15-h	Sits in a school assembly for 20 minutes without disruptive behavior	

LINGUISTIC STRUCTURE LEVEL 2		
Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
6-M	The child’s articulation of 10 tacts can be understood by familiar adults who cannot see the item tacted	CC.1.2.6.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. CC.1.5.6.D <u>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.</u> CC.1.5.6.E <u>Adapt speech to a variety of contexts and tasks.</u> CC.1.5.6.G <u>Demonstrate command of the conventions of standard English when speaking based on grade 6 level and content.</u> CC.1.5.6.G Demonstrate a command of the conventions of standard English when speaking based on Grade 6 level and content.
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-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-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-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	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 <u>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.</u> CC.1.5.6.D <u>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.</u> CC.1.5.6.E <u>Adapt speech to a variety of contexts and tasks.</u> CC.1.5.6.G <u>Demonstrate command of the conventions of standard English when speaking based on grade 6 level and content.</u> 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. 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. CC.1.5.6.G Demonstrate a command of the conventions of standard English when speaking based on Grade 6 level and content.
11-a	Emits auxiliary (helping) verbs in a tact or mand carrier phrase (e.g., do, have, will, can, was)	
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)	
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)	
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)	
12-d	Emits 2-word noun-verb or verb-noun mands or tacts (e.g., Pour juice. Baby crying.)	
12-e	Emits present participle inflection with “verb-ing” (e.g., running, playing, swimming)	
13-M	Emits 10 different noun phrases containing at least 3 words, with 2 modifiers (e.g., adjectives, prepositions, pronouns) (e.g., He’s my puppet. I want chocolate ice cream.)	
13-a	Speaks in 3-5 word sentences	
13-b	Emits prepositional phrases (e.g., on the table, in the house), but may not discriminate between prepositional pairs (e.g., on vs. under; in vs. out)	
13-c	Emits adjectives to modify nouns (e.g., blue train, chocolate cookie)	
13-d	Emits contractions in a mand, tact, or intraverbal context (e.g., can’t, don’t, won’t)	
13-e	Emits pronouns to modify nouns (e.g., My shoes. Your cup.)	
14-M	Emits 10 different verb phrases containing at least 3 words, with 2 modifiers (e.g., adverbs, prepositions, pronouns) (e.g., Push me hard. Go up the steps.)	
14-a	Adjectives usually precede nouns when appropriate (e.g., a big boat vs. a boat big)	
14-b	Verbs agree with the subjects in person (e.g., he was laughing vs. he were laughing)	
14-c	Verbs agree with the subjects in number (e.g., Joey is home vs. Joey are home)	
14-d	Emits adjective inflections with the comparative suffixes “er” and “est” (e.g., good, better, best)	
14-e	Emits adverbs to modify verbs (e.g., Go fast. It’s slow.)	
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-c	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-e	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
12-b	Recites 5 letters from the alphabet with a starting prompt (e.g., A B...)	Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.
12-c	Has a favorite book, and can provide the name of it by seeing the pictures on the cover	CC.1.2.6.F; CC.1.3.6.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 reading and content, including interpretation of figurative language in context.
12-e	Matches to sample all uppercase letters	CC.1.2.6.H
		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.
13-a	Recites (or sings) the whole alphabet with only a verbal prompt to do so	CC.1.2.6.J; CC.1.3.6.J
13-b	Mands for what written words say (e.g., What word is that?)	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.
13-c	Pretends to read a book	CC.1.2.6.L
13-d	Discriminates as a listener (LDs) his own name from an array of 3 written names	Read and comprehend literary fiction on grade level, reading independently and proficiently.
13-e	Looks at the written words, rather than just the pictures when stories are being read to him	CC.1.3.6.E
		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 version of the text, including contrasting what is “seen” and “heard” when reading the text to what is perceived when listening or watching.
14-M	Reads his own name	CC.1.3.6.H
14-a	Discriminates among most uppercase letters (but may confuse some; e.g., M and N; P and R)	Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics as well as their use of additional literary elements.
14-b	Matches 5 word cards to the same word written on paper	CC.1.3.6.I
14-c	Provides the letter name given 5 sounds, and 5 sounds given a letter name	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	Intraverbally recalls 3 stories that have been read to him	CC.1.3.6.K
14-e	Demonstrates LD and tact generalization for 3 different variations of the uppercase letters	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.
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.1.2.6.G
15-a	Indicates if 2 words rhyme or not for 10 different rhymes (e.g., cat and hat vs. cat and book)	Integrate information presented in different media or formats as well as in words to develop a coherent understanding of a topic of issue.
15-b	Tacts most uppercase letters (may confuse those that look similar; e.g., M and N; P and R)	CC.1.2.6.L; CC.1.3.6.K
15-c	Matches 10 lower case letters to uppercase letters	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
11-M	Imitates 5 different writing actions modeled by an adult using a writing instrument and writing surface	CC.1.4.6.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
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.1.4.6.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
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	CC.1.4.6.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
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	CC.1.4.6.F; CC.1.4.6.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
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-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 Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
15-a	Draws recognizable pictures of 3 different items	
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.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.
11-a	Rote counts to 5 with a verbal starter prompt (e.g., count 1, 2, ...)	
11-b	Arranges objects by size (e.g., small, medium, and large blocks)	
11-c	Distinguishes between 1 and 2 items as a listener (e.g., Where are 2 boats?)	
11-d	Distinguishes between 1 and 2 items as a mand (e.g., I want 2 cookies.)	
11-e	Matches to sample the numbers 1-10 (e.g., puts the number 4 with the number 4)	
12-M	Tacts the numbers 1-5	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 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.
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.)	CC.2.1.6.D.1 Understand ratio concepts and use ratio reasoning to solve problems. 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.
13-a	Provides age when asked	
13-b	Counts out up to 3 items given the verbal prompt How many? and the related set of items	
13-c	Identifies as a listener (LDs) the number of items (e.g., Which picture has 2 cars?)	
13-d	Demonstrates enumeration in counting (final emphasis on correct number) for numbers 1-3	
14-M	Identifies as a listener 8 different comparisons involving measurement (e.g., show me more or less, big or little, long or short, full or empty, loud or quiet)	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.
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)	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.
15-a	Performs an action a specified number of times up to 5 (e.g., Clap 3 times)	
15-b	Completes a sequence or pattern containing 2 elements (e.g., red-green; red-green...)	
15-c	Correctly Identifies (LDs) the ordinal terms “first” and “last”	
15-d	Correctly Identifies (LDs) and tacts morning time and night time	
15-e	Intraverbally responds to what number is next for numbers 1-9	
15-f	Correctly Identifies (LDs) 3 different coins, and intraverbally states what to do with money	

7 th 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 vocabulary knowledge when considering a word or phrase important to comprehension or expression. CC.1.4.7.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. 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.
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, 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-e	Generalizes 2 known mands across 2 different people and 2 settings	
3-M	Generalizes 6 mands across 2 people, 2 settings, and 2 different examples of a reinforcers (e.g., mands bubbles	
3-a	Emits 2 spontaneous mands (no verbal prompt); — the object can be present	
3-b	Emits 5 mands without echoic or imitative prompts — can be with verbal or object prompts	
3-c	Generalizes 3 mands across 2 examples of a desired item (e.g., mands slide for 2 different slides)	
3-d	Emits 6 different mands without echoic or imitative prompts — can be with verbal or object prompts	
4-M	Spontaneously emits (no verbal prompts) 5 mands — the desired item can be present	
4-a	Mands for attention 2 times with some identifiable type of response (e.g., a tap on the arm)	
4-b	Emits 2 mands without an object present — can be with What do you want?	
4-c	Emits 2 mands without verbal prompts — can be with object prompts	
4-d	Mands for others to attend to the same stimulus that he is attending to 5 times per day	
4-e	Emits 1 mand to remove an undesirable item or activity (e.g.no)	
5-M	Emits 10 different mands without prompts (except, What do you want?) — the desired item can be present (e.g., apple, swing, car, juice)	
5-a	Emits 3 different mands without an object present — can be with a verbal prompt (e.g., mommy)	
5-b	Emits 3 different mands without verbal prompts — can be with an object prompt	
5-c	Mands contain intonations that vary and are appropriate to the current MO 2 times	

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

MAND LEVEL 2		
Skill	VB-MAPP Milestones & Supporting Skills List	PA Core Standards
6-M	Mands for 20 different missing items without prompts (except e.g., What do you need?) (e.g., mands for paper when given a crayon	CC.1.3.7.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. CC.1.4.7.F Demonstrate a grade-appropriate command of the conventions of standard English grammar and spelling. 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.
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-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-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-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.1.2.7.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. 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. CC.1.4.7.F Demonstrate a grade-appropriate command of the conventions of standard English grammar and spelling. 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.
11-a	Mands to peers 5 times	
11-b	Spontaneously mands for attention 5 times (e.g., Teacher! Hey! Excuse me.)	
11-c	The child emits 100 or more different mands in a one week period	
11-d	Mands contain 3-word phrases 10 times (e.g, Can I see?)	
11-e	Mands for a specific quantity of reinforcers 2 times (e.g., two gummy bears)	
12-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?)	
12-a	Mands to remove an aversive item or activity 2 times (e.g., Let go. Give it back.)	
12-b	Mands for others to perform a two-step action 2 times (e.g., Come here and watch me.)	
12-c	Says please and thank you with indirect adult verbal prompts (e.g., What do you say?)	
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.)	
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.)	
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-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 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. CC.1.3.7.F Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative meanings.
1-a	Tacts 1 familiar person, pet, or object with verbal prompts and motivation present (e.g. mama)	
2-M	Tacts any 4 items without echoic or imitative prompts (e.g., people, pets, characters, or other objects)	
3-M	Tacts 6 non-reinforcing items (e.g., shoe, hat, spoon, car, cup, bed)	
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 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-a	Tacts 4 different people, pets, or characters by their specific name (can include mama and dada)	
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.1.2.7.I Analyze how two or more authors present and interpret facts on the same 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.
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 What he doing? (e.g., drinking, swimming)	
7-e	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 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.1.4.7.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. CC.1.5.7.E Adapt speech to a variety of contexts and tasks.
8-a	Tacts 2 tactile stimuli (e.g., says ball when feeling a ball in a bag)	
8-b	Tacts 5 noun-verb or verb-noun combinations (e.g., dog eating, rolling ball)	
8-c	Tacts two or more items from 10 different pages in a book when asked, What do you see here?	
8-d	Glances at a listener while tacting on 5 occasions	
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 about or explain the topic. Use sentences or varying lengths and complexities. Develop and maintain a consistent voice. Establish and maintain a formal style. CC.1.4.7.L Demonstrate a grade-appropriate command of the conventions of standard English grammar and spelling. CC.1.5.7.G Demonstrate command of the conventions of standard English when speaking based on grade 7 level and content. CC.1.5.7.E Adapt speech to a variety of contexts and tasks.
9-a	Tacts 25 two-component noun-noun relations (e.g., paper and pencil; car and truck)	
9-b	Acquires a new tact in less than 15 training trials	
9-c	Spontaneously tacts items in a book, on TV, or in a video 5 times (e.g., Cinderella)	
9-d	Learns 2 new tacts without direct training (e.g., untrained echoic to tact transfer)	
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)	
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 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.1.4.7.D Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and 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. 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.
10-a	Tacts 10 actions (e.g., climbing, playing, coloring, swimming, washing)	
10-b	Tacts 2 gustatory stimuli (e.g., tacts orange by tasting it)	
10-c	Tacts 20 items in a 1 minute fluency test	
10-d	Tacts 2 different colors (e.g., red, blue)	
10-e	Tacts 2 different shapes (e.g., circle, star)	

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 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. CC.1.2.7.E 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 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 capture the action and convey experiences and events.
11-a	Tacts 2 olfactory stimuli (e.g., cookies, popcorn, flowers)	
11-b	Acquires 5 new tacts in a week without direct training	
11-c	Tacts 2 people (not family members) by their first names	
11-d	Tacts 5 categories or classes (e.g., animals, drinks, toys)	
11-e	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	
		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. CC.1.4.7.Q 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. CC.1.4.7.R Demonstrate a grade-appropriate command of the conventions of standard English grammar and spelling.
12-M	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 an...) (part intraverbal)	
12-b	Tacts what’s wrong or missing from 10 pictures or objects (e.g., a face without a nose)	
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-d	Tacts 2 prepositional relations (e.g., Where is Oscar? ...in the garbage can) (part intraverbal)	
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.1.3.7.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). CC.1.4.7.O 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.1.4.7.Q 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.
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.)	
13-c	Tacts 2 pairs of relative adjectives (e.g., big and little; long and short) (part intraverbal if questions such as What size is this? are used)	
13-d	Spontaneously tacts with 2 different adjectives	
13-e	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.1.2.7.L 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. 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). CC.1.4.7.J Organize the claims with clear reasons and evidence clearly; clarify relationships among claim(s) and reasons by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented. CC.1.4.7.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.
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 (The dog’s in the house.)	
	Tacts 5 subject-verb-noun combinations in a complete sentence (e.g., The girl is pulling the wagon.)	
15-M	Has a total tact vocabulary of 1000 words (nouns, verbs, adjectives, etc.), tested or from an accumulated list of known tacts	CC.1.2.7.G 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). CC.1.2.7.H Evaluate an author’s argument, reasoning, and specific claims for the soundness of the argument and the relevance of the evidence. 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. 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 Analyze how the structure or form of a text contributes to its meaning. CC.1.4.7.I 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.
15-a	Tacts 3 emotional states of self or others (e.g., sad, happy, mad) (part intraverbal if questions such as How do you feel? are used)	
15-b	Tacts 5 frequently used gestures that have a verbal function (e.g., pinching their nose for a bad smell, finger over the lips for quiet, thumbs up for a good job, a fake yawn for being tired)	
15-c	Tacts 5 community helpers (e.g., policeman, fireman, nurse, doctor, garbage man)	
15-d	Tacts with 2 different negation words 5 times (e.g., That’s not a cat.)	
15-e	Tacts 5 social, community, or group events (e.g., parade, party, emergency)	
15-f	Spontaneously tacts 2 different social circumstances (e.g., They are busy. They are arguing.)	
15-g	Spontaneously emits untrained tacts in sentences containing at least 5 words, 5 times	

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.1.4.7.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.
1-a	Turns head to locate the source of a sound (e.g., bell, squeaky toy, a cell phone ringing)	
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	<div></div>
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?)	
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.)	<div></div>
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	<div></div>
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.)	<div></div>
6-a	Selects the correct item from a messy array of 5, for 25 different items (e.g., book, car, dog, shoe)	
6-b	Acquires a new listener skill in less than 25 training trials	
6-c	Discriminates among 6 people, pets, or characters by name (e.g., Find Oscar.)	
6-d	Generalizes in a listener task across 3 examples of 25 different items	
		<div></div>
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)	
7-a	Goes to 3 specified people on command (e.g., Go to Debbie)	

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 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-c	Selects 5 items in the natural environment on command (e.g., get the spoon, while at the table)	
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.1.2.7.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. CC.1.4.7.B Identify and introduce the topic clearly, including a preview of what is to follow.
8-a	Goes to 3 specified locations on command (e.g., Go to the kitchen. Show me your bedroom.)	
8-b	Selects the correct item from an array of 8 containing 2 similar stimuli (e.g., same color), for 20 items	
8-c	Selects an item when given the sound that the item makes for 5 items (e.g., barking: dog, siren: fire truck)	
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.1.3.7.F Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative meanings. CC.1.4.7.A Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.
9-M	Follows 25 two-component noun-verb and/or verb-noun instructions (e.g., Show me the baby sleeping. Push the swing.)	
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)	
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?)	
		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.1.3.7.H 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-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	
10-a	Performs two consecutive actions for 10 different sets of actions (verb-verb) (e.g., Show me jumping and clapping.	
10-b	Discriminates between 2 colors from an array of 4 different colored objects	
10-c	Discriminates between 2 shapes from an array of 4 different shapes	
10-d	Generalizes in a noun-verb listener task with a new object for 5 different actions (e.g., after receiving training on spinning and rolling a pencil, the child correctly spins and rolls a straw on the first trial)	
10-e	Generalizes in a noun-verb listener task with a new action for 5 objects (e.g., can spin any item)	

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.)	
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., Touch my ear.)	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. 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.
12-a	Follows instructions to take an item to 5 different locations (e.g., Take the tray to the sink.)	
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-e	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.1.3.7.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.
13-a	Demonstrates 3 pretend emotions on command (e.g., Show me a sad face. Make a happy face.)	
13-b	Identifies (LDs) 10 items based on a subject, adjective, and noun (e.g., Show me the girl’s red hair.)	
13-c	Performs 10 actions based on a subject, preposition, and noun (e.g., Put the horse in the barn.)	
13-d	Identifies (LDs) 10 items based on a verb, pronoun, and noun (e.g., Brush his hair.)	
13-e	Generalizes a pronoun and a preposition to a new situation (e.g., uses his correctly with a new friend)	
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 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-a	Performs 10 actions based on a subject, verb, and adverb (e.g., Show me the frog jumping high.)	
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. 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.F Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative meanings. CC.1.3.7.K Read and comprehend literary fiction on grade level, reading independently and proficiently. CC.1.4.7.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.1.4.7.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.
15-a	Discriminates among items given negation words for 10 tasks (e.g., Which one is not a food?)	
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?)	
15-c	Correctly responds to 10 singular vs. plural tasks (e.g., Touch the dog. vs. Touch the dogs.)	
15-d	Generalizes 5 adjectives to new nouns (e.g., says, Sticky fly stuff when first encounters a fly trap)	
15-e	Generalizes 5 adverbs to new verbs (e.g., says, Lava moves slow when first encountering lava)	

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 CC.2.1.7.D.1 Analyze proportional relationships and use them to model and solve real-world and mathematical problems.
1-a	Visually attends to faces and people 5 times	
1-b	Visually attends to reinforcing objects 5 times	
2-M	Grasps small objects with thumb and index finger (pincer grasp) 5 times	CC.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.
2-a	Reaches for and successfully grabs objects 5 times	
2-b	Uses index finger to poke things or for other uses 5 times	
2-c	Manipulates toys and objects in a variety of ways for 10 seconds, 5 times	
3-M	Visually attends to a toy or book for 30 seconds (not a self-stim item)	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.
3-a	Transfers objects from one hand to another 5 times	
3-b	Looks for an object that has fallen out of sight 5 times	
4-M	Places 3 items in a container, stacks 3 blocks, or places 3 rings on a peg for 2 of these or similar activities	CC.2.1.7.1 Analyze proportional relationships and use them to model and solve real-world and mathematical problems.
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.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.
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-piece in-set 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)	

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 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-a	Connects 2 items or toys together (e.g. Duplos)	
6-b	Nests identical objects in a stack 2 times (e.g., bowls, cups, plates)	
6-c	Turns 2 pages in a book	

6-d	Completes 3 different inset puzzles containing 3-4 pieces without prompts	
6-e	Stacks 4 blocks without help	
6-f	Matches identical objects or pictures in a neat array of 3, for 10 items (e.g., matches a hat to a hat)	
6-g	Matches identical objects or pictures that are different sizes in a messy array of 6, for 10 items (e.g., matches a big red ball to a little red ball)	
6-h	Places 5 items where they belong or in an appropriate context (e.g., puts a cup in the sink)	
7-M	Matches similar colors and shapes for 10 different colors or shapes given models (e.g., given red, blue, and green bowls and a pile of red, blue, and green bears the child sorts the items by color	CC.1.4.7.D Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and 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. CC.2.1.7.D.1 Analyze proportional relationships and use them to model and solve real-world and mathematical problems. CC.2.4.7.B.1 Draw inferences about populations based on random sampling concepts.
7-a	Completes 5 different puzzles containing 6 or more pieces without prompts	
7-b	Matches identical objects or pictures in a messy array of 8, for 25 objects	
7-c	Matches identical pictures that have different backgrounds in a messy array of 8, for 25 pictures	
7-d	Matches identical pictures (2D) to objects (3D) and vice versa, in a messy array of 8, for 10 pairs (e.g., matches a picture of Thomas the Train to a toy Thomas the Train	
7-e	Spontaneously matches 2 items together in play or other situations (e.g., picks up a Hulk figurine and selects a matching Hulk from a bin of figurines)	
7-f	Completes identical matches in an array of 8, for 10 matches in less than 20 seconds (fluency)	
8-M	Matches identical objects or pictures in a messy array of 8 containing 3 similar stimuli, for 25 items (e.g., matches a dog to a dog in an array that also contains a cat, a pig, and a pony	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.
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.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.
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	
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)	
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. 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.
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-c	Matches a picture of an action to a non-identical picture of the same action for 10 actions (e.g., matches a picture of a girl swimming to a picture of a boy swimming in a different pool)	
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)	

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. 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.
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., 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 Analyze proportional relationships and use them to model and solve real-world and mathematical problems. CC.2.3.7.A.1 Solve real-world and mathematical problems involving angle measure, area, surface area, circumference, and volume.
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)	
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	
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 Solve real-world and mathematical problems involving angle measure, area, surface area, circumference, 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	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. CC.2.1.7.D.1 Analyze proportional relationships and use them to model and solve real-world and mathematical problems. CC.2.3.7.A.1 Solve real-world and mathematical problems involving angle measure, area, surface area, circumference, and volume.
14-a	Successfully completes a human figure puzzle with at least 6 parts	
14-b	Matches 25 items that are associated with each other in a messy array of 6 with 3 similar stimuli	
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	
15-M	Continues 20 three-step patterns, sequences, or seriation tasks (e.g., star, triangle, heart, star, triangle...)	C.C.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.1.3.7.C Analyze how particular elements of a story or drama interact and how setting shapes the characters or plot. 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.
15-a	Completes an A-B pattern for 5 different color or shape patterns	
15-b	Completes an A-B pattern for 5 different picture patterns	
15-c	Places 3 pictures in the correct sequential order for 5 sets	
15-d	Constructs 5 felt (or similar material) scenes with 5 parts (e.g., farm, party)	

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 Read and comprehend literary fiction on grade level, reading independently and proficiently. CC.1.5.7.G Demonstrate command of the conventions of standard English when speaking based on grade 7 level and content.
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.1.5.7.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.
2-a	Points to a toy or object of interest	
2-b	Drops items to watch them fall, or demonstrates other interests in cause-and-effect	
2-c	Opens cupboard doors, toy boxes, or reaches in a toy container	
2-d	Repeats a play behavior that produces an auditory sound (e.g., squeezes toys, bangs items)	
2-e	Makes eye contact with others 3 times during play	
3-M	Demonstrates generalization by engaging in exploratory movement and playing with the toys in a novel environment for 2 minutes (e.g., in a new playroom)	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.
3-a	Brings a toy or object of interest to an adult	
3-b	Dumps containers of items on floor	
3-c	Transfers items in or out of a container	
3-d	Generalizes known play behaviors to a novel environment	
3-e	Carries toys or objects from one place to another	
4-M	Independently engages in movement play for 2 minutes (e.g., swinging, dancing, rocking, jumping, climbing)	CC.1.5.7.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-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.1.5.7.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.
5-a	Takes pieces of a set apart (e.g., Duplos, Bristle blocks)	
5-b	Spontaneously pulls and pushes items around	
5-c	Carries a large play object to a new location (e.g., a toy car garage)	
5-d	Emits sounds or words associated with toys (e.g., says vroom vroom with a car)	
5-e	Connects things or puts them together (e.g., a car on a track, Duplos)	

INDEPENDENT PLAY LEVEL 2		
Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
6-M	Searches for a missing or corresponding toy or part of a set for 5 items or sets (e.g., a puzzle piece, a ball for a drop-in toy, a bottle for a baby doll)	CC.1.5.7.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-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.1.5.7.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.
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.1.5.7.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.
9-a	Mands to go to a playground or play structure, or otherwise get access to play items he can’t independently obtain (e.g., mands to be lifted up to monkey bars)	
9-b	Completes 5 inset puzzles with 5 or more pieces	
9-c	Repeatedly plays with specific components of a play structure (e.g., goes down a slide several times, goes back and forth on a rope bridge)	
9-d	Spontaneously kicks a ball forward	
10-M	Assembles toys that have multiple parts for 5 different sets of materials	CC.1.4.7.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.
10-a	Plays with toy sets as designed (e.g., birthday set, tea set)	
10-b	Allows others to play in close proximity	
10-c	Demonstrates interest in a peer’s completed project (e.g., a sand castle, Lego structure)	
10-d	Mands to peers to not disturb his structure or toy assembly	
10-e	Improvises when parts are missing (e.g., still plays with a car that is missing a wheel)	
10-f	Helps to pick up toys after an activity with adult prompts	

INDEPENDENT PLAY
LEVEL 3

Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
11-M	Spontaneously engages in pretend or imaginary play on 5 occasions (e.g., dressing up, a pretend party with stuffed animals, pretends to cook)	<p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.5.7.E Adapt speech to a variety of contexts and tasks.</p> <p>CC.1.5.7.G Demonstrate command of the conventions of standard English when speaking based on grade 7 level and content.</p>
11-a	Navigates a riding toy around obstructions (e.g., moving a tricycle or big wheel around a pole)	
11-b	Demonstrates 1 to 1 correspondence in play activities (e.g., places plastic eggs in an egg carton, a doll in a bed with a bottle)	
11-c	Will get toys and play independently for 2 minutes	
11-d	Sings, hums, or recites a few words to familiar songs while engaged in an activity	
12-M	Repeats a gross motor behavior to obtain a better effect for 2 activities (e.g., throwing a ball in a basket, swinging a bat at a T-ball, foot stomping to launch a rocket, pumping a swing)	
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-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)	
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 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.1.5.7.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.
1-a	Smiles when hearing familiar voices 3 times (e.g., his mom or dad’s voice)	
1-b	Looks at the faces of familiar people at least 3 times	
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)	
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-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 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

6-a	Looks at a peer when he talks 2 times	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. CC.1.5.7.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.
6-b	Chases peers in play with adult prompts 2 times	
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-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.)	
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-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-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-e	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-e	Spontaneously imitates a peer riding on a tricycle, toy car, or other riding toy 2 times	

SOCIAL BEHAVIOR AND SOCIAL PLAY LEVEL 3		
Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
11-M	Spontaneously cooperates with a peer to accomplish a specific outcome 5 times (e.g., one child holds a bucket while the other pours in water)	CC.1.4.7.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
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	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.
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?)	
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-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-e	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

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 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.
1-a	Imitates mouthing movements 3 times (e.g., puckering lips, opening mouth)	
1-b	Imitates 1 motor movement of another person on demand (i.e., will imitate when asked)	
2-M	Imitates 4 gross motor movements when prompted with, Do this	
2-a	Imitates 2 actions with an object (e.g., pounding with a toy hammer, rolling a ball)	
2-b	Spontaneously imitates 2 different fun activities (e.g., peek-a boo, patty cake)	
2-c	Makes eye contact while imitating 3 times	
3-M	Imitates 8 motor movements, 2 of which involve objects (e.g., shaking a maraca, tapping sticks together)	
3-a	Imitates 2 fine motor movements (e.g., wiggles fingers, opens and closes fist)	
3-b	Spontaneously imitates 2 gross motor movements of another person (e.g., arms up)	
3-c	Imitates side-to-side body rocking	
3-d	Generalizes known imitation responses to 2 additional people (e.g., claps for 2 new adults)	
4-M	Spontaneously imitates the motor behaviors of others on 5 occasions	
4-a	Imitates pointing at people or objects	
4-b	Imitates transferring an object from one hand to another	
4-c	Imitates 5 actions that produce an outcome (e.g., pushing buttons on a pop-up toy)	
4-d	Imitates 2 head movements (e.g., nods yes and no)	
5-M	Imitates 20 motor movements of any type (e.g., fine motor, gross motor, imitation with objects)	
5-a	Imitates 5 different fine motor movements (e.g., pokes clay with index finger, a pincer grasp)	
5-b	Imitates the gross motor behavior of other children 2 times when prompted (e.g., running)	
5-c	Spontaneously imitates the behavior of others on 2 occasions (e.g., filling containers)	
5-d	Demonstrates generalization of 10 imitative responses to 3 new people	

MOTOR IMITATION LEVEL 2		
Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
6-M	Imitates 10 actions that require selecting a specific object from an array (e.g., selects a 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. 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.
6-a	Imitates blowing 2 times (e.g., bubbles, candles, balloons)	
6-b	Imitates 5 common gestures (e.g., shrugging shoulders, thumbs up, finger to closed lips)	
6-c	Imitates turning a page in a book	
6-d	Imitates 5 actions with a specific object selected from an array of 2 (e.g., imitates hugging puppy from an array of a doll and a puppy)	
6-e	Imitates pulling 5 different items apart (e.g., Duplos, Kid K’Nex, lids on containers)	

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

ECHOIC LEVEL 1		
Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
	Intentionally left blank	CC.1.5.7.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.
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ECHOIC LEVEL 2		
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.

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 figurative, connotative, and technical meanings.
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.1.2.7.F 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.1.2.7.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-a	Selects an item from an array of 5 for 5 different fill-in statements containing a verb (e.g., You sleep in a...)	
7-b	Selects an item from an array of 5 for 5 different spoken associated sets of words (e.g., Shoes and...)	
7-c	Reverses 5 previously acquired associations in an LRFFC format (e.g., Shoes and..., Socks and...)	
7-d	Generalizes 10 known LRFFC responses to different tones of voice, volumes, prosody, etc.	
7-e	Generalizes 10 known LRFFC responses to new carrier phrases without training (e.g., Let's sit on a...Time to sit on a...)	
7-f	Generalizes 10 known LRFFC responses to 2 different pictures or objects (e.g., two different shoes)	
8-M	Selects the correct item from an array of 10 (or from a book) for 25 different verb-noun what, which, or who questions (e.g., What do you ride? Which one barks? Who can hop?)	CC.1.2.7.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. 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 figurative, connotative, and technical meanings.
8-a	Selects an item from an array of 8 for 10 fill-in function statements (e.g., You draw with a...)	
8-b	Selects an item from an array of 8 for 10 fill-in feature statements (e.g., You find wheels on a...)	
8-c	Selects an item from an array of 8 for 10 fill-in class statements (e.g., A kind of animal is a...)	
8-d	Selects an item from an array of 8 for 10 different what questions (e.g., What do you eat?)	
8-e	Selects an item from an array of 8 for 10 different 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.1.5.7.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.
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-e	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.1.5.7.G Demonstrate a command of the conventions of standard English when speaking based on grade 7 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-e	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.1.2.7.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.1.4.7.D Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and 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-a	Selects 2 members of a class (e.g., Find two body parts.) from an array of 10, for 25 classes	
11-b	Selects 50 items from a book given any type of LRFFC task	
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.1.4.7.D Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and 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.
12-a	Selects an item from an array of 10 given a color and class (e.g., a yellow animal) for 25 items	
12-b	Selects an item from an array of 10 given a shape and class (e.g., a round food) for 25 items	
12-c	Selects an item from an array of 10 given a function (e.g., color on it) and a class (e.g., art supplies) for 25 LRFFC tasks (e.g., Find something to color on from the art cabinet.)	
12-d	Selects an item from an array of 10 given a feature (e.g., wheels, wings) and a class (e.g., animals, vehicles) for 25 LRFFC tasks (e.g., Where’s a vehicle with wheels? Where’s a vehicle with wings?)	
12-e	Selects an item from an array of 10 given any adjective (but not color or shape) and a function (e.g., It’s hot and you eat it... spaghetti) for 25 LRFFC tasks	
12-f	Selects an item from an array of 10 given any adjective (but not color or shape) and a feature (e.g., It’s soft and has ears... rabbit) for 25 LRFFC tasks	
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.1.2.7.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. CC.1.4.7.D Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and 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-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?)	
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	
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	
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-e	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 the...store) 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

	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. 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. 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-a	Selects all members of a class from an array of 10 when asked (e.g., Find all the clothing.) for 3 members of 25 classes	
14-b	Selects an item from a book given a when question (e.g., When do you need a towel?) for 10 items	
14-c	Selects an item from a book given a how question (e.g., How do you get to school?) for 10 items	
14-d	Selects an item from an array of 10 given a preposition after a verb (e.g., eat with, eat at, write on, write with) for 25 verb-preposition combinations	
14-e	Selects an item when asked to find something that is different in an array of 5 (e.g., 4 spoons and 1 fork) for 25 items	
14-f	Selects an item from an array of 10 when asked What is missing? from a picture (e.g., a car without wheels, an airplane without wings) for 25 items	
15-M	Demonstrates 1000 different LRFFC responses, tested or obtained from an accumulated list of known responses	CC.1.3.7.F Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative meanings. CC.1.3.7.K 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 of the evidence.
15-a	Selects an item from an array of 10 relating to past events (e.g., Where did you go yesterday?) for 5 events	
15-b	Selects an item relating to future events (e.g., What’s happening tomorrow?) for 5 events	
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?)	
15-d	Selects an item from an array of 10 when asked Which one is not? in an LRFFC format (e.g., Which one is not a musical instrument?) for 25 functions, features, or classes	
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.1.2.7.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...)	
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 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-a	Completes 2 <i>eat</i> and 2 <i>drink</i> classification fill-ins (e.g., <i>You eat... You drink...</i>)	
8-b	Completes 5 different noun-noun association fill-in-the-blank phrases (e.g., mommy and...)	
8-c	Completes 5 song fill-ins with 2 or more words (e.g., Old McDonald... had a farm)	
8-d	Generalizes 10 intraverbal responses to new carrier phrases (e.g., We bounce a... Let’s bounce a...)	

9-M	Answers 25 different what questions (e.g., What do you brush?)	CC.1.4.7.A Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly. CC.1.4.7.G Write arguments to support claims. CC.1.4.7.I 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.1.5.7.F Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
9-a	Completes 10 different verb-noun fill-in-the-blank phrases (e.g., You ride the... You play in...)	
9-b	Spontaneously emits (no additional verbal prompts) 2 intraverbal responses	
9-c	Answers 10 different what questions with a verb as the primary SD (e.g., What do you brush?)	
9-d	Answers 10 different what questions with a noun as the primary SD (e.g., What’s in the barn?)	
9-e	When asked What do you eat (or drink)? provides 2 or more members of each category	
9-f	Provides 5 novel responses to previously acquired questions (response generalization) (e.g., when asked to name an animal the child answers bear for the first time without receiving training on bear)	
10-M	Answers 25 different who or where questions (e.g., Whose your friend? Where is your pillow?)	CC.1.4.7.G Write arguments to support claims. CC.1.4.7.I 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.
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 animals do you like? What toys do you like?)	
10-e	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...)	
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 computer...Daddy 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 standard format for citation. 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.
12-a	Provides at least 3 members of 10 classes (e.g., What do you see on a playground?)	
12-b	Answers 25 multiple choice questions (e.g., Does a fish live in the water or in trees?)	
12-c	Provides 10 categories when given several members (e.g., a horse, cow, and pig are all...)	
12-d	Provides the name of 25 items when given a specific feature (e.g., What has wheels?)	
12-e	Provides 2 features of 10 items when given their names (e.g., What’s on a fire truck?)	
12-f	Provides an answer to 3 emotion questions (e.g., What makes you sad? What makes you happy?)	

12-g	Provides at least 25 3+ word responses to questions (e.g., when asked What do you like to play? the child responds I like to play with cars)	
13-M	Answers 2 questions after being read short passages (15+ words) from books, for 25 passages (e.g., Who blew the house down?)	
13-a	Answers 25 questions with yes or no (e.g., Is a shoe good to eat?)	
13-b	Describes 5 locations not in view (e.g., Tell me about your bedroom?)	
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	Engages in 5 different conversations that contain at least 3 intraverbal exchanges on a single topic	CC.1.2.7.C Analyze the interactions between individuals, events, and ideas in a text. 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.
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 scared everybody and they all ran into the house.)	
14-a	Answers 25 different who, what, or where questions that contain 3 or more elements (e.g., What color is a fire truck?)	
14-b	Provides at least 3 members of 25 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?)	
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?)	CC.1.2.7.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. CC.1.3.7.C Analyze how particular elements of a story or drama interact and how setting shapes the characters or plot.
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 do you go to school? What do you take to school?)	
15-a	Answers 10 questions about community helpers (e.g., What does a doctor do?)	
15-b	Answers 25 different questions that contain 4 or more parts of speech (e.g., What tool do you need to pound nails?)	
15-c	Takes turns adding to a story started by others (e.g., And then he saw a boat...)	
15-d	Answers 5 different how questions (e.g., How do you fix the hole?)	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.1.4.7.A Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly. CC.1.4.7.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary non-fiction.
15-e	Provides last name when asked (e.g., Harrison)	
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 & 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.1.5.7.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.
6-a	Adjusts to separation from parents (e.g., does not cry when parents leave)	
6-b	Sits at a snack or lunch table when physically prompted for 1 minute	
6-c	Lines up with other children when physically prompted	
6-d	Demonstrates general compliance for all classroom aides	
7-M	Puts away personal items, lines up, and comes to a table with only 1 verbal prompt	
7-a	Does not attempt to move away from a peer when seated next to him	
7-b	Puts away personal items (e.g., coat, backpack, lunch box) with gestural and verbal prompts	
7-c	Goes to and sits at a table with other children with only verbal prompts	
7-d	Cooperates with hand washing with physical assistance	
7-e	Does not engage in negative behavior toward a peer when seated next to him	
8-M	Transitions between classroom activities with no more than 1 gestural or verbal prompt	
8-a	Goes to a circle group and sits with only verbal prompts	
8-b	Goes to and sits at a table or work station with only verbal prompts	
8-c	Waits while seated at a table, without touching materials, until allowed to do so	
8-d	Sits in a circle group for 2 minutes without disruptive behavior or prompts to remain seated	
9-M	Sits in a small group for 5 minutes without disruptive behavior or attempting to leave the group	
9-a	Comes inside after recess with only verbal prompts	
9-b	Participates in group movement and song activities with only verbal prompts (e.g., Ring Around the Rosy, Duck-Duck Goose, Hokey Pokey)	
9-c	Imitates group activities with objects (e.g., tapping sticks together, shaking a maraca)	
9-d	Sings songs with the group with only verbal prompts (e.g., Head, shoulders, knees and toes)	
10-M	Sits in a small group for 10 minutes, attends to the teacher or material for 50% of the period, and responds to 5 of a teacher’s SDs	
10-a	Gets lunch with only verbal prompts	
10-b	Puts away backpack, lunch box, or coat upon entering the classroom with group prompts	
10-c	Imitates group activities with objects (e.g., tapping sticks together, shaking a maraca)	
10-d	Gets out and opens most snack/lunch items independently	
10-e	Verbally responds in a group setting 2 times during a 5 minute session	
10-f	Imitates peers doing a song or activity in a group setting 2 times in a 5 minute session	
10-g	Will sit on the toilet without negative behavior when prompted, but may not eliminate	

CLASSROOM ROUTINES & GROUP SKILLS LEVEL 3		
Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
11-M	Uses the toilet and washes hands with only verbal prompts	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
11-a	Sits or stands at an arts and crafts or activity table for 5 minutes without disruptive behavior	
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 (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-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-c	Responds to group questions without a direct prompt (e.g., What happened to Simba?)	
13-d	Mands to use the toilet and has minimal accidents	
14-M	Acquires 2 new behaviors in a 15-minute group-teaching format involving 5 or more children	
14-a	Takes turns and shares items with peers	
14-b	Discriminates and follows two-component group instructions (e.g., All the boys line up)	
14-c	Follows safety rules in a classroom (e.g., No running. No pushing.)	
14-d	Leads 2 different group activities involving 3 other children (e.g., red-light, green-light game)	
14-e	Mands for a specific activity in a group setting (e.g., Let’s play tag!)	
14-f	Assists in picking up after an activity with only 1 verbal prompt	
15-M	Sits in a 20-minute group session involving 5 children without disruptive behaviors, and answers 5 intraverbal questions	
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-e	Keeps hands to self in a group setting	
15-f	Raises hand to indicate he knows the answer to a question during a group	
15-g	Completes 2 independent worksheets without prompts at a table with 3 other children	
15-h	Sits in a school assembly for 20 minutes without disruptive behavior	

LINGUISTIC STRUCTURE LEVEL 2		
Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
6-M	The child’s articulation of 10 tacts can be understood by familiar adults who cannot see the item tacted	CC.1.2.7.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. CC.1.5.7.G Demonstrate a command of the conventions of standard English when speaking based on grade 7 level and content.
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-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-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-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	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. 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.
11-a	Emits auxiliary (helping) verbs in a tact or mand carrier phrase (e.g., do, have, will, can, was)	
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)	
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 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; 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. CC.1.2.7.C Analyze the interactions between individuals, events, and ideas in a text. CC.1.2.7.D 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. CC.1.2.7.F; CC.1.3.7.F 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.1.2.7.H Evaluate an author’s argument, reasoning, and specific claims for the soundness of the argument and the relevance of the evidence. CC.1.2.7.I Examine how two or more authors present and interpret facts on the same topic. CC.1.2.7.J; CC.1.3.7.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; foster vocabulary knowledge when considering a word or phrase important to comprehension or expression. CC.1.2.7.L Read and comprehend literary fiction on grade level, reading independently and proficiently. 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 Analyze how the structure or form of a text contributes to its meaning. 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). CC.1.3.7.H 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. CC.1.3.7.I 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.1.3.7.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. CC.1.4.7.R Demonstrate a grade-appropriate command of the conventions of standard English grammar and spelling.
12-d	Emits 3 or more tact or mand carrier phrases (e.g., Pour juice. Baby crying.)	
12-b	Minds present participles in tact book with “verb-ing” (e.g., running, playing, swimming)	
11-c	Touches pictures in books that correspond to the story (e.g., Where’s the big bad wolf?)	
13-M	Emits 10 different noun phrases containing at least 3 words, with 2 modifiers (e.g., adjectives, prepositions,	
12-M	Selects (LDs) the correct uppercase letter from an array of 5 letters, for 10 different letters	CC.1.2.7.A; CC.1.3.7.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; 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. CC.1.2.7.C Analyze the interactions between individuals, events, and ideas in a text. CC.1.2.7.D 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. CC.1.2.7.F; CC.1.3.7.F 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.1.2.7.H Evaluate an author’s argument, reasoning, and specific claims for the soundness of the argument and the relevance of the evidence. CC.1.2.7.I Examine how two or more authors present and interpret facts on the same topic. CC.1.2.7.J; CC.1.3.7.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; foster vocabulary knowledge when considering a word or phrase important to comprehension or expression. CC.1.2.7.L Read and comprehend literary fiction on grade level, reading independently and proficiently. 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 Analyze how the structure or form of a text contributes to its meaning. 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). CC.1.3.7.H 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. CC.1.3.7.I 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.1.3.7.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. CC.1.4.7.R Demonstrate a grade-appropriate command of the conventions of standard English grammar and spelling.
12-a	Completes an ABC inset puzzle without prompts	
12-b	Emits prepositional phrases at least 5 on the table in the house, buy a car, not discriminate between prepositional pairs (e.g., on a’s under a’sk, off)	
12-c	Receives 5 letters from the alphabet with a starting prompt (e.g., A B...)	
12-a	Emits adjectives to modify nouns (e.g., blue train, chocolate cookie)	
12-d	Matches 5 words to a mand carrier or intraverbal context (e.g., can’t, don’t, won’t)	CC.1.2.7.A; CC.1.3.7.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; 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. CC.1.2.7.C Analyze the interactions between individuals, events, and ideas in a text. CC.1.2.7.D 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. CC.1.2.7.F; CC.1.3.7.F 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.1.2.7.H Evaluate an author’s argument, reasoning, and specific claims for the soundness of the argument and the relevance of the evidence. CC.1.2.7.I Examine how two or more authors present and interpret facts on the same topic. CC.1.2.7.J; CC.1.3.7.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; foster vocabulary knowledge when considering a word or phrase important to comprehension or expression. CC.1.2.7.L Read and comprehend literary fiction on grade level, reading independently and proficiently. 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 Analyze how the structure or form of a text contributes to its meaning. 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). CC.1.3.7.H 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. CC.1.3.7.I 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.1.3.7.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. CC.1.4.7.R Demonstrate a grade-appropriate command of the conventions of standard English grammar and spelling.
13-e	Emits pronouns to modify nouns (e.g., My shoes. Your cup.)	
13-M	Tacts 10 uppercase letters on command	
14-M	Emits 10 different verb phrases containing at least 3 words, with 2 modifiers (e.g., adverbs, prepositions, pronouns) (e.g., Push me hard, Go up the steps.)	
13-b	Minds for what children words say (e.g., What word is that?)	
14-a	Adjectives usually precede nouns when appropriate (e.g., a big boat vs. a boat big)	CC.1.2.7.A; CC.1.3.7.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; 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. CC.1.2.7.C Analyze the interactions between individuals, events, and ideas in a text. CC.1.2.7.D 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. CC.1.2.7.F; CC.1.3.7.F 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.1.2.7.H Evaluate an author’s argument, reasoning, and specific claims for the soundness of the argument and the relevance of the evidence. CC.1.2.7.I Examine how two or more authors present and interpret facts on the same topic. CC.1.2.7.J; CC.1.3.7.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; foster vocabulary knowledge when considering a word or phrase important to comprehension or expression. CC.1.2.7.L Read and comprehend literary fiction on grade level, reading independently and proficiently. 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 Analyze how the structure or form of a text contributes to its meaning. 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). CC.1.3.7.H 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. CC.1.3.7.I 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.1.3.7.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. CC.1.4.7.R Demonstrate a grade-appropriate command of the conventions of standard English grammar and spelling.
14-b	Verbs agree with the subjects by person (e.g., he was laughing vs. he were laughing)	
14-c	Verbs agree with the subjects in number (e.g., Joey is home vs. Joey are home)	
14-e	Emits adjective inflections with the comparative suffixes “er” and “est” (e.g., good, better, best)	
14-d	Emits adjective inflections with the comparative suffixes “er” and “est” (e.g., good, better, best)	
14-M	Reads his own name	CC.1.2.7.A; CC.1.3.7.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; 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. CC.1.2.7.C Analyze the interactions between individuals, events, and ideas in a text. CC.1.2.7.D 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. CC.1.2.7.F; CC.1.3.7.F 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.1.2.7.H Evaluate an author’s argument, reasoning, and specific claims for the soundness of the argument and the relevance of the evidence. CC.1.2.7.I Examine how two or more authors present and interpret facts on the same topic. CC.1.2.7.J; CC.1.3.7.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; foster vocabulary knowledge when considering a word or phrase important to comprehension or expression. CC.1.2.7.L Read and comprehend literary fiction on grade level, reading independently and proficiently. 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 Analyze how the structure or form of a text contributes to its meaning. 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). CC.1.3.7.H 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. CC.1.3.7.I 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.1.3.7.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. CC.1.4.7.R Demonstrate a grade-appropriate command of the conventions of standard English grammar and spelling.
14-a	Discriminates among most uppercase letters (but may confuse some; e.g., M and N; P and R)	
14-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.)	
14-b	Matches 5 word cards to the same word written on paper	
14-c	Provides the letter name given a sound, and a sound given a letter name	
14-a	Emits different noun and verb phrases connected by conjunctions (e.g., and, or, but, yet)	CC.1.2.7.A; CC.1.3.7.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; 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. CC.1.2.7.C Analyze the interactions between individuals, events, and ideas in a text. CC.1.2.7.D 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. CC.1.2.7.F; CC.1.3.7.F 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.1.2.7.H Evaluate an author’s argument, reasoning, and specific claims for the soundness of the argument and the relevance of the evidence. CC.1.2.7.I Examine how two or more authors present and interpret facts on the same topic. CC.1.2.7.J; CC.1.3.7.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; foster vocabulary knowledge when considering a word or phrase important to comprehension or expression. CC.1.2.7.L Read and comprehend literary fiction on grade level, reading independently and proficiently. 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 Analyze how the structure or form of a text contributes to its meaning. 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). CC.1.3.7.H 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. CC.1.3.7.I 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.1.3.7.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. CC.1.4.7.R Demonstrate a grade-appropriate command of the conventions of standard English grammar and spelling.
14-b	Demonstrates LD and tact generalization for 3 different variations of the uppercase letters pushed him down — the “ed” ending is a morpheme)	
15-c	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-e	Uses quantification in a sentence (e.g., always, never, sometimes)	
15-f	Uses demonstratives in a sentence (e.g., this that, these, those)	CC.1.2.7.A; CC.1.3.7.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; 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. CC.1.2.7.C Analyze the interactions between individuals, events, and ideas in a text. CC.1.2.7.D 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. CC.1.2.7.F; CC.1.3.7.F 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.1.2.7.H Evaluate an author’s argument, reasoning, and specific claims for the soundness of the argument and the relevance of the evidence. CC.1.2.7.I Examine how two or more authors present and interpret facts on the same topic. CC.1.2.7.J; CC.1.3.7.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; foster vocabulary knowledge when considering a word or phrase important to comprehension or expression. CC.1.2.7.L Read and comprehend literary fiction on grade level, reading independently and proficiently. 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 Analyze how the structure or form of a text contributes to its meaning. 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). CC.1.3.7.H 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. CC.1.3.7.I 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.1.3.7.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. 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)	
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)	

15-a	Indicates if 2 words rhyme or not for 10 different rhymes (e.g., cat and hat vs. cat and book)	subject (e.g. how the delivery of a speech affects the impact of the words). 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-b	Tacts most uppercase letters (may confuse those that look similar; e.g., M and N; P and R)	
15-c	Matches 10 lower case letters to uppercase letters	
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
11-M	Imitates 5 different writing actions modeled by an adult using a writing instrument and writing surface	CC.1.4.7.F; CC.1.4.7.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. 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.
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)	
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	
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	
15-a	Draws recognizable pictures of 3 different items	
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.1.5.7.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. 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 Apply and extend previous understandings of operations with fractions to operations with rational numbers. CC.2.3.7.A.1 Solve real-world and mathematical problems involving angle measure, area, surface area, circumference, and volume.
11-a	Rote counts to 5 with a verbal starter prompt (e.g., count 1, 2, ...)	
11-b	Arranges objects by size (e.g., small, medium, and large blocks)	
11-c	Distinguishes between 1 and 2 items as a listener (e.g., Where are 2 boats?)	
11-d	Distinguishes between 1 and 2 items as a mand (e.g., I want 2 cookies.)	
11-e	Matches to sample the numbers 1-10 (e.g., puts the number 4 with the number 4)	
12-M	Tacts the numbers 1-5	
12-a	Distinguishes between 1 and 2 items as a tact (e.g., How many shoes do you have?)	
12-b	Holds up corresponding fingers for numbers 1-5 (e.g., Show me 2 fingers.)	
12-c	Distinguishes between 1, 2, and 3 items as a listener (e.g., Can you find 3 flowers?)	
12-d	Counts 2 items with 1:1 correspondence	
13-M	Counts out 1-5 items from a larger set of items with 1 to 1 correspondence (e.g., Give me 4 cars. Now give me 2 cars.)	
13-a	Provides age when asked	
13-b	Counts out up to 3 items given the verbal prompt How many? and the related set of items	
13-c	Identifies as a listener (LDs) the number of items (e.g., Which picture has 2 cars?)	
13-d	Demonstrates enumeration in counting (final emphasis on correct number) for numbers 1-3	
14-M	Identifies as a listener 8 different comparisons involving measurement (e.g., show me more or less, big or little, long or short, full or empty, loud or quiet)	
14-a	Correctly tacts a collection of 1-3 items as “1,” “2,” and “3” (e.g., How many are here?)	
14-b	Identifies (LDs) a collection of items as more or less/fewer than a comparison group	
14-c	Identifies (LDs) a container as full or empty	
14-d	Identifies (LDs) an item as bigger or smaller than a comparison item	
14-e	Identifies (LDs) an item as longer or shorter than a comparison item	
15-M	Correctly matches a written number to a quantity and a quantity to a written number for the numbers 1-5 (e.g., matches the number 3 to a picture of 3 trucks)	
15-a	Performs an action a specified number of times up to 5 (e.g., Clap 3 times)	
15-b	Completes a sequence or pattern containing 2 elements (e.g., red-green; red-green...)	
15-c	Correctly Identifies (LDs) the ordinal terms “first” and “last”	
15-d	Correctly Identifies (LDs) and tacts morning time and night time	
15-e	Intraverbally responds to what number is next for numbers 1-9	
15-f	Correctly Identifies (LDs) 3 different coins, and intraverbally states what to do with money	

8 th 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.1.2.8.F Analyze the influence of the words and phrases in a text including figurative and connotative, and technical meanings; and how they shape meaning and tone. CC.1.3.8.F Analyze the influence of the words and phrases in a text including figurative and connotative meanings; and how they shape meaning and tone. CC.1.4.8.L Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. CC.1.4.8.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.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.G Demonstrate command of the conventions of standard English when speaking based on grade 8 level and content.
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, 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-e	Generalizes 2 known mands across 2 different people and 2 settings	
3-M	Generalizes 6 mands across 2 people, 2 settings, and 2 different examples of a reinforcers (e.g., mands bubbles	
3-a	Emits 2 spontaneous mands (no verbal prompt); — the object can be present	
3-b	Emits 5 mands without echoic or imitative prompts — can be with verbal or object prompts	
3-c	Generalizes 3 mands across 2 examples of a desired item (e.g., mands slide for 2 different slides)	
3-d	Emits 6 different mands without echoic or imitative prompts — can be with verbal or object prompts	
4-M	Spontaneously emits (no verbal prompts) 5 mands — the desired item can be present	
4-a	Mands for attention 2 times with some identifiable type of response (e.g., a tap on the arm)	
4-b	Emits 2 mands without an object present — can be with What do you want?	
4-c	Emits 2 mands without verbal prompts — can be with object prompts	
4-d	Mands for others to attend to the same stimulus that he is attending to 5 times per day	
4-e	Emits 1 mand to remove an undesirable item or activity (e.g.no)	
5-M	Emits 10 different mands without prompts (except, What do you want?) — the desired item can be present (e.g., apple, swing, car, juice)	
5-a	Emits 3 different mands without an object present — can be with a verbal prompt (e.g., mommy)	
5-b	Emits 3 different mands without verbal prompts — can be with an object prompt	

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

MAND LEVEL 2		
Skill	VB-MAPP Milestones & Supporting Skills List	PA Core Standards
6-M	Mands for 20 different missing items without prompts (except e.g., What do you need?) (e.g., mands for paper when given a crayon	CC.1.3.8.G Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by directors or actors. CC.1.4.8.L Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. CC.1.4.8.R Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling. CC.1.4.8.U Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. CC.1.5.8.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly. CC.1.5.8.D Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation. CC.1.5.8.E Adapt speech to a variety of contexts and tasks. CC.1.5.8.G Demonstrate command of the conventions of standard English when speaking based on grade 8 level and content.
6-a	Spontaneously emits 5 mands without an object present and without verbal prompts	
6-b	Emits 10 different mands without echoic or imitative prompts — object can be present	
6-c	Mands for 5 different missing items without prompts (except a verbal prompt)	
6-d	Generalizes 4 mands to 4 different people	
6-e	Maintains a newly acquired mand for a missing item after 24 hours of no contact with the item	
7-M	Mands for others to emit 5 different actions needed to enjoy a desired activity (e.g., open to get outside, push when on a swing)	CC.1.2.8.F Analyze the influence of the words and phrases in a text including figurative and connotative, and technical meanings; and how they shape meaning and tone. CC.1.3.8.F Analyze the influence of the words and phrases in a text including figurative and connotative meanings; and how they shape meaning and tone. CC.1.4.8.L Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. CC.1.4.8.O Use narrative techniques such as dialogue, description, reflection, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. CC.1.4.8.Q Write with an awareness of the stylistic aspects of writing: Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects, Use sentences of varying lengths and complexities, Create tone and voice through precise language. CC.1.4.8.R Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling. CC.1.5.8.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly. CC.1.5.8.D Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation. CC.1.5.8.E Adapt speech to a variety of contexts and tasks. CC.1.5.8.G Demonstrate command of the conventions of standard English when speaking based on grade 8 level and content.
7-a	Mands 2 times with 2 words in a phrase or sentence (e.g., Drink juice.)	
7-b	Mands for other individuals to emit 2 different actions with verbal prompts (e.g., go, spin)	
7-c	Emits 2 mands to remove undesirable items or activities	
7-d	Demonstrates response generalization for two different mands (e.g., calls a filled cup both cup and drink; calls a dog both dog and Maggie)	
7-e	Mands contain varied intonation appropriate to both positive and negative MOs 5 times	
7-f	Mands for help or assistance 2 times	
7-g	Demonstrates a high frequency of manding (15 in a 5 minute period)	
8-M	Emits 5 different mands that contain 2 or more words (not including I want) (e.g., Go fast. My turn. Pour juice.) (TO: 60 min.)	CC.1.2.8.F Analyze the influence of the words and phrases in a text including figurative and connotative, and technical meanings; and how they shape meaning and tone. CC.1.3.8.F Analyze the influence of the words and phrases in a text including figurative and connotative meanings; and how they shape meaning and tone. CC.1.3.8.B
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.)	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text. CC.1.4.8.L Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. CC.1.4.8.O Use narrative techniques such as dialogue, description, reflection, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. 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 Demonstrate command of the conventions of standard English when speaking based on grade 8 level and content.
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.)	CC.1.2.8.F
9-a	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. CC.1.3.8.F
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)	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
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, usage, capitalization, punctuation, and spelling. 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 particular effects, Use sentences of varying lengths and complexities, Create tone and voice through precise language.
9-e	Emits 5 mands in 30 seconds (e.g., during a game or fun activity such as water play)	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? without formal mand training)	CC.1.3.8.B
10-a	Emits 2 new mands without training (e.g., says I want hot cocoa without 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.1.4.8.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. CC.1.4.8.O
10-c	Mands with an adjective 5 times — can use verbal and nonverbal prompts	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-d	Mands for information 3 times using who questions	CC.1.4.8.P
10-e	Spontaneously mands for others to emit 20 different actions (e.g., Run. Go. Push me.)	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. CC.1.4.8.Q
10-f	Spontaneously mands to novel and unfamiliar people 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 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.
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MAND LEVEL 3		
Skill	VB-MAPP Milestones & Supporting Skills List	PA Core Standards
11-M	Spontaneously mands for different verbal information using a WH question or question word 5 times (e.g., What’s your name? Where do I go?)	CC.1.2.8.B Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text. 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.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.F Analyze the influence of the words and phrases in a text including figurative and connotative meanings; and how they shape meaning and tone. CC.1.3.8.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies and tools. CC.1.4.8.C Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; include graphics CC.1.4.8.H Introduce and state an opinion on a topic. CC.1.4.8.I Acknowledge and distinguish the claim(s) from alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic. CC.1.4.8.J Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s), counterclaims, reasons, and evidence by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented. CC.1.4.8.K Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic. Use sentences of varying lengths and complexities. Create tone and voice through precise language. Establish and maintain a formal style. CC.1.4.8.L Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. CC.1.4.8.O Use narrative techniques such as dialogue, description, reflection, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. CC.1.4.8.Q Write with an awareness of the stylistic aspects of writing: Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects, Use sentences of varying lengths and complexities, Create tone and voice through precise language. CC.1.4.8.R Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling. CC.1.4.8.T With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. CC.1.4.8.U Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
11-a	Mands to peers 5 times	
11-b	Spontaneously mands for attention 5 times (e.g., Teacher! Hey! Excuse me.)	
11-c	The child emits 100 or more different mands in a one week period	
11-d	Mands contain 3-word phrases 10 times (e.g, Can I see?)	
11-e	Mands for a specific quantity of reinforcers 2 times (e.g., two gummy bears)	

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

		<p>CC.1.4.8.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.</p> <p>CC.1.5.8.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <p>CC.1.5.8.D Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation.</p> <p>CC.1.5.8.E Adapt speech to a variety of contexts and tasks.</p> <p>CC.1.5.8.G Demonstrate command of the conventions of standard English when speaking based on grade 8 level and content.</p>
14-M	Gives directions, instructions, or explanations as to how to do something or how to participate in an activity 5 times (e.g., You put the glue on first, then stick it. You sit here while I get a book.)	<p>CC.1.2.8.C Analyze how a text makes connections among and distinctions between individuals, ideas, or events.</p> <p>CC.1.2.8.F Analyze the influence of the words and phrases in a text including figurative and connotative, and technical meanings; and how they shape meaning and tone.</p> <p>CC.1.3.8.B Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.</p> <p>CC.1.3.8.C Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p> <p>CC.1.3.8.D Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</p> <p>CC.1.3.8.F Analyze the influence of the words and phrases in a text including figurative and connotative meanings; and how they shape meaning and tone.</p> <p>CC.1.3.8.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.4.8.A Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.</p> <p>CC.1.4.8.C Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.</p> <p>CC.1.4.8.G Write arguments to support claims.</p> <p>CC.1.4.8.H Introduce and state an opinion on a topic.</p> <p>CC.1.4.8.I 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.</p> <p>CC.1.4.8.J Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s), counterclaims, reasons, and evidence by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented.</p> <p>CC.1.4.8.K Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic. Use sentences of varying lengths and complexities. Create tone and voice through precise language. Establish and maintain a formal style.</p> <p>CC.1.4.8.L Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.8.M Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.8.N Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.</p> <p>CC.1.4.8.O Use narrative techniques such as dialogue, description, reflection, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>CC.1.4.8.P Organize an event sequence that unfolds naturally and logically using a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events; provide a conclusion that follows from and reflects on the narrated experiences or events.</p> <p>CC.1.4.8.R Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling.</p>
14-a	Mands for sympathy or other emotional support 2 times (e.g., He’s mean.)	
14-b	Mands for others to deliver a specific object to another person 2 times (e.g., Give it to Sarah.)	
14-c	Mands for instructions for completing a task 2 times (e.g., Where does it go? How do I do it?)	
14-d	Spontaneously mands with 3 different major parts of speech (e.g., noun-verb-adjective) in one sentence 2 times (e.g., Push the big bike fast.)	

		<p>CC.1.4.8.T With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>CC.1.4.8.V Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>CC.1.4.8.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.</p> <p>CC.1.5.8.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <p>CC.1.5.8.D Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation.</p> <p>CC.1.5.8.E Adapt speech to a variety of contexts and tasks.</p>
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...)	<p>CC.1.2.8.A Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p> <p>CC.1.2.8.B Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.</p> <p>CC.1.2.8.C Analyze how a text makes connections among and distinctions between individuals, ideas, or events.</p> <p>CC.1.2.8.F Analyze the influence of the words and phrases in a text including figurative and connotative, and technical meanings; and how they shape meaning and tone.</p> <p>CC.1.2.8.H Evaluate authors’ arguments, reasoning, and specific claims for the soundness of the arguments and the relevance of the evidence.</p> <p>CC.1.3.8.A Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p>CC.1.3.8.B Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.</p> <p>CC.1.3.8.D Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</p> <p>CC.1.3.8.E Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</p> <p>CC.1.3.8.F Analyze the influence of the words and phrases in a text including figurative and connotative meanings; and how they shape meaning and tone.</p> <p>CC.1.3.8.G Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by directors or actors.</p> <p>CC.1.3.8.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.4.8.C Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.</p> <p>CC.1.4.8.G Write arguments to support claims.</p> <p>CC.1.4.8.H Introduce and state an opinion on a topic.</p> <p>CC.1.4.8.I Acknowledge and distinguish the claim(s) from alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic.</p> <p>CC.1.4.8.J Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s), counterclaims, reasons, and evidence by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented.</p> <p>CC.1.4.8.K Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>
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	

		<p>Use sentences of varying lengths and complexities. Create tone and voice through precise language. Establish and maintain a formal style.</p> <p>CC.1.4.8.L Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.8.M Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.8.N Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.</p> <p>CC.1.4.8.O Use narrative techniques such as dialogue, description, reflection, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events</p> <p>CC.1.4.8.P Organize an event sequence that unfolds naturally and logically using a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events; provide a conclusion that follows from and reflects on the narrated experiences or events</p> <p>CC.1.4.8.Q Write with an awareness of the stylistic aspects of writing: Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects, Use sentences of varying lengths and complexities, Create tone and voice through precise language</p> <p>CC.1.4.8.R Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling.</p> <p>CC.1.4.8.T With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>CC.1.4.8.U Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p> <p>CC.1.4.8.V Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>CC.1.4.8.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.</p> <p>CC.1.5.8.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <p>CC.1.5.8.C Analyze the purpose of information presented in diverse media formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p> <p>CC.1.5.8.D Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation.</p> <p>CC.1.5.8.E Adapt speech to a variety of contexts and tasks.</p> <p>CC.1.5.8.G Demonstrate command of the conventions of standard English when speaking based on grade 8 level and content.</p>
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TACT LEVEL 1		
Skill	VB-MAPP Milestones & Supporting Skills List	PA Core Standards
1-M	Tacts 2 items with echoic and imitative prompts (e.g., people, pets, characters, or favorite objects)	CC.1.2.8.F Analyze the influence of the words and phrases in a text including figurative and connotative, and technical meanings; and how they shape meaning and tone. CC.1.5.8.E Adapt speech to a variety of contexts and tasks.
1-a	Tacts 1 familiar person, pet, or object with verbal prompts and motivation present (e.g. mama)	
2-M	Tacts any 4 items without echoic or imitative prompts (e.g., people, pets, characters, or other objects)	CC.1.2.8.F Analyze the influence of the words and phrases in a text including figurative and connotative, and technical meanings; and how they shape meaning and tone. CC.1.5.8.E Adapt speech to a variety of contexts and tasks.

3-M	Tacts 6 non-reinforcing items (e.g., shoe, hat, spoon, car, cup, bed)	CC.1.2.8.F Analyze the influence of the words and phrases in a text including figurative and connotative, and technical meanings; and how they shape meaning and tone. CC.1.5.8.E Adapt speech to a variety of contexts and tasks.
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	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.
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)	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.
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.1.2.8.A Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. CC.1.2.8.B Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text. CC.1.2.8.C Analyze how a text makes connections among and distinctions between individuals, ideas, or events. CC.1.2.8.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
6-a	Tacts 4 different people, pets, or characters by their specific name (can include mama and dada)	
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)	

	<p>Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p> <p>CC.1.3.8.D Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</p> <p>CC.1.3.8.F Analyze the influence of the words and phrases in a text including figurative and connotative meanings; and how they shape meaning and tone.</p> <p>CC.1.3.8.G Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by directors or actors.</p> <p>CC.1.3.8.H Analyze how a modern work of fiction draws on themes, patterns of events, or character types from traditional works, including describing how the material is rendered new.</p> <p>CC.1.3.8.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.3.8.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>CC.1.3.8.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p> <p>CC.1.4.8.A Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.</p> <p>CC.1.4.8.B Identify and introduce the topic clearly, including a preview of what is to follow.</p> <p>CC.1.4.8.C Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.</p> <p>CC.1.4.8.D Organize ideas, concepts, and information into broader categories; use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.</p> <p>CC.1.4.8.F Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>CC.1.4.8.H Introduce and state an opinion on a topic.</p> <p>CC.1.4.8.I Acknowledge and distinguish the claim(s) from alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic.</p> <p>CC.1.4.8.J Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s), counterclaims, reasons, and evidence by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented</p> <p>CC.1.4.8.K Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic. Use sentences of varying lengths and complexities. Create tone and voice through precise language. Establish and maintain a formal style.</p> <p>CC.1.4.8.L Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.8.M Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.8.N Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.</p> <p>CC.1.4.8.O Use narrative techniques such as dialogue, description, reflection, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>CC.1.4.8.P Organize an event sequence that unfolds naturally and logically using a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events; provide a conclusion that follows from and reflects on the narrated experiences or events.</p> <p>CC.1.4.8.R Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling.</p> <p>CC.1.4.8.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction.</p> <p>CC.1.4.8.U</p>
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		<p>Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p> <p>CC.1.4.8.V Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>CC.1.4.8.W Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>CC.1.5.8.B Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p> <p>CC.1.5.8.C Analyze the purpose of information presented in diverse media formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p> <p>CC.1.5.8.E Adapt speech to a variety of contexts and tasks.</p> <p>CC.1.5.8.F Integrate multimedia and visual displays into presentations to add interest, clarify information, and strengthen claims and evidence.</p> <p>CC.1.5.8.G Demonstrate command of the conventions of standard English when speaking based on grade 8 level and content.</p>
7-M	Generalizes tacts across 3 examples of 50 items, or from a list of known generalizations	<p>CC.1.2.8.A Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p>
7-a	Tacts 3 body parts (e.g., nose, eyes, mouth)	<p>CC.1.2.8.B Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.</p>
7-b	Tacts 2 auditory stimuli (e.g., phone ringing, siren, dog barking)	<p>CC.1.2.8.F Analyze the influence of the words and phrases in a text including figurative and connotative, and technical meanings; and how they shape meaning and tone.</p>
7-c	Spontaneously emits a tact containing two words for 5 different tacts (e.g., baby’s crying)	<p>CC.1.2.8.I Analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p>
7-d	Tacts 2 different actions when asked What he doing? (e.g., drinking, swimming)	<p>CC.1.2.8.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
7-e	Tacts 40 items when asked What’s that? (e.g., tree, bowl, sock, crayon, apple)	<p>CC.1.2.8.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.</p>
		<p>CC.1.3.8.B Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.</p>
		<p>CC.1.3.8.C Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p>
		<p>CC.1.3.8.D Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</p>
		<p>CC.1.3.8.F Analyze the influence of the words and phrases in a text including figurative and connotative meanings; and how they shape meaning and tone.</p>
		<p>CC.1.3.8.G Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by directors or actors.</p>
		<p>CC.1.3.8.H Analyze how a modern work of fiction draws on themes, patterns of events, or character types from traditional works, including describing how the material is rendered new.</p>
		<p>CC.1.3.8.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies and tools.</p>
		<p>CC.1.3.8.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
		<p>CC.1.3.8.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p>
		<p>CC.1.4.8.A Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.</p>
		<p>CC.1.4.8.B</p>

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

8-a	Tacts 2 tactile stimuli (e.g., says ball when feeling a ball in a bag)	<p>Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p> <p>CC.1.2.8.B</p> <p>Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.</p> <p>CC.1.2.8.C</p> <p>Analyze how a text makes connections among and distinctions between individuals, ideas, or events.</p> <p>CC.1.2.8.D</p> <p>Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p> <p>CC.1.2.8.E</p> <p>Analyze the structure of the text through evaluation of the author’s use of specific sentences and paragraphs to develop and refine a concept.</p> <p>CC.1.2.8.F</p> <p>Analyze the influence of the words and phrases in a text including figurative and connotative, and technical meanings; and how they shape meaning and tone.</p> <p>CC.1.2.8.G</p> <p>Evaluate the advantages and disadvantages of using different mediums (e.g. print or digital text, video, multimedia) to present a particular topic or idea.</p> <p>CC.1.2.8.H</p> <p>Evaluate authors’ arguments, reasoning, and specific claims for the soundness of the arguments and the relevance of the evidence.</p> <p>CC.1.2.8.I</p> <p>Analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p> <p>CC.1.2.8.J</p> <p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>CC.1.2.8.K</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.2.8.L</p> <p>Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</p> <p>CC.1.3.8.A</p> <p>Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p>CC.1.3.8.B</p> <p>Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.</p> <p>CC.1.3.8.C</p> <p>Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p> <p>CC.1.3.8.D</p> <p>Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</p> <p>CC.1.3.8.F</p> <p>Analyze the influence of the words and phrases in a text including figurative and connotative meanings; and how they shape meaning and tone.</p> <p>CC.1.3.8.G</p> <p>Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by directors or actors.</p> <p>CC.1.3.8.H</p> <p>Analyze how a modern work of fiction draws on themes, patterns of events, or character types from traditional works, including describing how the material is rendered new.</p> <p>CC.1.3.8.I</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.3.8.J</p> <p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>CC.1.3.8.K</p> <p>Read and comprehend literary fiction on grade level, reading independently and proficiently.</p> <p>CC.1.4.8.A</p> <p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.</p> <p>CC.1.4.8.B</p> <p>Identify and introduce the topic clearly, including a preview of what is to follow.</p> <p>CC.1.4.8.C</p> <p>Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.</p> <p>CC.1.4.8.D</p>
8-b	Tacts 5 noun-verb or verb-noun combinations (e.g., dog eating, rolling ball)	
8-c	Tacts two or more items from 10 different pages in a book when asked, What do you see here?	
8-d	Glances at a listener while tacting on 5 occasions	

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

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		<p>interact and collaborate with others.</p> <p>CC.1.5.8.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <p>CC.1.5.8.C Analyze the purpose of information presented in diverse media formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p> <p>CC.1.5.8.E Adapt speech to a variety of contexts and tasks.</p> <p>CC.1.5.8.G Demonstrate command of the conventions of standard English when speaking based on grade 8 level and content.</p>
10-M	Tacts 200 nouns and/or verbs (or other parts of speech), tested or from an accumulated list of known tacts	<p>CC.1.2.8.A Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p> <p>CC.1.2.8.B Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.</p> <p>CC.1.2.8.C Analyze how a text makes connections among and distinctions between individuals, ideas, or events.</p> <p>CC.1.2.8.D Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p> <p>CC.1.2.8.E Analyze the structure of the text through evaluation of the author’s use of specific sentences and paragraphs to develop and refine a concept.</p> <p>CC.1.2.8.F Analyze the influence of the words and phrases in a text including figurative and connotative, and technical meanings; and how they shape meaning and tone.</p> <p>CC.1.2.8.H Evaluate authors’ arguments, reasoning, and specific claims for the soundness of the arguments and the relevance of the evidence.</p> <p>CC.1.2.8.I Analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p> <p>CC.1.2.8.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>CC.1.2.8.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.2.8.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</p> <p>CC.1.3.8.A Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p>CC.1.3.8.B Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.</p> <p>CC.1.3.8.C Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p> <p>CC.1.3.8.D Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</p> <p>CC.1.3.8.F Analyze the influence of the words and phrases in a text including figurative and connotative meanings; and how they shape meaning and tone.</p> <p>CC.1.3.8.G Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by directors or actors.</p> <p>CC.1.3.8.H Analyze how a modern work of fiction draws on themes, patterns of events, or character types from traditional works, including describing how the material is rendered new.</p> <p>CC.1.3.8.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.3.8.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>CC.1.3.8.K</p>
10-a	Tacts 10 actions (e.g., climbing, playing, coloring, swimming, washing)	
10-b	Tacts 2 gustatory stimuli (e.g., tacts orange by tasting it)	
10-c	Tacts 20 items in a 1 minute fluency test	
10-d	Tacts 2 different colors (e.g., red, blue)	
10-e	Tacts 2 different shapes (e.g., circle, star)	

	<p>Read and comprehend literary fiction on grade level, reading independently and proficiently.</p> <p>CC.1.4.8.A Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.</p> <p>CC.1.4.8.B Identify and introduce the topic clearly, including a preview of what is to follow.</p> <p>CC.1.4.8.C Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.</p> <p>CC.1.4.8.D Organize ideas, concepts, and information into broader categories; use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.</p> <p>CC.1.4.8.E Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic Use sentences of varying lengths and complexities. Create tone and voice through precise language. Establish and maintain a formal style.</p> <p>CC.1.4.8.F Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>CC.1.4.8.H Introduce and state an opinion on a topic.</p> <p>CC.1.4.8.I Acknowledge and distinguish the claim(s) from alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic.</p> <p>CC.1.4.8.J Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s), counterclaims, reasons, and evidence by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented.</p> <p>CC.1.4.8.K Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic. Use sentences of varying lengths and complexities. Create tone and voice through precise language. Establish and maintain a formal style.</p> <p>CC.1.4.8.L Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.8.M Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.8.O Use narrative techniques such as dialogue, description, reflection, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>CC.1.4.8.P Organize an event sequence that unfolds naturally and logically using a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events; provide a conclusion that follows from and reflects on the narrated experiences or events.</p> <p>CC.1.4.8.R Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling.</p> <p>CC.1.4.8.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction.</p> <p>CC.1.4.8.U Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p> <p>CC.1.4.8.W Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>CC.1.5.8.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <p>CC.1.5.8.C Analyze the purpose of information presented in diverse media formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p> <p>CC.1.5.8.D Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation.</p> <p>CC.1.5.8.E Adapt speech to a variety of contexts and tasks.</p> <p>CC.1.5.8.F Integrate multimedia and visual displays into presentations to add interest, clarify information, and strengthen claims and evidence.</p> <p>CC.1.5.8.G</p>
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		Demonstrate command of the conventions of standard English when speaking based on grade 8 level and content.
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TACT LEVEL 3		
Skill	VB-MAPP Milestones & Supporting Skills List	PA Core Standards
11-M	Tacts the color, shape, and function of 5 objects (15 trials) when each object and question is presented in a mixed order (e.g., What color is the refrigerator? What shape is the valentine? What do you do with the ball?) (This is part tact and part intraverbal)	CC.1.2.8.A Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. CC.1.2.8.B Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text. CC.1.2.8.C Analyze how a text makes connections among and distinctions between individuals, ideas, or events. CC.1.2.8.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.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.
11-a	Tacts 2 olfactory stimuli (e.g., cookies, popcorn, flowers)	
11-b	Acquires 5 new tacts in a week without direct training	
11-c	Tacts 2 people (not family members) by their first names	
11-d	Tacts 5 categories or classes (e.g., animals, drinks, toys)	
11-e	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	

		<p>CC.1.3.8.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p> <p>CC.1.4.8.A Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.</p> <p>CC.1.4.8.B Identify and introduce the topic clearly, including a preview of what is to follow.</p> <p>CC.1.4.8.C Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.</p> <p>CC.1.4.8.D Organize ideas, concepts, and information into broader categories; use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.</p> <p>CC.1.4.8.E Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic Use sentences of varying lengths and complexities. Create tone and voice through precise language. Establish and maintain a formal style.</p> <p>CC.1.4.8.F Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>CC.1.4.8.G Write arguments to support claims.</p> <p>CC.1.4.8.H Introduce and state an opinion on a topic.</p> <p>CC.1.4.8.I Acknowledge and distinguish the claim(s) from alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic.</p> <p>CC.1.4.8.J Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s), counterclaims, reasons, and evidence by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented.</p> <p>CC.1.4.8.K Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic. Use sentences of varying lengths and complexities. Create tone and voice through precise language. Establish and maintain a formal style.</p> <p>CC.1.4.8.L Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.8.M Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.8.N Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.</p> <p>CC.1.4.8.O Use narrative techniques such as dialogue, description, reflection, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>CC.1.4.8.P Organize an event sequence that unfolds naturally and logically using a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events; provide a conclusion that follows from and reflects on the narrated experiences or events.</p> <p>CC.1.4.8.R Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling.</p> <p>CC.1.4.8.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction.</p> <p>CC.1.4.8.U Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p> <p>CC.1.4.8.V Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>CC.1.4.8.W Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>CC.1.5.8.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <p>CC.1.5.8.B Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p> <p>CC.1.5.8.C</p>
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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 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. CC.1.2.8.B Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text. CC.1.2.8.C Analyze how a text makes connections among and distinctions between individuals, ideas, or events. CC.1.2.8.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.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
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-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-d	Tacts 2 prepositional relations (e.g., Where is Oscar? ...in the garbage can) (part intraverbal)	
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)	

		<p>Identify and introduce the topic clearly, including a preview of what is to follow.</p> <p>CC.1.4.8.C Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.</p> <p>CC.1.4.8.D Organize ideas, concepts, and information into broader categories; use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.</p> <p>CC.1.4.8.F Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>CC.1.4.8.H Introduce and state an opinion on a topic.</p> <p>CC.1.4.8.G Write arguments to support claims.</p> <p>CC.1.4.8.I Acknowledge and distinguish the claim(s) from alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic.</p> <p>CC.1.4.8.J Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s), counterclaims, reasons, and evidence by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented.</p> <p>CC.1.4.8.K Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic. Use sentences of varying lengths and complexities. Create tone and voice through precise language. Establish and maintain a formal style.</p> <p>CC.1.4.8.L Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.8.M Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.8.N Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.</p> <p>CC.1.4.8.O Use narrative techniques such as dialogue, description, reflection, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>CC.1.4.8.P Organize an event sequence that unfolds naturally and logically using a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events; provide a conclusion that follows from and reflects on the narrated experiences or events.</p> <p>CC.1.4.8.R Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling.</p> <p>CC.1.4.8.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction.</p> <p>CC.1.4.8.U Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p> <p>CC.1.5.8.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <p>CC.1.5.8.C Analyze the purpose of information presented in diverse media formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p> <p>CC.1.5.8.E Adapt speech to a variety of contexts and tasks.</p> <p>CC.1.5.8.F Integrate multimedia and visual displays into presentations to add interest, clarify information, and strengthen claims and evidence.</p> <p>CC.1.5.8.G Demonstrate command of the conventions of standard English when speaking based on grade 8 level and content.</p>
13-M	Tacts 4 different adjectives, excluding colors and shapes (e.g., big, little, long, short) and 4 adverbs (e.g., fast, slow, quietly, gently)	<p>CC.1.2.8.A Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p> <p>CC.1.2.8.B Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.</p> <p>CC.1.2.8.C</p>
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.)	

13-c	Tacts 2 pairs of relative adjectives (e.g., big and little; long and short) (part intraverbal if questions such as What size is this? are used)	Analyze how a text makes connections among and distinctions between individuals, ideas, or events. 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. CC.1.2.8.F
13-f	Spontaneously tacts possession of items 2 times (e.g., mine, yours)	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.

		<p>CC.1.4.8.L Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.8.M Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.8.N Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.</p> <p>CC.1.4.8.O Use narrative techniques such as dialogue, description, reflection, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>CC.1.4.8.P Organize an event sequence that unfolds naturally and logically using a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events; provide a conclusion that follows from and reflects on the narrated experiences or events.</p> <p>CC.1.4.8.R Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling.</p> <p>CC.1.4.8.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction.</p> <p>CC.1.4.8.U Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p> <p>CC.1.5.8.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <p>CC.1.5.8.E Adapt speech to a variety of contexts and tasks.</p> <p>CC.1.5.8.F Integrate multimedia and visual displays into presentations to add interest, clarify information, and strengthen claims and evidence.</p> <p>CC.1.5.8.G Demonstrate command of the conventions of standard English when speaking based on grade 8 level and content.</p>
14-M	Tacts with complete sentences containing 4 or more words, 20 times	<p>CC.1.2.8.A Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p> <p>CC.1.2.8.D Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p> <p>CC.1.2.8.E Analyze the structure of the text through evaluation of the author’s use of specific sentences and paragraphs to develop and refine a concept.</p> <p>CC.1.2.8.H Evaluate authors’ arguments, reasoning, and specific claims for the soundness of the arguments and the relevance of the evidence.</p> <p>CC.1.2.8.I Analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p> <p>CC.1.2.8.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>CC.1.2.8.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</p> <p>CC.1.3.8.B Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.</p> <p>CC.1.3.8.C Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p> <p>CC.1.3.8.D Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</p> <p>CC.1.3.8.F Analyze the influence of the words and phrases in a text including figurative and connotative meanings; and how they shape meaning and tone.</p> <p>CC.1.3.8.H Analyze how a modern work of fiction draws on themes, patterns of events, or character types from traditional works, including describing how the material is rendered new.</p> <p>CC.1.3.8.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>CC.1.4.8.B</p>
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 (The dog’s in the house.)	
	Tacts 5 subject-verb-noun combinations in a complete sentence (e.g., The girl is pulling the wagon.)	

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

		<p>Evaluate authors’ arguments, reasoning, and specific claims for the soundness of the arguments and the relevance of the evidence.</p> <p>CC.1.2.8.I Analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p> <p>CC.1.2.8.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>CC.1.2.8.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.2.8.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</p> <p>CC.1.3.8.A Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p>CC.1.3.8.B Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.</p> <p>CC.1.3.8.C Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p> <p>CC.1.3.8.D Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</p> <p>CC.1.3.8.E Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</p> <p>CC.1.3.8.F Analyze the influence of the words and phrases in a text including figurative and connotative meanings; and how they shape meaning and tone.</p> <p>CC.1.3.8.G Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by directors or actors.</p> <p>CC.1.3.8.H Analyze how a modern work of fiction draws on themes, patterns of events, or character types from traditional works, including describing how the material is rendered new.</p> <p>CC.1.3.8.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.3.8.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>CC.1.3.8.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p> <p>CC.1.4.8.A Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.</p> <p>CC.1.4.8.B Identify and introduce the topic clearly, including a preview of what is to follow.</p> <p>CC.1.4.8.C Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.</p> <p>CC.1.4.8.D Organize ideas, concepts, and information into broader categories; use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.</p> <p>CC.1.4.8.E Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic. Use sentences of varying lengths and complexities. Create tone and voice through precise language. Establish and maintain a formal style.</p> <p>CC.1.4.8.F Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling</p> <p>CC.1.4.8.G Write arguments to support claims.</p> <p>CC.1.4.8.H Introduce and state an opinion on a topic.</p> <p>CC.1.4.8.I Acknowledge and distinguish the claim(s) from alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic.</p>
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LISTENER RESPONDING LEVEL 1		
Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
1-M	Attends to a speaker’s voice by making eye contact with the speaker 5 times	CC.1.5.8.D Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation. CC.1.5.8.E Adapt speech to a variety of contexts and tasks. CC.1.5.8.G Demonstrate command of the conventions of standard English when speaking based on grade 8 level and content. CC.1.5.8.B Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
1-a	Turns head to locate the source of a sound (e.g., bell, squeaky toy, a cell phone ringing)	
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, 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	Attends to an object or picture when named (without discrimination) 5 times	
3-d	Responds to 2 simple (1 part) verbal instructions in context (e.g., sit down, when by a chair)	
3-e	Discriminates between 2 family members and/or pets when named (e.g., Where’s daddy?)	
3-f	Discriminates between 2 objects when they are presented at eye level (e.g., looks at, touches, or points to a ball when shown a ball and a shoe and asked touch ball)	
4-M	Performs 4 different motor actions on command without a visual prompt (e.g., Can you jump? Show me clapping.)	
4-a	Selects the correct item from an array of 2 for 10 different objects or pictures	
4-b	Maintains eye contact to a speaker for 2 seconds	
4-c	Touches 2 body parts (e.g., Touch your nose. Where’s your ears?)	
4-d	Performs 2 motor actions (e.g., Show me clapping. Can you spin around?)	
4-e	Selects the correct item from an array of 3 when named, for 10 different items (e.g. dog, hat, book)	
4-f	Generalizes in a listener discrimination (LD) task across 2 examples of 5 different items (e.g., can identify 2 different dogs, 2 different cups, 2 different balls)	
5-M	Selects the correct item from an array of 4, for 20 different objects or pictures (e.g., Show me cat. Touch shoe.)	
5-a	Identifies (LD) 5 items in a 10 second period (fluency test)	
5-b	Demonstrates 6 different motor actions on command without a visual prompt	
5-c	Maintains an acquired listener skill after 24 hours without training	
5-d	Spontaneously emits (no direct prompts to respond) a listener response (LD) 2 times	
5-e	Generalizes known listener tasks across 3 different people, 3 settings, and 3 times of day	

LISTENER RESPONDING

LEVEL 2		
Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
6-M	Selects the correct item from a messy array of 6, for 40 different objects or pictures (e.g., Find cat. Touch ball.)	CC.1.2.8.I Analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. 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.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.
6-a	Selects the correct item from a messy array of 5, for 25 different items (e.g., book, car, dog, shoe)	
6-b	Acquires a new listener skill in less than 25 training trials	
6-c	Discriminates among 6 people, pets, or characters by name (e.g., Find Oscar.)	
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.1.2.8.A Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. CC.1.2.8.B Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text. CC.1.2.8.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.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
7-a	Goes to 3 specified people on command (e.g., Go to Debbie)	
7-b	Points to a named item in a book for 5 items (e.g., Where’s the fire truck?)	
7-c	Selects 5 items in the natural environment on command (e.g., get the spoon, while at the table)	
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)	

		<p>Analyze the influence of the words and phrases in a text including figurative and connotative meanings; and how they shape meaning and tone.</p> <p>CC.1.3.8.G Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by directors or actors.</p> <p>CC.1.3.8.H Analyze how a modern work of fiction draws on themes, patterns of events, or character types from traditional works, including describing how the material is rendered new.</p> <p>CC.1.3.8.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.4.8.D Organize ideas, concepts, and information into broader categories; use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.</p> <p>CC.1.4.8.J Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s), counterclaims, reasons, and evidence by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented</p> <p>CC.1.4.8.R Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling.</p> <p>CC.1.4.8.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction.</p> <p>CC.1.4.8.U Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p> <p>CC.1.5.8.E Adapt speech to a variety of contexts and tasks.</p>
8-M	Performs 10 specific motor actions on command (e.g., Show me clapping. Can you hop?)	<p>CC.1.3.8.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p> <p>CC.1.4.8.L Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.8.R Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling.</p> <p>CC.1.5.8.E Adapt speech to a variety of contexts and tasks.</p>
8-a	Goes to 3 specified locations on command (e.g., Go to the kitchen. Show me your bedroom.)	
8-b	Selects the correct item from an array of 8 containing 2 similar stimuli (e.g., same color), for 20 items	
8-c	Selects an item when given the sound that the item makes for 5 items (e.g., barking: dog, siren: fire truck)	
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 swing.)	<p>CC.1.2.8.A Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p> <p>CC.1.2.8.B Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.</p> <p>CC.1.2.8.E Analyze the structure of the text through evaluation of the author’s use of specific sentences and paragraphs to develop and refine a concept.</p> <p>CC.1.2.8.F Analyze the influence of the words and phrases in a text including figurative and connotative, and technical meanings; and how they shape meaning and tone.</p> <p>CC.1.2.8.G Evaluate the advantages and disadvantages of using different mediums (e.g. print or digital text, video, multimedia) to present a particular topic or idea.</p> <p>CC.1.2.8.H Evaluate authors’ arguments, reasoning, and specific claims for the soundness of the arguments and the relevance of the evidence.</p> <p>CC.1.2.8.I Analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p> <p>CC.1.2.8.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</p> <p>CC.1.3.8.A Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p>CC.1.3.8.B Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.</p>
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)	
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?)	

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

		<p>as suspense or humor.</p> <p>CC.1.3.8.F Analyze the influence of the words and phrases in a text including figurative and connotative meanings; and how they shape meaning and tone.</p> <p>CC.1.3.8.G Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by directors or actors.</p> <p>CC.1.3.8.H Analyze how a modern work of fiction draws on themes, patterns of events, or character types from traditional works, including describing how the material is rendered new.</p> <p>CC.1.3.8.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.3.8.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p> <p>CC.1.4.8.C Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.</p> <p>CC.1.4.8.D Organize ideas, concepts, and information into broader categories; use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.</p> <p>CC.1.4.8.H Introduce and state an opinion on a topic.</p> <p>CC.1.4.8.I Acknowledge and distinguish the claim(s) from alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic.</p> <p>CC.1.4.8.J Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s), counterclaims, reasons, and evidence by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented</p> <p>CC.1.4.8.L Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.8.R Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling.</p> <p>CC.1.4.8.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction.</p> <p>CC.1.4.8.U Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p> <p>CC.1.5.8.E Adapt speech to a variety of contexts and tasks.</p> <p>CC.1.5.8.F Integrate multimedia and visual displays into presentations to add interest, clarify information, and strengthen claims and evidence.</p>
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LISTENER RESPONDING LEVEL 3		
Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
11-M	Selects items by color and shape from an array of 6 similar stimuli, for 4 colors and 4 shapes (e.g., Find the red car. Find the square cracker.)	CC.1.2.8.D Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
11-a	Puts 5 specified items where they belong (e.g., Put the hairbrush away.)	CC.1.3.8.B Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.
11-b	Discriminates among 4 colors in an array of 4 different colored objects	CC.1.3.8.C Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
11-c	Discriminates among 4 shapes in an array of 4 different shapes	CC.1.3.8.H
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)	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from traditional works, including describing how the material is rendered new.
11-f	Selects two different colors or shapes from an array of 8 for 10 pairs (e.g., Give me red and blue.)	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.F Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.
		CC.1.4.8.I Acknowledge and distinguish the claim(s) from alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic.
		CC.1.4.8.L Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
		CC.1.4.8.P Organize an event sequence that unfolds naturally and logically using a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events; provide a conclusion that follows from and reflects on the narrated experiences or events
		CC.1.4.8.Q Write with an awareness of the stylistic aspects of writing: Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects, Use sentences of varying lengths and complexities, Create tone and voice through precise language.
		CC.1.4.8.R Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling.
		CC.1.4.8.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction.
		CC.1.4.8.U Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
		CC.1.5.8.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly.
		CC.1.5.8.E Adapt speech to a variety of contexts and tasks.
12-M	Follows 2 instructions involving 6 different prepositions (e.g., Stand behind the chair.) and 4 different pronouns (e.g., Touch my ear.)	CC.1.2.8.D Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
12-a	Follows instructions to take an item to 5 different locations (e.g., Take the tray to the sink.)	CC.1.3.8.B Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.
12-b	Goes to 5 different locations and retrieves specific objects (e.g., Go to the kitchen and get a cup.)	CC.1.3.8.C Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
12-c	Selects items from an array of similar stimuli based on an adjective (e.g., Touch the little bird?)	CC.1.3.8.K Read and comprehend literary fiction on grade level, reading independently and proficiently.
12-d	Discriminates between the genders for girl and boy and man and woman (e.g., Where’s the girl?)	CC.1.4.8.F Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.
12-e	Discriminates between males and females given a pronoun (e.g., he and she)	CC.1.4.8.I Acknowledge and distinguish the claim(s) from alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic.
12-f	Demonstrates actions modified by 2 different adverbs (e.g., Walk slow. Walk fast.)	CC.1.4.8.L Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
		CC.1.4.8.J Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s), counterclaims, reasons, and evidence by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented.
		CC.1.4.8.Q Write with an awareness of the stylistic aspects of writing: Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve 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-little, long-short) and demonstrates actions based on 4 pairs of relative adverbs (e.g., quiet-loud, fast-slow)	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.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.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.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.
13-a	Demonstrates 3 pretend emotions on command (e.g., Show me a sad face. Make a happy face.)	
13-b	Identifies (LDs) 10 items based on a subject, adjective, and noun (e.g., Show me the girl’s red hair.)	
13-c	Performs 10 actions based on a subject, preposition, and noun (e.g., Put the horse in the barn.)	
13-d	Identifies (LDs) 10 items based on a verb, pronoun, and noun (e.g., Brush his hair.)	
13-e	Generalizes a pronoun and a preposition to a new situation (e.g., uses his correctly with a new friend)	
14-M	Follows 3-step directions for 10 different directions (e.g., Get your coat, hang it up, and sit down.)	CC.1.4.8.F Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.

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 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.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.
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.1.2.8.A Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. CC.1.2.8.B Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text. CC.1.2.8.C Analyze how a text makes connections among and distinctions between individuals, ideas, or events. CC.1.2.8.D Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. CC.1.2.8.E Analyze the structure of the text through evaluation of the author’s use of specific sentences and paragraphs to develop and refine a concept. CC.1.2.8.F Analyze the influence of the words and phrases in a text including figurative and connotative, and technical meanings; and how they shape meaning and tone. CC.1.2.8.G Evaluate the advantages and disadvantages of using different mediums (e.g. print or digital text, video, multimedia) to present a particular topic or idea. CC.1.2.8.H 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.
15-a	Discriminates among items given negation words for 10 tasks (e.g., Which one is not a food?)	
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?)	
15-c	Correctly responds to 10 singular vs. plural tasks (e.g., Touch the dog. vs. Touch the dogs.)	
15-d	Generalizes 5 adjectives to new nouns (e.g., says, Sticky fly stuff when first encounters a fly trap)	
15-e	Generalizes 5 adverbs to new verbs (e.g., says, Lava moves slow when first encountering lava)	

		<p>CC.1.3.8.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>CC.1.3.8.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p> <p>CC.1.4.8.A Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.</p> <p>CC.1.4.8.B Identify and introduce the topic clearly, including a preview of what is to follow.</p> <p>CC.1.4.8.C Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.</p> <p>CC.1.4.8.D Organize ideas, concepts, and information into broader categories; use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.</p> <p>CC.1.4.8.E Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic. Use sentences of varying lengths and complexities. Create tone and voice through precise language. Establish and maintain a formal style.</p> <p>CC.1.4.8.F Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>CC.1.4.8.G Write arguments to support claims.</p> <p>CC.1.4.8.H Introduce and state an opinion on a topic.</p> <p>CC.1.4.8.I Acknowledge and distinguish the claim(s) from alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic.</p> <p>CC.1.4.8.J Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s), counterclaims, reasons, and evidence by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented</p> <p>CC.1.4.8.K Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic. Use sentences of varying lengths and complexities. Create tone and voice through precise language. Establish and maintain a formal style.</p> <p>CC.1.4.8.L Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.8.M Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.8.N Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.</p> <p>CC.1.4.8.O Use narrative techniques such as dialogue, description, reflection, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>CC.1.4.8.P Organize an event sequence that unfolds naturally and logically using a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events; provide a conclusion that follows from and reflects on the narrated experiences or events.</p> <p>CC.1.4.8.Q Write with an awareness of the stylistic aspects of writing: Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects, Use sentences of varying lengths and complexities, Create tone and voice through precise language.</p> <p>CC.1.4.8.R Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling.</p> <p>CC.1.4.8.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction.</p> <p>CC.1.4.8.T With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>CC.1.4.8.U Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p> <p>CC.1.4.8.V Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related,</p>
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		<p>focused questions that allow for multiple avenues of exploration</p> <p>CC.1.4.8.W Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>CC.1.4.8.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.</p> <p>CC.1.5.8.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <p>CC.1.5.8.B Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p> <p>CC.1.5.8.C Analyze the purpose of information presented in diverse media formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p> <p>CC.1.5.8.D Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation.</p> <p>CC.1.5.8.E Adapt speech to a variety of contexts and tasks.</p> <p>CC.1.5.8.F Integrate multimedia and visual displays into presentations to add interest, clarify information, and strengthen claims and evidence.</p>
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VISUAL PERCEPTUAL SKILLS AND MATCHING-TO-SAMPLE LEVEL 1		
Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
1-M	1-M Visually tracks moving stimuli for 2 seconds, 5 times	CC.1.5.8.B Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
1-a	Visually attends to faces and people 5 times	
1-b	Visually attends to reinforcing objects 5 times	
2-M	Grasps small objects with thumb and index finger (pincer grasp) 5 times	CC.1.4.8.V Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
2-a	Reaches for and successfully grabs objects 5 times	
2-b	Uses index finger to poke things or for other uses 5 times	
2-c	Manipulates toys and objects in a variety of ways for 10 seconds, 5 times	
		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.
3-M	3-M Visually attends to a toy or book for 30 seconds (not a self-stim item)	CC.1.4.8.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.
3-a	Transfers objects from one hand to another 5 times	
3-b	Looks for an object that has fallen out of sight 5 times	
4-M	Places 3 items in a container, stacks 3 blocks, or places 3 rings on a peg for 2 of these or similar activities	
4-a	Dumps things out of containers, or pulls items out of cupboards 5 times	
4-b	Pushes and/or pulls objects 5 times	
5-M	Matches any 10 identical items (e.g., inset puzzles, toys, objects, or pictures)	CC.1.2.8.A

5-a	Visually attends to toys or books for 1 minute, 2 times	<p>Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p> <p>CC.1.2.8.B</p> <p>Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.</p> <p>CC.1.2.8.C</p> <p>Analyze how a text makes connections among and distinctions between individuals, ideas, or events</p> <p>CC.1.2.8.D</p> <p>Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p> <p>CC.1.2.8.E</p> <p>Analyze the structure of the text through evaluation of the author’s use of specific sentences and paragraphs to develop and refine a concept.</p> <p>CC.1.2.8.F</p> <p>Analyze the influence of the words and phrases in a text including figurative and connotative, and technical meanings; and how they shape meaning and tone.</p> <p>CC.1.2.8.G</p> <p>Evaluate the advantages and disadvantages of using different mediums (e.g. print or digital text, video, multimedia) to present a particular topic or idea.</p> <p>CC.1.2.8.H</p> <p>Evaluate authors’ arguments, reasoning, and specific claims for the soundness of the arguments and the relevance of the evidence.</p> <p>CC.1.2.8.I</p> <p>Analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p> <p>CC.1.2.8.L</p> <p>Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</p> <p>CC.1.3.8.A</p> <p>Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p>CC.1.3.8.B</p> <p>Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.</p> <p>CC.1.3.8.C</p> <p>Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p> <p>CC.1.3.8.D</p> <p>Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</p> <p>CC.1.3.8.E</p> <p>Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</p> <p>CC.1.3.8.F</p> <p>Analyze the influence of the words and phrases in a text including figurative and connotative meanings; and how they shape meaning and tone.</p> <p>CC.1.3.8.G</p> <p>Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by directors or actors.</p> <p>CC.1.3.8.H</p> <p>Analyze how a modern work of fiction draws on themes, patterns of events, or character types from traditional works, including describing how the material is rendered new.</p> <p>CC.1.3.8.I</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.3.8.K</p> <p>Read and comprehend literary fiction on grade level, reading independently and proficiently.</p> <p>CC.1.4.8.P</p> <p>Organize an event sequence that unfolds naturally and logically using a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events; provide a conclusion that follows from and reflects on the narrated experiences or events.</p>
5-b	Successfully uses a spoon 5 times during a meal	
5-c	Completes a 3-piece in-set 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)	

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 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.
6-a	Connects 2 items or toys together (e.g. Duplos)	
6-b	Nests identical objects in a stack 2 times (e.g., bowls, cups, plates)	
6-c	Turns 2 pages in a book	
6-d	Completes 3 different inset puzzles containing 3-4 pieces without prompts	
6-e	Stacks 4 blocks without help	
6-f	Matches identical objects or pictures in a neat array of 3, for 10 items (e.g., matches a hat to a hat)	
6-g	Matches identical objects or pictures that are different sizes in a messy array of 6, for 10 items (e.g., matches a big red ball to a little red ball)	
6-h	Places 5 items where they belong or in an appropriate context (e.g., puts a cup in the sink)	
7-M	Matches similar colors and shapes for 10 different colors or shapes given models (e.g., given red, blue, and green bowls and a pile of red, blue, and green bears the child sorts the items by color	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.
7-a	Completes 5 different puzzles containing 6 or more pieces without prompts	
7-b	Matches identical objects or pictures in a messy array of 8, for 25 objects	
7-c	Matches identical pictures that have different backgrounds in a messy array of 8, for 25 pictures	
7-d	Matches identical pictures (2D) to objects (3D) and vice versa, in a messy array of 8, for 10 pairs (e.g., matches a picture of Thomas the Train to a toy Thomas the Train	
7-e	Spontaneously matches 2 items together in play or other situations (e.g., picks up a Hulk figurine and selects a matching Hulk from a bin of figurines)	
7-f	Completes identical matches in an array of 8, for 10 matches in less than 20 seconds (fluency)	
8-M	Matches identical objects or pictures in a messy array of 8 containing 3 similar stimuli, for 25 items (e.g., matches a dog to a dog in an array that also contains a cat, a pig, and a pony	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.1.2.8.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.1.4.8.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.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.
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.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 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.1.3.8.G Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by directors or actors.
9-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	
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	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.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.
9-e	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.1.2.8.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 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.1.3.8.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.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.
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-c	Matches a picture of an action to a non-identical picture of the same action for 10 actions (e.g., matches a picture of a girl swimming to a picture of a boy swimming in a different pool)	
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)	

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. 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.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.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.
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., matches new items on the first trial)	CC.1.2.8.G Evaluate the advantages and disadvantages of using different mediums (e.g. print or digital text, video, multimedia) to present a particular topic or idea. 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.1.3.8.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.G Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by directors or actors. CC.1.3.8.H Analyze how a modern work of fiction draws on themes, patterns of events, or character types from traditional works, including describing how the material is rendered new. CC.1.3.8.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies and tools. CC.1.4.8.C Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension. CC.1.4.8.D Organize ideas, concepts, and information into broader categories; use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension. CC.1.4.8.G Write arguments to support claims. CC.1.4.8.I Acknowledge and distinguish the claim(s) from alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic. CC.1.4.8.J Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s), counterclaims, reasons, and evidence by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented. CC.1.4.8.O Use narrative techniques such as dialogue, description, reflection, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. CC.1.4.8.P Organize an event sequence that unfolds naturally and logically using a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events; provide a conclusion that follows from and reflects on the narrated experiences or events. CC.1.4.8.Q Write with an awareness of the stylistic aspects of writing: Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects, Use sentences of varying lengths and complexities, Create tone and voice through precise language. CC.1.4.8.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and 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
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)	
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	
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)	

		<p>interact and collaborate with others.</p> <p>CC.1.4.8.V Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>CC.1.4.8.W Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>CC.1.5.8.C Analyze the purpose of information presented in diverse media formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p> <p>CC.1.5.8.D Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation.</p> <p>CC.1.5.8.F Integrate multimedia and visual displays into presentations to add interest, clarify information, and strengthen claims and evidence.</p>
13-M	Completes 20 different block designs, parquetry, shape puzzles, or similar tasks with at least 8 different pieces	<p>CC.1.2.8.C Analyze how a text makes connections among and distinctions between individuals, ideas, or events.</p> <p>CC.1.4.8.P Organize an event sequence that unfolds naturally and logically using a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events; provide a conclusion that follows from and reflects on the narrated experiences or events.</p> <p>CC.1.5.8.D Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation.</p>
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	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)	<p>CC.1.2.8.C Analyze how a text makes connections among and distinctions between individuals, ideas, or events.</p> <p>CC.1.2.8.I Analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p> <p>CC.1.2.8.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.3.8.A Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p>CC.1.3.8.C Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p> <p>CC.1.3.8.D Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</p> <p>CC.1.3.8.E Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</p> <p>CC.1.3.8.H Analyze how a modern work of fiction draws on themes, patterns of events, or character types from traditional works, including describing how the material is rendered new.</p> <p>CC.1.3.8.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.4.8.D Organize ideas, concepts, and information into broader categories; use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.</p> <p>CC.1.4.8.F Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>CC.1.4.8.G Write arguments to support claims.</p> <p>CC.1.4.8.H Introduce and state an opinion on a topic.</p> <p>CC.1.4.8.I Acknowledge and distinguish the claim(s) from alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic.</p> <p>CC.1.4.8.J Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s), counterclaims, reasons, and evidence by using words,</p>
14-a	Successfully completes a human figure puzzle with at least 6 parts	
14-b	Matches 25 items that are associated with each other in a messy array of 6 with 3 similar stimuli	
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	

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

		<p>interact and collaborate with others.</p> <p>CC.1.4.8.V Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>CC.1.4.8.W Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>CC.1.4.8.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.</p> <p>CC.1.5.8.C Analyze the purpose of information presented in diverse media formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p> <p>CC.1.5.8.D Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation.</p>
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INDEPENDENT PLAY LEVEL 1		
Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
1-M	Manipulates and explores objects for 1 minute (e.g., looks at a toy, turns it over, presses buttons)	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)	
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	
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	
		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-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)	
3-a	Brings a toy or object of interest to an adult	
3-b	Dumps containers of items on floor	
3-c	Transfers items in or out of a container	
3-d	Generalizes known play behaviors to a novel environment	
3-e	Carries toys or objects from one place to another	
		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.
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, playing with pop-up toys, pulling toys, etc.)	CC.1.4.8.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.
5-a	Takes pieces of a set apart (e.g., Duplos, Bristle blocks)	
5-b	Spontaneously pulls and pushes items around	
5-c	Carries a large play object to a new location (e.g., a toy car garage)	
5-d	Emits sounds or words associated with toys (e.g., says vroom vroom with a car)	
5-e	Connects things or puts them together (e.g., a car on a track, Duplos)	

INDEPENDENT PLAY LEVEL 2		
Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
6-M	Searches for a missing or corresponding toy or part of a set for 5 items or sets (e.g., a puzzle piece, a ball for a drop-in toy, a bottle for a baby doll)	CC.1.4.8.M Write narratives to develop real or imagined experiences or events. CC.1.4.8.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.
6-a	Carries 2 or more toys while walking	
6-b	Independently plays with in-set puzzles for 1 minute	
6-c	Engages in sensory play for 2 minutes (e.g., scoops sand, or rice from a tray, plays in shaving cream)	
6-d	Splashes water and plays with objects in a swimming or wading pool	
6-e	Plays with sets of toys that have multiple parts for 2 minutes (e.g., farm animals, 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-e	Spontaneously imitates an adult’s use of objects (e.g., brushing hair)	
8-M	Plays with everyday items in creative ways 2 times (e.g., uses a bowl as a drum or a box as an imaginary car)	CC.1.4.8.M Write narratives to develop real or imagined experiences or events.
8-a	Independently plays on a playground for 2 minutes without adult prompts	
8-b	Observes, then imitates other children on play structures (e.g., going down a slide)	
8-c	Strings large beads, laces, or similar fine motor leisure activities for 1 minute	
8-d	Plays with 2 toy sets as designed (e.g., hammer and tool bench set, kitchen set)	

9-M	Independently engages in play on structures and playground equipment for a total of 5 minutes (e.g., going down a slide, swinging)	CC.1.5.8.E Adapt speech to a variety of contexts and tasks. CC.1.5.8.G Demonstrate command of the conventions of standard English when speaking based on grade 8 level and content.
9-a	Mands to go to a playground or play structure, or otherwise get access to play items he can’t independently obtain (e.g., mands to be lifted up to monkey bars)	
9-b	Completes 5 inset puzzles with 5 or more pieces	
9-c	Repeatedly plays with specific components of a play structure (e.g., goes down a slide several times, goes back and forth on a rope bridge)	
9-d	Spontaneously kicks a ball forward	
10-M	Assembles toys that have multiple parts for 5 different sets of materials	CC.1.4.8.U Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. CC.1.4.8.W Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. CC.1.5.8.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly. CC.1.5.8.B Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. CC.1.5.8.C Analyze the purpose of information presented in diverse media formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
10-a	Plays with toy sets as designed (e.g., birthday set, tea set)	
10-b	Allows others to play in close proximity	
10-c	Demonstrates interest in a peer’s completed project (e.g., a sand castle, Lego structure)	
10-d	Mands to peers to not disturb his structure or toy assembly	
10-e	Improvises when parts are missing (e.g., still plays with a car that is missing a wheel)	
10-f	Helps to pick up toys after an activity with adult prompts	

INDEPENDENT PLAY LEVEL 3		
Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
11-M	Spontaneously engages in pretend or imaginary play on 5 occasions (e.g., dressing up, a pretend party with stuffed animals, pretends to cook)	CC.1.4.8.M Write narratives to develop real or imagined experiences or events. CC.1.4.8.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.
11-a	Navigates a riding toy around obstructions (e.g., moving a tricycle or big wheel around a pole)	
11-b	Demonstrates 1 to 1 correspondence in play activities (e.g., places plastic eggs in an egg carton, a doll in a bed with a bottle)	
11-c	Will get toys and play independently for 2 minutes	
11-d	Sings, hums, or recites a few words to familiar songs while engaged in an activity	
12-M	Repeats a gross motor behavior to obtain a better effect for 2 activities (e.g., throwing a ball in a basket, swinging a bat at a T-ball, foot stomping to launch a rocket, pumping a swing)	CC.1.2.8.A Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. CC.1.2.8.B Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text. CC.1.2.8.C Analyze how a text makes connections among and distinctions between individuals, ideas, or events. 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
12-a	Brings an assembly activity to completion (e.g., builds a structure out of blocks, strings beads to make a necklace and wears it)	
12-b	Colors in a picture in a coloring book or on paper	
12-c	Independently sits and looks at a book for 5 minutes	
12-d	Accepts direction from a peer when playing in the same area	

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

14-M	Independently engages in sustained play activities for 10 minutes without adult prompts or reinforcement (e.g., playing with an Etch-a-sketch, playing dress-up)	CC.1.3.8.K Read and comprehend literary fiction on grade level, reading independently and proficiently. CC.1.4.8.M Write narratives to develop real or imagined experiences or events. 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.
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.1.3.8.K Read and comprehend literary fiction on grade level, reading independently and proficiently. 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.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.
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 SOCIAL PLAY LEVEL 1		
Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
1-M	Makes eye contact as a type of mand 5 times	CC.1.4.8.I Acknowledge and distinguish the claim(s) from alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate,
1-a	Smiles when hearing familiar voices 3 times (e.g., his mom or dad’s voice)	

1-b	Looks at the faces of familiar people at least 3 times	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.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.
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.1.5.8.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.
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)	
		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.
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-c	Responds to greetings from others with 2 seconds of eye contact 2 times	CC.1.4.8.Q Write with an awareness of the stylistic aspects of writing: Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects, Use sentences of varying lengths and complexities, Create tone and voice through precise language. 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.
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	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.
4-d	Sits next to other children in group activities 2 times when prompted by an adult	
5-M	Spontaneously follows peers or imitates their motor behavior 2 times (e.g., follows a peer into a playhouse)	CC.1.5.8.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly. 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-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.1.4.8.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
6-a	Looks at a peer when he talks 2 times	

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. 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.G Demonstrate command of the conventions of standard English when speaking based on grade 8 level and content.
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-e	Spontaneously imitates 5 different behaviors of peers	
7-M	Spontaneously mands to peers 5 times (e.g., My turn. Push me. Look! Come on.)	CC.1.4.8.T
7-a	Mands to peers with adult prompts 5 times (e.g., Ask Katie for a cookie.)	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
7-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 Demonstrate command of the conventions of standard English when speaking based on grade 8 level and content.
8-M	Engages in sustained social play with peers for 3 minutes without adult prompts or reinforcement (e.g., cooperatively setting up a play set, water play)	CC.1.4.8.T
8-a	Spontaneously greets others with a wave or vocal response 1 time	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	Spontaneously imitates a peer’s actions with objects 2 times (e.g., blowing a pinwheel)	CC.1.4.8.X
8-c	Responds to the mands of peers with adult prompts 2 times (e.g., Give him the car.)	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-d	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. 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
9-a	Spontaneously copies a peer’s assembly of toys or other items 1 time (e.g., Duplo)	Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.
9-b	Responds appropriately to mands from peers for an object 2 times (e.g., Give me the truck.)	CC.1.4.8.T
9-c	Responds appropriately to mands from peers for an action 2 times (e.g., Push me.)	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
9-d	Responds to the mands of peers to stop a behavior 1 time (e.g., Stop pushing me.)	CC.1.4.8.X
9-e	Spontaneously mands for help from adults 1 time	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.
9-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 you guys. Let’s dig a hole.)	CC.1.4.8.X
10-a	Spontaneously mands to peers to follow directions 2 times (e.g., Put the bike here.)	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.
10-b	Spontaneously mands for others to attend to what he is attending to (e.g., Look at this!)	CC.1.5.8.A
10-c	Spontaneously mands for others to attend to his behavior 2 times (e.g., Watch me.)	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-d	Mands for attention from peers 2 times (e.g., Hey Johnny!)	CC.1.5.8.D
10-e	Spontaneously imitates a peer riding on a tricycle, toy car, or other riding toy 2 times	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation. CC.1.5.8.E Adapt speech to a variety of contexts and tasks. CC.1.5.8.G

		Demonstrate command of the conventions of standard English when speaking based on grade 8 level and content.
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SOCIAL BEHAVIOR AND SOCIAL PLAY LEVEL 3		
Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
11-M	Spontaneously cooperates with a peer to accomplish a specific outcome 5 times (e.g., one child holds a bucket while the other pours in water)	CC.1.4.8.T With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. CC.1.4.8.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences. CC.1.5.8.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly. CC.1.5.8.C Analyze the purpose of information presented in diverse media formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. CC.1.5.8.D Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation. CC.1.5.8.E Adapt speech to a variety of contexts and tasks. CC.1.5.8.G Demonstrate command of the conventions of standard English when speaking based on grade 8 level and content.
11-a	Participates in cooperation activities with adult prompts 2 times (e.g., parachute holding)	
11-b	Appropriately mands to peers to stop an undesirable behavior 2 times	
11-c	Waits for a turn with a reinforcer without negative behavior 2 times	
11-d	Accepts an invitation to join a social play activity with a peer 2 times	
11-e	Mands to peers with a WH question 2 times (e.g., Where the shovel? What’s 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.1.4.8.C Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension. CC.1.4.8.I Acknowledge and distinguish the claim(s) from alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic. CC.1.4.8.O Use narrative techniques such as dialogue, description, reflection, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. CC.1.4.8.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences. CC.1.5.8.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly. CC.1.5.8.B Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. CC.1.5.8.C Analyze the purpose of information presented in diverse media formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. CC.1.5.8.D Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation. CC.1.5.8.E Adapt speech to a variety of contexts and tasks. CC.1.5.8.G Demonstrate command of the conventions of standard English when speaking based on grade 8 level and content.
12-a	Spontaneously imitates a peer’s behavior in a pretend play activity 2 times	
12-b	Spontaneously mands using where for the location of a missing peer 2 times	
12-c	Spontaneously mands using what related to the behavior of a peer 2 times	
12-d	Spontaneously mands using who evoked by an unknown person 2 times	
12-e	Has a “best friend” (i.e., will repeatedly play with a specific child)	
12-f	Engages in at least 3 verbal exchanges with a peer	
13-M	Intraverbally responds to 5 different questions or statements from peers (e.g., verbally responds to What do you want to play?)	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,
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	<p>credible sources and demonstrating an understanding of the topic.</p> <p>CC.1.4.8.T</p> <p>With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>CC.1.5.8.A</p> <p>Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <p>CC.1.5.8.C</p> <p>Analyze the purpose of information presented in diverse media formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p> <p>CC.1.5.8.D</p> <p>Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation.</p> <p>CC.1.5.8.E</p> <p>Adapt speech to a variety of contexts and tasks.</p> <p>CC.1.5.8.G</p> <p>Demonstrate command of the conventions of standard English when speaking based on grade 8 level and content.</p>
13-d	Gives directions to a peer in a social play activity 2 times	
13-e	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)	<p>CC.1.4.8.O</p> <p>Use narrative techniques such as dialogue, description, reflection, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>CC.1.4.8.P</p> <p>Organize an event sequence that unfolds naturally and logically using a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events; provide a conclusion that follows from and reflects on the narrated experiences or events.</p> <p>CC.1.5.8.A</p> <p>Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <p>CC.1.5.8.E</p> <p>Adapt speech to a variety of contexts and tasks.</p>
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	
		<p>CC.1.4.8.C</p> <p>Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.</p> <p>CC.1.4.8.I</p> <p>Acknowledge and distinguish the claim(s) from alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic.</p> <p>CC.1.4.8.O</p> <p>Use narrative techniques such as dialogue, description, reflection, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>CC.1.4.8.P</p> <p>Organize an event sequence that unfolds naturally and logically using a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events; provide a conclusion that follows from and reflects on the narrated experiences or events.</p> <p>CC.1.4.8.T</p> <p>With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>CC.1.4.8.X</p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.</p> <p>CC.1.5.8.A</p> <p>Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <p>CC.1.5.8.B</p> <p>Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p> <p>CC.1.5.8.C</p> <p>Analyze the purpose of information presented in diverse media formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p> <p>CC.1.5.8.D</p> <p>Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation.</p> <p>CC.1.5.8.E</p> <p>Adapt speech to a variety of contexts and tasks.</p> <p>CC.1.5.8.G</p> <p>Demonstrate command of the conventions of standard English when speaking based on grade 8 level and content.</p>
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		
Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
1-M	Imitates 2 gross motor movements when prompted with, Do this (e.g., clapping, raising arms)	CC.1.4.8.M Write narratives to develop real or imagined experiences or events. CC.1.5.8.D Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation. CC.1.5.8.E Adapt speech to a variety of contexts and tasks. CC.1.5.8.G Demonstrate command of the conventions of standard English when speaking based on grade 8 level and content.
1-a	Imitates mouthing movements 3 times (e.g., puckering lips, opening mouth)	
1-b	Imitates 1 motor movement of another person on demand (i.e., will imitate when asked)	
2-M	Imitates 4 gross motor movements when prompted with, Do this	
2-a	Imitates 2 actions with an object (e.g., pounding with a toy hammer, rolling a ball)	
2-b	Spontaneously imitates 2 different fun activities (e.g., peek-a boo, patty cake)	
2-c	Makes eye contact while imitating 3 times	
3-M	Imitates 8 motor movements, 2 of which involve objects (e.g., shaking a maraca, tapping sticks together)	
3-a	Imitates 2 fine motor movements (e.g., wiggles fingers, opens and closes fist)	
3-b	Spontaneously imitates 2 gross motor movements of another person (e.g., arms up)	
3-c	Imitates side-to-side body rocking	
3-d	Generalizes known imitation responses to 2 additional people (e.g., claps for 2 new adults)	
4-M	Spontaneously imitates the motor behaviors of others on 5 occasions	
4-a	Imitates pointing at people or objects	
4-b	Imitates transferring an object from one hand to another	
4-c	Imitates 5 actions that produce an outcome (e.g., pushing buttons on a pop-up toy)	
4-d	Imitates 2 head movements (e.g., nods yes and no)	
5-M	Imitates 20 motor movements of any type (e.g., fine motor, gross motor, imitation with objects)	
5-a	Imitates 5 different fine motor movements (e.g., pokes clay with index finger, a pincer grasp)	
5-b	Imitates the gross motor behavior of other children 2 times when prompted (e.g., running)	
5-c	Spontaneously imitates the behavior of others on 2 occasions (e.g., filling containers)	
5-d	Demonstrates generalization of 10 imitative responses to 3 new people	

MOTOR IMITATION LEVEL 2		
Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
6-M	Imitates 10 actions that require selecting a specific object from an array (e.g., selects a drumstick from an array also containing a horn and a bell, and imitates an adult’s drumming)	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)	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.
6-b	Imitates 5 common gestures (e.g., shrugging shoulders, thumbs up, finger to closed lips)	
6-c	Imitates turning a page in a book	
6-d	Imitates 5 actions with a specific object selected from an array of 2 (e.g., imitates hugging puppy from an array of a doll and a puppy)	
6-e	Imitates pulling 5 different items apart (e.g., Duplos, Kid K’Nex, lids on containers)	
7-M	Imitates 20 different fine motor actions when prompted, Do this (e.g., wiggling fingers, pinching, making a fist, making a butterfly)	
7-a	Imitates 3 play behaviors in the natural environment (e.g., pushing a car down a ramp)	
7-b	Imitates 5 two-step behaviors (e.g., touch head and touch shoulders)	
7-c	Spontaneously imitates a behavior observed on a TV or video (e.g., dancing, hopping)	
7-d	Imitates 5 facial expressions (e.g., kissing, opening mouth, shutting eyes, scrunching nose)	
7-e	Maintains a newly acquired imitative behavior after 24 hours without training	
7-f	Imitates a new behavior correctly on the first trial	
7-g	Imitates 5 examples of finger play (e.g., pretend walking on two fingers, finger dancing)	
8-M	Imitates 10 different three-component sequences of actions when prompted, Do this (e.g., clapping, jumping, touching toes; pick up a doll, place her in a crib and rock the crib)	
8-a	Imitates 5 actions in a 10-second fluency test	
8-b	Imitates drawing a circle on 2 occasions	
8-c	Imitates 5 pretend play activities (e.g., a monster, pouring tea, shooting spider webs)	
8-d	Spontaneously imitates 5 fine motor arts and crafts activities (e.g., cutting, pasting, drawing)	
8-e	Acquires 5 new listener skills through transfer of control from imitation to listener (e.g., the child learns to cast a toy fishing pole by first being shown how, then told how)	
8-f	Imitates other children during daily activities on 2 occasions (e.g., lining up, pulling a wagon)	
8-g	Repeats a fun behavior previously observed (delayed imitation) (e.g., squirting water)	
9-M	Spontaneously imitates 5 functional skills in the natural environment (e.g., eating with a spoon, putting on a coat, removing shoes)	
9-a	Imitates a socio-dramatic play activity modeled by peers on 2 occasions	
9-b	Spontaneously imitates 5 behaviors in a group activity (e.g., sits when other children sit)	
9-c	Imitates 10 two-component actions (e.g., pretend pouring and drinking)	
9-d	Imitates the same behavior going fast and slow for 5 behaviors (e.g., arms up fast then slow)	
10-M	Imitates (or attempts to with approximations) any novel motor action modeled by an adult with and without objects (i.e., a “generalized imitative repertoire”)	
10-a	Imitates building items or the construction of a toy set (e.g., Legos, a train set, Lincoln Logs)	
10-b	Imitates 5 sequences of multi-step functional self-care skills (e.g., brushing teeth, washing face, putting on shoes)	
10-c	Imitates 5 functional activities of daily living skills (e.g., setting the table, sweeping the floor)	
10-d	Demonstrates delayed imitation of adult behavior in pretend play (e.g., driving a car, typing)	
10-e	Imitates 50 different motor behaviors on command	

ECHOIC LEVEL 1		
Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
	Intentionally left blank	CC.1.5.8.D Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation. CC.1.5.8.E Adapt speech to a variety of contexts and tasks. CC.1.5.8.G Demonstrate command of the conventions of standard English when speaking based on grade 8 level and content.

ECHOIC LEVEL 2		
Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
	Intentionally left blank	CC.1.5.8.D Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation. CC.1.5.8.E Adapt speech to a variety of contexts and tasks. CC.1.5.8.G Demonstrate command of the conventions of standard English when speaking based on grade 8 level and content.

SPONTANEOUS VOCAL BEHAVIOR LEVEL 1		
Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
	Intentionally left blank	CC.1.5.8.D Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation. CC.1.5.8.E Adapt speech to a variety of contexts and tasks. CC.1.5.8.G Demonstrate command of the conventions of standard English when speaking based on grade 8 level and content.

LISTENER RESPONDING BY FUNCTION, FEATURE, & CLASS LEVEL 2		
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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. 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.1.4.8.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.
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.1.3.8.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.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.1.4.8.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-a	Selects an item from an array of 5 for 5 different fill-in statements containing a verb (e.g., You sleep in a...)	
7-b	Selects an item from an array of 5 for 5 different spoken associated sets of words (e.g., Shoes and...)	
7-c	Reverses 5 previously acquired associations in an LRFFC format (e.g., Shoes and..., Socks and...)	
7-d	Generalizes 10 known LRFFC responses to different tones of voice, volumes, prosody, etc.	
7-e	Generalizes 10 known LRFFC responses to new carrier phrases without training (e.g., Let's sit on a...Time to sit on a...)	
7-f	Generalizes 10 known LRFFC responses to 2 different pictures or objects (e.g., two different shoes)	
8-M	Selects the correct item from an array of 10 (or from a book) for 25 different verb-noun what, which, or who questions (e.g., What do you ride? Which one barks? Who can hop?)	CC.1.2.8.B Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text. CC.1.2.8.C Analyze how a text makes connections among and distinctions between individuals, ideas, or events. CC.1.2.8.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
8-a	Selects an item from an array of 8 for 10 fill-in function statements (e.g., You draw with a...)	
8-b	Selects an item from an array of 8 for 10 fill-in feature statements (e.g., You find wheels on a...)	
8-c	Selects an item from an array of 8 for 10 fill-in class statements (e.g., A kind of animal is a...)	
8-d	Selects an item from an array of 8 for 10 different what questions (e.g., What do you eat?)	
8-e	Selects an item from an array of 8 for 10 different which questions (e.g., which one flies?)	
8-f	Selects an item from an array of 8 for 10 different who questions (e.g., Who builds a nest?)	

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

		<p>Introduce and state an opinion on a topic.</p> <p>CC.1.4.8.J Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s), counterclaims, reasons, and evidence by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented.</p> <p>CC.1.4.8.R Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling.</p> <p>CC.1.4.8.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction.</p> <p>CC.1.5.8.E Adapt speech to a variety of contexts and tasks.</p> <p>CC.1.5.8.F Integrate multimedia and visual displays into presentations to add interest, clarify information, and strengthen claims and evidence.</p>
10-M	Spontaneously tacts the item on 50% of the LRFFC trials (e.g., says Dog given the verbal statement Find an animal and a visual array containing a picture of a dog)	<p>CC.1.2.8.A Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p> <p>CC.1.2.8.B Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.</p> <p>CC.1.2.8.C Analyze how a text makes connections among and distinctions between individuals, ideas, or events.</p> <p>CC.1.2.8.E Analyze the structure of the text through evaluation of the author’s use of specific sentences and paragraphs to develop and refine a concept.</p> <p>CC.1.2.8.F Analyze the influence of the words and phrases in a text including figurative and connotative, and technical meanings; and how they shape meaning and tone.</p> <p>CC.1.2.8.G Evaluate the advantages and disadvantages of using different mediums (e.g. print or digital text, video, multimedia) to present a particular topic or idea.</p> <p>CC.1.2.8.H Evaluate authors’ arguments, reasoning, and specific claims for the soundness of the arguments and the relevance of the evidence.</p> <p>CC.1.2.8.I Analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p> <p>CC.1.2.8.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.2.8.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</p> <p>CC.1.3.8.A Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p>CC.1.3.8.B Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.</p> <p>CC.1.3.8.C Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p> <p>CC.1.3.8.F Analyze the influence of the words and phrases in a text including figurative and connotative meanings; and how they shape meaning and tone.</p> <p>CC.1.3.8.G Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by directors or actors.</p> <p>CC.1.3.8.H Analyze how a modern work of fiction draws on themes, patterns of events, or character types from traditional works, including describing how the material is rendered new.</p> <p>CC.1.3.8.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.4.8.A Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.</p> <p>CC.1.4.8.B Identify and introduce the topic clearly, including a preview of what is to follow.</p> <p>CC.1.4.8.D Organize ideas, concepts, and information into broader categories; use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.</p>
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-e	Spontaneously emits 5 LRFFC responses (e.g., gets a broom after hearing, There's dirt on the floor.)	

		<p>CC.1.4.8.E Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic. Use sentences of varying lengths and complexities. Create tone and voice through precise language. Establish and maintain a formal style.</p> <p>CC.1.4.8.F Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>CC.1.4.8.G Write arguments to support claims.</p> <p>CC.1.4.8.H Introduce and state an opinion on a topic.</p> <p>CC.1.4.8.I Acknowledge and distinguish the claim(s) from alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic.</p> <p>CC.1.4.8.J Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s), counterclaims, reasons, and evidence by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented.</p> <p>CC.1.4.8.K Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic. Use sentences of varying lengths and complexities. Create tone and voice through precise language. Establish and maintain a formal style.</p> <p>CC.1.4.8.L Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.8.O Use narrative techniques such as dialogue, description, reflection, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>CC.1.4.8.P Organize an event sequence that unfolds naturally and logically using a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events; provide a conclusion that follows from and reflects on the narrated experiences or events.</p> <p>CC.1.4.8.R Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling.</p> <p>CC.1.4.8.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction.</p>
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LISTENER RESPONDING BY FUNCTION, FEATURE, & CLASS LEVEL 3		
Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
11-M	Selects the correct item from an array of 10 that contains 3 similar stimuli (e.g., similar color, shape, or class, but they are the wrong choices), for 25 different WH question LRFFC tasks	<p>CC.1.2.8.B Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.</p> <p>CC.1.2.8.C Analyze how a text makes connections among and distinctions between individuals, ideas, or events.</p> <p>CC.1.2.8.E Analyze the structure of the text through evaluation of the author’s use of specific sentences and paragraphs to develop and refine a concept.</p> <p>CC.1.2.8.F Analyze the influence of the words and phrases in a text including figurative and connotative, and technical meanings; and how they shape meaning and tone.</p> <p>CC.1.2.8.G Evaluate the advantages and disadvantages of using different mediums (e.g. print or digital text, video, multimedia) to present a particular topic or idea.</p> <p>CC.1.2.8.H Evaluate authors’ arguments, reasoning, and specific claims for the soundness of the arguments and the relevance of the evidence.</p> <p>CC.1.2.8.I Analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p> <p>CC.1.2.8.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.2.8.L</p>
11-a	Selects 2 members of a class (e.g., Find two body parts.) from an array of 10, for 25 classes	
11-b	Selects 50 items from a book given any type of LRFFC task	
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	

		<p>Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</p> <p>CC.1.3.8.A Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p>CC.1.3.8.B Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.</p> <p>CC.1.3.8.C Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p> <p>CC.1.3.8.D Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</p> <p>CC.1.3.8.E Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</p> <p>CC.1.3.8.F Analyze the influence of the words and phrases in a text including figurative and connotative meanings; and how they shape meaning and tone.</p> <p>CC.1.3.8.G Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by directors or actors.</p> <p>CC.1.3.8.H Analyze how a modern work of fiction draws on themes, patterns of events, or character types from traditional works, including describing how the material is rendered new.</p> <p>CC.1.3.8.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.4.8.D Organize ideas, concepts, and information into broader categories; use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.</p> <p>CC.1.4.8.F Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>CC.1.4.8.G Write arguments to support claims.</p> <p>CC.1.4.8.H Introduce and state an opinion on a topic.</p> <p>CC.1.4.8.I Acknowledge and distinguish the claim(s) from alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic.</p> <p>CC.1.4.8.J Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s), counterclaims, reasons, and evidence by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented.</p> <p>CC.1.4.8.P Organize an event sequence that unfolds naturally and logically using a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events; provide a conclusion that follows from and reflects on the narrated experiences or events.</p> <p>CC.1.4.8.Q Write with an awareness of the stylistic aspects of writing: Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects, Use sentences of varying lengths and complexities, Create tone and voice through precise language.</p> <p>CC.1.4.8.R Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling.</p> <p>CC.1.4.8.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction.</p> <p>CC.1.4.8.V Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>CC.1.4.8.W Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>CC.1.5.8.C Analyze the purpose of information presented in diverse media formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p> <p>CC.1.5.8.E</p>
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		Adapt speech to a variety of contexts and tasks. CC.1.5.8.F Integrate multimedia and visual displays into presentations to add interest, clarify information, and strengthen claims and evidence.
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.1.2.8.A Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. CC.1.2.8.B Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text. CC.1.2.8.C Analyze how a text makes connections among and distinctions between individuals, ideas, or events. CC.1.2.8.E Analyze the structure of the text through evaluation of the author’s use of specific sentences and paragraphs to develop and refine a concept. CC.1.2.8.F Analyze the influence of the words and phrases in a text including figurative and connotative, and technical meanings; and how they shape meaning and tone. CC.1.2.8.G Evaluate the advantages and disadvantages of using different mediums (e.g. print or digital text, video, multimedia) to present a particular topic or idea. CC.1.2.8.H Evaluate authors’ arguments, reasoning, and specific claims for the soundness of the arguments and the relevance of the evidence. CC.1.2.8.I Analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. CC.1.2.8.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. CC.1.2.8.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools. CC.1.2.8.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. CC.1.3.8.A Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. CC.1.3.8.B Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text. CC.1.3.8.C Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. CC.1.3.8.D Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor. CC.1.3.8.F Analyze the influence of the words and phrases in a text including figurative and connotative meanings; and how they shape meaning and tone. CC.1.3.8.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
12-a	Selects an item from an array of 10 given a color and class (e.g., a yellow animal) for 25 items	
12-b	Selects an item from an array of 10 given a shape and class (e.g., a round food) for 25 items	
12-c	Selects an item from an array of 10 given a function (e.g., color on it) and a class (e.g., art supplies) for 25 LRFFC tasks (e.g., Find something to color on from the art cabinet.)	
12-d	Selects an item from an array of 10 given a feature (e.g., wheels, wings) and a class (e.g., animals, vehicles) for 25 LRFFC tasks (e.g., Where’s a vehicle with wheels? Where’s a vehicle with wings?)	
12-e	Selects an item from an array of 10 given any adjective (but not color or shape) and a function (e.g., It’s hot and you eat it... spaghetti) for 25 LRFFC tasks	
12-f	Selects an item from an array of 10 given any adjective (but not color or shape) and a feature (e.g., It’s soft and has ears... rabbit) for 25 LRFFC tasks	

		<p>Write arguments to support claims.</p> <p>CC.1.4.8.H Introduce and state an opinion on a topic.</p> <p>CC.1.4.8.I Acknowledge and distinguish the claim(s) from alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic.</p> <p>CC.1.4.8.J Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s), counterclaims, reasons, and evidence by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented.</p> <p>CC.1.4.8.Q Write with an awareness of the stylistic aspects of writing: Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects, Use sentences of varying lengths and complexities, Create tone and voice through precise language.</p> <p>CC.1.4.8.R Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling.</p> <p>CC.1.4.8.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction.</p> <p>CC.1.4.8.V Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>CC.1.4.8.W Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>CC.1.5.8.C Analyze the purpose of information presented in diverse media formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p> <p>CC.1.5.8.E Adapt speech to a variety of contexts and tasks.</p> <p>CC.1.5.8.F Integrate multimedia and visual displays into presentations to add interest, clarify information, and strengthen claims and evidence.</p>
13-M	Selects items from a page in a book or in the natural environment based on 3 verbal components (e.g. verb, adjective, preposition, pronoun), for 25 WH-question LRFFC tasks (e.g. Which fruit grows on trees?)	<p>CC.1.2.8.A Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p> <p>CC.1.2.8.B Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.</p> <p>CC.1.2.8.C Analyze how a text makes connections among and distinctions between individuals, ideas, or events.</p> <p>CC.1.2.8.D Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p> <p>CC.1.2.8.E Analyze the structure of the text through evaluation of the author’s use of specific sentences and paragraphs to develop and refine a concept.</p> <p>CC.1.2.8.F Analyze the influence of the words and phrases in a text including figurative and connotative, and technical meanings; and how they shape meaning and tone.</p> <p>CC.1.2.8.G Evaluate the advantages and disadvantages of using different mediums (e.g. print or digital text, video, multimedia) to present a particular topic or idea.</p> <p>CC.1.2.8.H Evaluate authors’ arguments, reasoning, and specific claims for the soundness of the arguments and the relevance of the evidence.</p> <p>CC.1.2.8.I Analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p> <p>CC.1.2.8.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>CC.1.2.8.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.2.8.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</p> <p>CC.1.3.8.A Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p>CC.1.3.8.B</p>
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?)	
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	
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	
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-e	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 the...store) 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.)	

		<p>Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.</p> <p>CC.1.3.8.C Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p> <p>CC.1.3.8.D Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</p> <p>CC.1.3.8.E Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</p> <p>CC.1.3.8.F Analyze the influence of the words and phrases in a text including figurative and connotative meanings; and how they shape meaning and tone.</p> <p>CC.1.3.8.G Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by directors or actors.</p> <p>CC.1.3.8.H Analyze how a modern work of fiction draws on themes, patterns of events, or character types from traditional works, including describing how the material is rendered new.</p> <p>CC.1.3.8.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.4.8.B Identify and introduce the topic clearly, including a preview of what is to follow.</p> <p>CC.1.4.8.C Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.</p> <p>CC.1.4.8.D Organize ideas, concepts, and information into broader categories; use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.</p> <p>CC.1.4.8.E Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic. Use sentences of varying lengths and complexities. Create tone and voice through precise language. Establish and maintain a formal style.</p> <p>CC.1.4.8.F Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>CC.1.4.8.G Write arguments to support claims.</p> <p>CC.1.4.8.H Introduce and state an opinion on a topic.</p> <p>CC.1.4.8.I Acknowledge and distinguish the claim(s) from alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic.</p> <p>CC.1.4.8.J Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s), counterclaims, reasons, and evidence by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented.</p> <p>CC.1.4.8.Q Write with an awareness of the stylistic aspects of writing: Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects, Use sentences of varying lengths and complexities, Create tone and voice through precise language.</p> <p>CC.1.4.8.R Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling.</p> <p>CC.1.4.8.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction.</p> <p>CC.1.4.8.V Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>CC.1.4.8.W Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>CC.1.5.8.C Analyze the purpose of information presented in diverse media formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p> <p>CC.1.5.8.E Adapt speech to a variety of contexts and tasks.</p>
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		CC.1.5.8.F Integrate multimedia and visual displays into presentations to add interest, clarify information, and strengthen claims and evidence.
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.1.2.8.A Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. CC.1.2.8.B Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text. CC.1.2.8.C Analyze how a text makes connections among and distinctions between individuals, ideas, or events. CC.1.2.8.D Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. CC.1.2.8.E Analyze the structure of the text through evaluation of the author’s use of specific sentences and paragraphs to develop and refine a concept. CC.1.2.8.F Analyze the influence of the words and phrases in a text including figurative and connotative, and technical meanings; and how they shape meaning and tone. CC.1.2.8.G Evaluate the advantages and disadvantages of using different mediums (e.g. print or digital text, video, multimedia) to present a particular topic or idea. CC.1.2.8.H 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 stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic. Use
14-a	Selects all members of a class from an array of 10 when asked (e.g., Find all the clothing.) for 3 members of 25 classes	
14-b	Selects an item from a book given a when question (e.g., When do you need a towel?) for 10 items	
14-c	Selects an item from a book given a how question (e.g., How do you get to school?) for 10 items	
14-d	Selects an item from an array of 10 given a preposition after a verb (e.g., eat with, eat at, write on, write with) for 25 verb-preposition combinations	
14-e	Selects an item when asked to find something that is different in an array of 5 (e.g., 4 spoons and 1 fork) for 25 items	
14-f	Selects an item from an array of 10 when asked What is missing? from a picture (e.g., a car without wheels, an airplane without wings) for 25 items	

		<p>sentences of varying lengths and complexities. Create tone and voice through precise language. Establish and maintain a formal style.</p> <p>CC.1.4.8.G Write arguments to support claims.</p> <p>CC.1.4.8.H Introduce and state an opinion on a topic.</p> <p>CC.1.4.8.I Acknowledge and distinguish the claim(s) from alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic.</p> <p>CC.1.4.8.J Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s), counterclaims, reasons, and evidence by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented.</p> <p>CC.1.4.8.K Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic. Use sentences of varying lengths and complexities. Create tone and voice through precise language. Establish and maintain a formal style.</p> <p>CC.1.4.8.Q Write with an awareness of the stylistic aspects of writing: Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects, Use sentences of varying lengths and complexities, Create tone and voice through precise language.</p> <p>CC.1.4.8.R Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling.</p> <p>CC.1.4.8.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction.</p> <p>CC.1.4.8.U Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p> <p>CC.1.4.8.V Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>CC.1.4.8.W Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>CC.1.4.8.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.</p> <p>CC.1.5.8.C Analyze the purpose of information presented in diverse media formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p> <p>CC.1.5.8.D Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation.</p> <p>CC.1.5.8.E Adapt speech to a variety of contexts and tasks.</p> <p>CC.1.5.8.F Integrate multimedia and visual displays into presentations to add interest, clarify information, and strengthen claims and evidence.</p>
15-M	Demonstrates 1000 different LRFFC responses, tested or obtained from an accumulated list of known responses	<p>CC.1.2.8.A Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p> <p>CC.1.2.8.B Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.</p> <p>CC.1.2.8.C Analyze how a text makes connections among and distinctions between individuals, ideas, or events.</p> <p>CC.1.2.8.D Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p> <p>CC.1.2.8.E Analyze the structure of the text through evaluation of the author’s use of specific sentences and paragraphs to develop and refine a concept.</p> <p>CC.1.2.8.F Analyze the influence of the words and phrases in a text including figurative and connotative, and technical meanings; and how they shape meaning and tone.</p> <p>CC.1.2.8.G Evaluate the advantages and disadvantages of using different mediums (e.g. print or digital text, video, multimedia) to present a particular topic or idea.</p> <p>CC.1.2.8.H Evaluate authors’ arguments, reasoning, and specific claims for the soundness of the arguments and the relevance of the evidence.</p>
15-a	Selects an item from an array of 10 relating to past events (e.g., Where did you go yesterday?) for 5 events	
15-b	Selects an item relating to future events (e.g., What’s happening tomorrow?) for 5 events	
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?)	
15-d	Selects an item from an array of 10 when asked Which one is not? in an LRFFC format (e.g., Which one is not a musical instrument?) for 25 functions, features, or classes	
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?)	

		<p>CC.1.2.8.I Analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p> <p>CC.1.2.8.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>CC.1.2.8.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.2.8.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</p> <p>CC.1.3.8.A Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p>CC.1.3.8.B Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.</p> <p>CC.1.3.8.C Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p> <p>CC.1.3.8.D Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</p> <p>CC.1.3.8.E Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</p> <p>CC.1.3.8.F Analyze the influence of the words and phrases in a text including figurative and connotative meanings; and how they shape meaning and tone.</p> <p>CC.1.3.8.G Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by directors or actors.</p> <p>CC.1.3.8.H Analyze how a modern work of fiction draws on themes, patterns of events, or character types from traditional works, including describing how the material is rendered new.</p> <p>CC.1.3.8.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.3.8.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>CC.1.4.8.A Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.</p> <p>CC.1.4.8.B Identify and introduce the topic clearly, including a preview of what is to follow.</p> <p>CC.1.4.8.C Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.</p> <p>CC.1.4.8.D Organize ideas, concepts, and information into broader categories; use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.</p> <p>CC.1.4.8.E Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic. Use sentences of varying lengths and complexities. Create tone and voice through precise language. Establish and maintain a formal style.</p> <p>CC.1.4.8.F Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>CC.1.4.8.G Write arguments to support claims.</p> <p>CC.1.4.8.H Introduce and state an opinion on a topic.</p> <p>CC.1.4.8.I Acknowledge and distinguish the claim(s) from alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic.</p> <p>CC.1.4.8.J Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s), counterclaims, reasons, and evidence by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented.</p>
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		<p>CC.1.4.8.K Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic. Use sentences of varying lengths and complexities. Create tone and voice through precise language. Establish and maintain a formal style.</p> <p>CC.1.4.8.L Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.8.M Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.8.N Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.</p> <p>CC.1.4.8.O Use narrative techniques such as dialogue, description, reflection, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>CC.1.4.8.P Organize an event sequence that unfolds naturally and logically using a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events; provide a conclusion that follows from and reflects on the narrated experiences or events.</p> <p>CC.1.4.8.Q Write with an awareness of the stylistic aspects of writing: Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects, Use sentences of varying lengths and complexities, Create tone and voice through precise language.</p> <p>CC.1.4.8.R Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling.</p> <p>CC.1.4.8.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction.</p> <p>CC.1.4.8.T With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>CC.1.4.8.U Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p> <p>CC.1.4.8.V Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>CC.1.4.8.W Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>CC.1.4.8.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.</p> <p>CC.1.5.8.B Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p> <p>CC.1.5.8.C Analyze the purpose of information presented in diverse media formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p> <p>CC.1.5.8.D Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation.</p> <p>CC.1.5.8.E Adapt speech to a variety of contexts and tasks.</p> <p>CC.1.5.8.F Integrate multimedia and visual displays into presentations to add interest, clarify information, and strengthen claims and evidence.</p>
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INTRAVERBAL LEVEL 2		
Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards

6-M	Completes 10 different fill-in-the-blank phrases of any type (e.g., song fill-ins, social games and fun fill-ins, animal or object sounds)	CC.1.5.8.G Demonstrate command of the conventions of standard English when speaking based on grade 8 level and content.
6-a	Provides the sound made by 2 animals or objects (e.g., A dog says... A horn goes...)	
6-b	Gives 2 animal names when given the sounds they make (e.g., Meow says a...)	
6-c	Completes 5 different song fill-ins (e.g., The wheels on the... Twinkle, twinkle little...)	
6-d	Completes 2 different verbal fill-ins involving fun activities (e.g., Peek-a-... Ready, set...)	
7-M	Provides first name when asked, What is your name? (T)	CC.1.3.8.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies and tools.
7-a	Completes 5 different in-context fill-ins (e.g., You sleep in your... while at his bed)	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.
7-b	Correctly responds to 5 in-context fill-ins when they are reversed (e.g., In your bed you go to...)	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.
7-c	Completes 5 different out of context fill-in-the-blank phrases (e.g., You wash your...)	CC.1.5.8.G Demonstrate command of the conventions of standard English when speaking based on grade 8 level and content.
7-d	Generalizes 10 known intraverbal responses to a different adult and setting	
8-M	Completes 25 different fill-in-the-blank phrases (not including songs) (e.g., You eat... You sleep in a... Shoes and...)	CC.1.3.8.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies and tools.
8-a	Completes 2 <i>eat</i> and 2 <i>drink</i> classification fill-ins (e.g., <i>You eat... You drink...</i>)	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.
8-b	Completes 5 different noun-noun association fill-in-the-blank phrases (e.g., mommy and...)	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.
8-c	Completes 5 song fill-ins with 2 or more words (e.g., Old McDonald... had a farm)	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.
8-d	Generalizes 10 intraverbal responses to new carrier phrases (e.g., We bounce a... Let's bounce a...)	CC.1.5.8.G Demonstrate command of the conventions of standard English when speaking based on grade 8 level and content.
9-M	Answers 25 different what questions (e.g., What do you brush?)	CC.1.2.8.A Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
9-a	Completes 10 different verb-noun fill-in-the-blank phrases (e.g., You ride the... You play in...)	CC.1.2.8.B Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.
9-b	Spontaneously emits (no additional verbal prompts) 2 intraverbal responses	CC.1.2.8.C Analyze how a text makes connections among and distinctions between individuals, ideas, or events.
9-c	Answers 10 different what questions with a verb as the primary SD (e.g., What do you brush?)	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.
9-d	Answers 10 different what questions with a noun as the primary SD (e.g., What's in the barn?)	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-e	When asked What do you eat (or drink)? provides 2 or more members of each category	CC.1.2.8.F Analyze the influence of the words and phrases in a text including figurative and connotative, and technical meanings; and how they shape meaning and tone.
9-f	Provides 5 novel responses to previously acquired questions (response generalization) (e.g., when asked to name an animal the child answers bear for the first time without receiving training on bear)	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

		<p>Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</p> <p>CC.1.3.8.A Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p>CC.1.3.8.B Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.</p> <p>CC.1.3.8.C Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p> <p>CC.1.3.8.D Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</p> <p>CC.1.3.8.F Analyze the influence of the words and phrases in a text including figurative and connotative meanings; and how they shape meaning and tone.</p> <p>CC.1.3.8.G Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by directors or actors.</p> <p>CC.1.3.8.H Analyze how a modern work of fiction draws on themes, patterns of events, or character types from traditional works, including describing how the material is rendered new.</p> <p>CC.1.3.8.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.3.8.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>CC.1.3.8.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p> <p>CC.1.4.8.A Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.</p> <p>CC.1.4.8.B Identify and introduce the topic clearly, including a preview of what is to follow.</p> <p>CC.1.4.8.C Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.</p> <p>CC.1.4.8.D Organize ideas, concepts, and information into broader categories; use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.</p> <p>CC.1.4.8.E Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic. Use sentences of varying lengths and complexities. Create tone and voice through precise language. Establish and maintain a formal style.</p> <p>CC.1.4.8.F Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>CC.1.4.8.G Write arguments to support claims.</p> <p>CC.1.4.8.H Introduce and state an opinion on a topic.</p> <p>CC.1.4.8.I Acknowledge and distinguish the claim(s) from alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic.</p> <p>CC.1.4.8.J Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s), counterclaims, reasons, and evidence by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented</p> <p>CC.1.4.8.K Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic. Use sentences of varying lengths and complexities. Create tone and voice through precise language. Establish and maintain a formal style.</p> <p>CC.1.4.8.L Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.8.M Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.8.N Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.</p>
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10-M	Answers 25 different who or where questions (e.g., Whose your friend? Where is your pillow?)	<p>CC.1.2.8.A Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p> <p>CC.1.2.8.B Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.</p> <p>CC.1.2.8.C Analyze how a text makes connections among and distinctions between individuals, ideas, or events.</p> <p>CC.1.2.8.D Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p> <p>CC.1.2.8.E Analyze the structure of the text through evaluation of the author’s use of specific sentences and paragraphs to develop and refine a concept.</p> <p>CC.1.2.8.F Analyze the influence of the words and phrases in a text including figurative and connotative, and technical meanings; and how they shape meaning and tone.</p> <p>CC.1.2.8.G Evaluate the advantages and disadvantages of using different mediums (e.g. print or digital text, video, multimedia) to present a particular topic or idea.</p> <p>CC.1.2.8.H Evaluate authors’ arguments, reasoning, and specific claims for the soundness of the arguments and the relevance of the evidence.</p> <p>CC.1.2.8.I Analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p> <p>CC.1.2.8.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>CC.1.2.8.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.2.8.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</p> <p>CC.1.3.8.A Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p>CC.1.3.8.B Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.</p> <p>CC.1.3.8.C Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p>
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 animals do you like? What toys do you like?)	
10-e	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.)	

		<p>CC.1.3.8.D Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</p> <p>CC.1.3.8.F Analyze the influence of the words and phrases in a text including figurative and connotative meanings; and how they shape meaning and tone.</p> <p>CC.1.3.8.G Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by directors or actors.</p> <p>CC.1.3.8.H Analyze how a modern work of fiction draws on themes, patterns of events, or character types from traditional works, including describing how the material is rendered new.</p> <p>CC.1.3.8.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>CC.1.3.8.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p> <p>CC.1.4.8.A Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.</p> <p>CC.1.4.8.B Identify and introduce the topic clearly, including a preview of what is to follow.</p> <p>CC.1.4.8.C Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.</p> <p>CC.1.4.8.D Organize ideas, concepts, and information into broader categories; use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.</p> <p>CC.1.4.8.E Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic. Use sentences of varying lengths and complexities. Create tone and voice through precise language. Establish and maintain a formal style.</p> <p>CC.1.4.8.F Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>CC.1.4.8.G Write arguments to support claims.</p> <p>CC.1.4.8.H Introduce and state an opinion on a topic.</p> <p>CC.1.4.8.I Acknowledge and distinguish the claim(s) from alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic.</p> <p>CC.1.4.8.J Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s), counterclaims, reasons, and evidence by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented.</p> <p>CC.1.4.8.K Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic. Use sentences of varying lengths and complexities. Create tone and voice through precise language. Establish and maintain a formal style.</p> <p>CC.1.4.8.L Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.8.M Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.8.N Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.</p> <p>CC.1.4.8.O Use narrative techniques such as dialogue, description, reflection, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>CC.1.4.8.R Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling.</p> <p>CC.1.4.8.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction.</p> <p>CC.1.4.8.V Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>CC.1.4.8.W</p>
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INTRAVERBAL LEVEL 3		
Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
11-M	Spontaneously emits 20 intraverbal comments (can be part mand) (e.g., dad says I’m going to the car, and the child spontaneously says I want to go for a ride!)	<p>CC.1.2.8.C Analyze how a text makes connections among and distinctions between individuals, ideas, or events.</p> <p>CC.1.2.8.D Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p> <p>CC.1.2.8.E Analyze the structure of the text through evaluation of the author’s use of specific sentences and paragraphs to develop and refine a concept.</p> <p>CC.1.2.8.F Analyze the influence of the words and phrases in a text including figurative and connotative, and technical meanings; and how they shape meaning and tone.</p> <p>CC.1.2.8.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.3.8.A Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p>CC.1.3.8.B Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.</p> <p>CC.1.3.8.C Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p> <p>CC.1.3.8.D Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</p> <p>CC.1.3.8.F Analyze the influence of the words and phrases in a text including figurative and connotative meanings; and how they shape meaning and tone.</p> <p>CC.1.3.8.G Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by directors or actors.</p> <p>CC.1.3.8.H Analyze how a modern work of fiction draws on themes, patterns of events, or character types from traditional works, including describing how the material is rendered new.</p> <p>CC.1.3.8.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.3.8.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>CC.1.4.8.B</p>
11-a	Completes 10 two-component (noun-verb) fill-ins (e.g., For breakfast you eat... For lunch you eat...)	
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 computer...Daddy has a computer.)	
11-h	Answers I don’t know to questions that the child cannot answer	

		<p>Identify and introduce the topic clearly, including a preview of what is to follow.</p> <p>CC.1.4.8.C Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.</p> <p>CC.1.4.8.D Organize ideas, concepts, and information into broader categories; use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.</p> <p>CC.1.4.8.E Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic. Use sentences of varying lengths and complexities. Create tone and voice through precise language. Establish and maintain a formal style.</p> <p>CC.1.4.8.F Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>CC.1.4.8.H Introduce and state an opinion on a topic.</p> <p>CC.1.4.8.I Acknowledge and distinguish the claim(s) from alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic.</p> <p>CC.1.4.8.J Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s), counterclaims, reasons, and evidence by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented</p> <p>CC.1.4.8.K Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic. Use sentences of varying lengths and complexities. Create tone and voice through precise language. Establish and maintain a formal style.</p> <p>CC.1.4.8.L Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.8.M Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.8.O Use narrative techniques such as dialogue, description, reflection, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>CC.1.4.8.Q Write with an awareness of the stylistic aspects of writing: Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects, Use sentences of varying lengths and complexities, Create tone and voice through precise language.</p> <p>CC.1.4.8.R Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling.</p> <p>CC.1.4.8.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction.</p> <p>CC.1.4.8.V Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>CC.1.5.8.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <p>CC.1.5.8.B Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p> <p>CC.1.5.8.C Analyze the purpose of information presented in diverse media formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p> <p>CC.1.5.8.E Adapt speech to a variety of contexts and tasks.</p> <p>CC.1.5.8.G Demonstrate command of the conventions of standard English when speaking based on grade 8 level and content.</p>
12-M	Demonstrates 300 different intraverbal responses, tested or obtained from an accumulated list of known intraverbals	<p>CC.1.2.8.A Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p> <p>CC.1.2.8.B Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.</p> <p>CC.1.2.8.C Analyze how a text makes connections among and distinctions between individuals, ideas, or events.</p> <p>CC.1.2.8.D</p>
12-a	Provides at least 3 members of 10 classes (e.g., What do you see on a playground?)	
12-b	Answers 25 multiple choice questions (e.g., Does a fish live in the water or in trees?)	
12-c	Provides 10 categories when given several members (e.g., a horse, cow, and pig are all...)	
12-d	Provides the name of 25 items when given a specific feature (e.g., What has wheels?)	
12-e	Provides 2 features of 10 items when given their names (e.g., What’s on a fire truck?)	

12-f	Provides an answer to 3 emotion questions (e.g., What makes you sad? What makes you happy?)	<p>Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. CC.1.2.8.E Analyze the structure of the text through evaluation of the author’s use of specific sentences and paragraphs to develop and refine a concept. CC.1.2.8.F Analyze the influence of the words and phrases in a text including figurative and connotative, and technical meanings; and how they shape meaning and tone. CC.1.2.8.G Evaluate the advantages and disadvantages of using different mediums (e.g. print or digital text, video, multimedia) to present a particular topic or idea. CC.1.2.8.H Evaluate authors’ arguments, reasoning, and specific claims for the soundness of the arguments and the relevance of the evidence. CC.1.2.8.I Analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. CC.1.2.8.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. CC.1.2.8.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools. CC.1.2.8.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. CC.1.3.8.A Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. CC.1.3.8.B Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text. CC.1.3.8.C Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. CC.1.3.8.D Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor. CC.1.3.8.F Analyze the influence of the words and phrases in a text including figurative and connotative meanings; and how they shape meaning and tone. CC.1.3.8.G Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by directors or actors. CC.1.3.8.H Analyze how a modern work of fiction draws on themes, patterns of events, or character types from traditional works, including describing how the material is rendered new. CC.1.3.8.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies and tools. CC.1.3.8.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. CC.1.3.8.K Read and comprehend literary fiction on grade level, reading independently and proficiently. CC.1.4.8.A Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly. CC.1.4.8.B Identify and introduce the topic clearly, including a preview of what is to follow. CC.1.4.8.C Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension. CC.1.4.8.D Organize ideas, concepts, and information into broader categories; use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension. CC.1.4.8.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</p>
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)	

		<p>Write arguments to support claims.</p> <p>CC.1.4.8.H Introduce and state an opinion on a topic.</p> <p>CC.1.4.8.I Acknowledge and distinguish the claim(s) from alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic.</p> <p>CC.1.4.8.J Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s), counterclaims, reasons, and evidence by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented.</p> <p>CC.1.4.8.K Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic. Use sentences of varying lengths and complexities. Create tone and voice through precise language. Establish and maintain a formal style.</p> <p>CC.1.4.8.L Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.8.M Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.8.N Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.</p> <p>CC.1.4.8.O Use narrative techniques such as dialogue, description, reflection, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>CC.1.4.8.P Organize an event sequence that unfolds naturally and logically using a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events; provide a conclusion that follows from and reflects on the narrated experiences or events.</p> <p>CC.1.4.8.Q Write with an awareness of the stylistic aspects of writing: Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects, Use sentences of varying lengths and complexities, Create tone and voice through precise language.</p> <p>CC.1.4.8.R Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling</p> <p>CC.1.4.8.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction.</p> <p>CC.1.4.8.T With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>CC.1.4.8.U Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p> <p>CC.1.4.8.V Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>CC.1.4.8.W Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>CC.1.5.8.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <p>CC.1.5.8.B Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p> <p>CC.1.5.8.C Analyze the purpose of information presented in diverse media formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p> <p>CC.1.5.8.E Adapt speech to a variety of contexts and tasks.</p> <p>CC.1.5.8.G Demonstrate command of the conventions of standard English when speaking based on grade 8 level and content.</p>
13-M	Answers 2 questions after being read short passages (15+ words) from books, for 25 passages (e.g., Who blew the house down?)	<p>CC.1.2.8.A Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p> <p>CC.1.2.8.B Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn</p>
13-a	Answers 25 questions with yes or no (e.g., Is a shoe good to eat?)	
13-b	Describes 5 locations not in view (e.g., Tell me about your bedroom?)	

13-c	Answers 25 intraverbal questions involving adjectives (e.g., Can you tell me a big animal?)	from the text. CC.1.2.8.C Analyze how a text makes connections among and distinctions between individuals, ideas, or events. CC.1.2.8.D Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. CC.1.2.8.E Analyze the structure of the text through evaluation of the author’s use of specific sentences and paragraphs to develop and refine a concept. CC.1.2.8.F Analyze the influence of the words and phrases in a text including figurative and connotative, and technical meanings; and how they shape meaning and tone. CC.1.2.8.G Evaluate the advantages and disadvantages of using different mediums (e.g. print or digital text, video, multimedia) to present a particular topic or idea. CC.1.2.8.H 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.
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	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.)	

		<p>CC.1.4.8.F Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>CC.1.4.8.G Write arguments to support claims.</p> <p>CC.1.4.8.H Introduce and state an opinion on a topic.</p> <p>CC.1.4.8.I Acknowledge and distinguish the claim(s) from alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic.</p> <p>CC.1.4.8.J Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s), counterclaims, reasons, and evidence by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented</p> <p>CC.1.4.8.K Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic. Use sentences of varying lengths and complexities. Create tone and voice through precise language. Establish and maintain a formal style.</p> <p>CC.1.4.8.M Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.8.N Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.</p> <p>CC.1.4.8.O Use narrative techniques such as dialogue, description, reflection, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>CC.1.4.8.P Organize an event sequence that unfolds naturally and logically using a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events; provide a conclusion that follows from and reflects on the narrated experiences or events.</p> <p>CC.1.4.8.Q Write with an awareness of the stylistic aspects of writing: Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects, Use sentences of varying lengths and complexities, Create tone and voice through precise language.</p> <p>CC.1.4.8.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction.</p> <p>CC.1.4.8.T With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>CC.1.4.8.V Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>CC.1.4.8.W Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>CC.1.4.8.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.</p> <p>CC.1.5.8.B Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p> <p>CC.1.5.8.C Analyze the purpose of information presented in diverse media formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p> <p>CC.1.5.8.E Adapt speech to a variety of contexts and tasks.</p> <p>CC.1.5.8.F Integrate multimedia and visual displays into presentations to add interest, clarify information, and strengthen claims and evidence.</p> <p>CC.1.5.8.G Demonstrate command of the conventions of standard English when speaking based on grade 8 level and content.</p>
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.)	<p>CC.1.2.8.A Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p> <p>CC.1.2.8.B Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.</p>
14-a	Answers 25 different who, what, or where questions that contain 3 or more elements (e.g., What color is a fire truck?)	
14-b	Provides at least 3 members of 25 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 Analyze how a text makes connections among and distinctions between individuals, ideas, or events. 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 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.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
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?)	

		<p>sentences of varying lengths and complexities. Create tone and voice through precise language. Establish and maintain a formal style.</p> <p>CC.1.4.8.M Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.8.N Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.</p> <p>CC.1.4.8.O Use narrative techniques such as dialogue, description, reflection, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>CC.1.4.8.P Organize an event sequence that unfolds naturally and logically using a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events; provide a conclusion that follows from and reflects on the narrated experiences or events.</p> <p>CC.1.4.8.Q Write with an awareness of the stylistic aspects of writing: Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects, Use sentences of varying lengths and complexities, Create tone and voice through precise language.</p> <p>CC.1.4.8.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction.</p> <p>CC.1.4.8.T With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>CC.1.4.8.V Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>CC.1.4.8.W Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>CC.1.4.8.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.</p> <p>CC.1.5.8.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <p>CC.1.5.8.B Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p> <p>CC.1.5.8.D Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation.</p> <p>CC.1.5.8.E Adapt speech to a variety of contexts and tasks.</p> <p>CC.1.5.8.F Integrate multimedia and visual displays into presentations to add interest, clarify information, and strengthen claims and evidence.</p> <p>CC.1.5.8.G Demonstrate command of the conventions of standard English when speaking based on grade 8 level and content.</p>
15-M	Answers 4 different rotating WH questions about a single topic for 10 topics (e.g., Who takes you to school? Where do you go to school? What do you take to school?)	CC.1.2.8.A Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
15-a	Answers 10 questions about community helpers (e.g., What does a doctor do?)	CC.1.2.8.B Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.
15-b	Answers 25 different questions that contain 4 or more parts of speech (e.g., What tool do you need to pound nails?)	CC.1.2.8.C Analyze how a text makes connections among and distinctions between individuals, ideas, or events.
15-c	Takes turns adding to a story started by others (e.g., And then he saw a boat...)	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	Answers 5 different how questions (e.g., How do you fix the hole?)	CC.1.2.8.G Evaluate the advantages and disadvantages of using different mediums (e.g. print or digital text, video, multimedia) to present a particular topic or idea.
15-e	Provides last name when asked (e.g., Harrison)	CC.1.2.8.H Evaluate authors’ arguments, reasoning, and specific claims for the soundness of the arguments and the relevance of the evidence.
15-f	Answers 25 intraverbal questions involving adverbs (e.g., What animal moves slow?)	CC.1.2.8.I Analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
15-g	Shows response generalization by describing the same 10 objects, events, pets, people, etc. in 3 different ways (e.g., in reference to a pet dog Toby, the child says at different times a dog, an animal, Toby)	CC.1.2.8.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
15-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	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. 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.
15-k	Suggests a possible solution when presented with a problem	

		<p>CC.1.4.8.N Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.</p> <p>CC.1.4.8.O Use narrative techniques such as dialogue, description, reflection, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>CC.1.4.8.P Organize an event sequence that unfolds naturally and logically using a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events; provide a conclusion that follows from and reflects on the narrated experiences or events.</p> <p>CC.1.4.8.Q Write with an awareness of the stylistic aspects of writing: Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects, Use sentences of varying lengths and complexities, Create tone and voice through precise language.</p> <p>CC.1.4.8.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction.</p> <p>CC.1.4.8.T With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>CC.1.4.8.U Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p> <p>CC.1.4.8.V Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>CC.1.4.8.W Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>CC.1.4.8.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.</p> <p>CC.1.5.8.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <p>CC.1.5.8.B Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p> <p>CC.1.5.8.C Analyze the purpose of information presented in diverse media formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p> <p>CC.1.5.8.D Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation.</p> <p>CC.1.5.8.E Adapt speech to a variety of contexts and tasks.</p> <p>CC.1.5.8.F Integrate multimedia and visual displays into presentations to add interest, clarify information, and strengthen claims and evidence.</p> <p>CC.1.5.8.G Demonstrate command of the conventions of standard English when speaking based on grade 8 level and content.</p>
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CLASSROOM ROUTINES & GROUP SKILLS LEVEL 2		
Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
6-M	Sits at a group snack or lunch table without negative behavior for 3 minutes	CC.1.5.8.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly.
6-a	Adjusts to separation from parents (e.g., does not cry when parents leave)	

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

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. 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.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.
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.1.4.8.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-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	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.
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-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.1.5.8.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly.
14-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-M	Sits in a 20-minute group session involving 5 children without disruptive behaviors, and answers 5 intraverbal questions	CC.1.2.8.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. 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.K Read and comprehend literary fiction on grade level, reading independently and proficiently. CC.1.4.8.G Write arguments to support claims.
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-e	Keeps hands to self in a group setting	

		<p>CC.1.3.8.A Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p>CC.1.3.8.B Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.</p> <p>CC.1.3.8.C Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p> <p>CC.1.3.8.D Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</p> <p>CC.1.3.8.E Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</p> <p>CC.1.3.8.F Analyze the influence of the words and phrases in a text including figurative and connotative meanings; and how they shape meaning and tone.</p> <p>CC.1.3.8.G Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by directors or actors.</p> <p>CC.1.3.8.H Analyze how a modern work of fiction draws on themes, patterns of events, or character types from traditional works, including describing how the material is rendered new.</p> <p>CC.1.3.8.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.3.8.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>CC.1.3.8.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p> <p>CC.1.4.8.D Organize ideas, concepts, and information into broader categories; use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.</p> <p>CC.1.4.8.E Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic. Use sentences of varying lengths and complexities. Create tone and voice through precise language. Establish and maintain a formal style.</p> <p>CC.1.4.8.F Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>CC.1.4.8.G Write arguments to support claims.</p> <p>CC.1.4.8.H Introduce and state an opinion on a topic.</p> <p>CC.1.4.8.I Acknowledge and distinguish the claim(s) from alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic.</p> <p>CC.1.4.8.J Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s), counterclaims, reasons, and evidence by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented.</p> <p>CC.1.4.8.K Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic. Use sentences of varying lengths and complexities. Create tone and voice through precise language. Establish and maintain a formal style.</p> <p>CC.1.4.8.L Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.8.M Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.8.N Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.</p> <p>CC.1.4.8.O Use narrative techniques such as dialogue, description, reflection, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>CC.1.4.8.Q Write with an awareness of the stylistic aspects of writing. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects, Use sentences of varying lengths and complexities, Create tone and voice through precise language.</p>
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		<p>CC.1.4.8.R Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling.</p> <p>CC.1.4.8.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction.</p> <p>CC.1.4.8.T With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>CC.1.4.8.U Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p> <p>CC.1.5.8.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <p>CC.1.5.8.B Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p> <p>CC.1.5.8.C Analyze the purpose of information presented in diverse media formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p> <p>CC.1.5.8.E Adapt speech to a variety of contexts and tasks.</p> <p>CC.1.5.8.G Demonstrate command of the conventions of standard English when speaking based on grade 8 level and content.</p>
8-M	Emits 10 different 2-word utterances per day of any type except echoic (e.g., mand, tact)	<p>CC.1.2.8.F Analyze the influence of the words and phrases in a text including figurative and connotative, and technical meanings; and how they shape meaning and tone.</p> <p>CC.1.2.8.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>CC.1.3.8.F Analyze the influence of the words and phrases in a text including figurative and connotative meanings; and how they shape meaning and tone.</p> <p>CC.1.3.8.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>CC.1.4.8.E Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic. Use sentences of varying lengths and complexities. Create tone and voice through precise language. Establish and maintain a formal style.</p> <p>CC.1.4.8.F Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>CC.1.4.8.J Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s), counterclaims, reasons, and evidence by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented</p> <p>CC.1.4.8.O Use narrative techniques such as dialogue, description, reflection, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>CC.1.4.8.Q Write with an awareness of the stylistic aspects of writing: Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects, Use sentences of varying lengths and complexities, Create tone and voice through precise language.</p> <p>CC.1.4.8.T With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>CC.1.5.8.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <p>CC.1.5.8.E Adapt speech to a variety of contexts and tasks.</p> <p>CC.1.5.8.G Demonstrate command of the conventions of standard English when speaking based on grade 8 level and content.</p>
9-M	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!)	<p>CC.1.2.8.F Analyze the influence of the words and phrases in a text including figurative and connotative, and technical meanings; and how they shape meaning and tone.</p> <p>CC.1.2.8.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>CC.1.3.8.F</p>
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-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.)	Analyze the influence of the words and phrases in a text including figurative and connotative meanings; and how they shape meaning and tone.
9-e	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.O Use narrative techniques such as dialogue, description, reflection, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. CC.1.4.8.Q Write with an awareness of the stylistic aspects of writing: Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects, Use sentences of varying lengths and complexities, Create tone and voice through precise language. CC.1.4.8.T With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. CC.1.5.8.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly. CC.1.5.8.D Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation. CC.1.5.8.E Adapt speech to a variety of contexts and tasks. CC.1.5.8.G Demonstrate command of the conventions of standard English when speaking based on grade 8 level and content.
10-M	Has a total speaker vocabulary of 300 words (all verbal operants except echoic)	CC.1.2.8.A
10-a	Echoes most words or approximations to words on command (generalized echoic repertoire) but still has articulation errors	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-b	Strangers can understand at least 50% of the words emitted by the child	CC.1.2.8.B Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.
10-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.

		<p>CC.1.2.8.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</p> <p>CC.1.3.8.A Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p>CC.1.3.8.B Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.</p> <p>CC.1.3.8.C Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p> <p>CC.1.3.8.D Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</p> <p>CC.1.3.8.F Analyze the influence of the words and phrases in a text including figurative and connotative meanings; and how they shape meaning and tone.</p> <p>CC.1.3.8.G Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by directors or actors.</p> <p>CC.1.3.8.H Analyze how a modern work of fiction draws on themes, patterns of events, or character types from traditional works, including describing how the material is rendered new.</p> <p>CC.1.3.8.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.3.8.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>CC.1.3.8.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p> <p>CC.1.4.8.A Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.</p> <p>CC.1.4.8.B Identify and introduce the topic clearly, including a preview of what is to follow.</p> <p>CC.1.4.8.C Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.</p> <p>CC.1.4.8.D Organize ideas, concepts, and information into broader categories; use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.</p> <p>CC.1.4.8.E Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic. Use sentences of varying lengths and complexities. Create tone and voice through precise language. Establish and maintain a formal style.</p> <p>CC.1.4.8.F Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>CC.1.4.8.G Write arguments to support claims.</p> <p>CC.1.4.8.H Introduce and state an opinion on a topic.</p> <p>CC.1.4.8.J Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s), counterclaims, reasons, and evidence by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented.</p> <p>CC.1.4.8.K Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic. Use sentences of varying lengths and complexities. Create tone and voice through precise language. Establish and maintain a formal style.</p> <p>CC.1.4.8.L Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.8.O Use narrative techniques such as dialogue, description, reflection, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>CC.1.4.8.Q Write with an awareness of the stylistic aspects of writing: Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects, Use sentences of varying lengths and complexities, Create tone and voice through precise language.</p>
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		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.
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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.1.2.8.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.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.
11-a	Emits auxiliary (helping) verbs in a tact or mand carrier phrase (e.g., do, have, will, can, was)	
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)	
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)	

		CC.1.5.8.G Demonstrate command of the conventions of standard English when speaking based on grade 8 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 verbs with affixes for future tense (e.g., will play)	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.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.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.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 Demonstrate command of the conventions of standard English when speaking based on grade 8 level and content.
12-a	Uses is and am appropriately with verbs (e.g., I am eating. The dog is barking.)	
12-b	Emits conjunctions to combine words and phrases (e.g., and, or, but)	
12-c	Emits some irregular past tense verbs appropriately (e.g., dug, ran, built)	
12-d	Emits 2-word noun-verb or verb-noun mands or tacts (e.g., Pour juice. Baby crying.)	
12-e	Emits present participle inflection with “verb-ing” (e.g., running, playing, swimming)	
13-M	Emits 10 different noun phrases containing at least 3 words, with 2 modifiers (e.g., adjectives, prepositions, pronouns) (e.g., He’s my puppet. I want chocolate ice cream.)	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.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.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,
13-a	Speaks in 3-5 word sentences	
13-b	Emits prepositional phrases (e.g., on the table, in the house), but may not discriminate between prepositional pairs (e.g., on vs. under; in vs. out)	
13-c	Emits adjectives to modify nouns (e.g., blue train, chocolate cookie)	
13-d	Emits contractions in a mand, tact, or intraverbal context (e.g., can’t, don’t, won’t)	
13-e	Emits pronouns to modify nouns (e.g., My shoes. Your cup.)	

		<p>phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented.</p> <p>CC.1.4.8.K Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic. Use sentences of varying lengths and complexities. Create tone and voice through precise language. Establish and maintain a formal style.</p> <p>CC.1.4.8.O Use narrative techniques such as dialogue, description, reflection, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>CC.1.4.8.Q Write with an awareness of the stylistic aspects of writing: Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects, Use sentences of varying lengths and complexities, Create tone and voice through precise language.</p> <p>CC.1.4.8.R Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling.</p> <p>CC.1.4.8.T With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>CC.1.5.8.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <p>CC.1.5.8.G Demonstrate command of the conventions of standard English when speaking based on grade 8 level and content.</p>
14-M	Emits 10 different verb phrases containing at least 3 words, with 2 modifiers (e.g., adverbs, prepositions, pronouns) (e.g., Push me hard. Go up the steps.)	CC.1.2.8.F
14-a	Adjectives usually precede nouns when appropriate (e.g., a big boat vs. a boat big)	Analyze the influence of the words and phrases in a text including figurative and connotative, and technical meanings; and how they shape meaning and tone.
14-b	Verbs agree with the subjects in person (e.g., he was laughing vs. he were laughing)	CC.1.2.8.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
14-c	Verbs agree with the subjects in number (e.g., Joey is home vs. Joey are home)	CC.1.3.8.F
14-d	Emits adjective inflections with the comparative suffixes “er” and “est” (e.g., good, better, best)	Analyze the influence of the words and phrases in a text including figurative and connotative meanings; and how they shape meaning and tone.
14-e	Emits adverbs to modify verbs (e.g., Go fast. It’s slow.)	CC.1.3.8.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		<p>CC.1.4.8.D Organize ideas, concepts, and information into broader categories; use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.</p> <p>CC.1.4.8.E Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic. Use sentences of varying lengths and complexities. Create tone and voice through precise language. Establish and maintain a formal style.</p> <p>CC.1.4.8.F Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>CC.1.4.8.J Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s), counterclaims, reasons, and evidence by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented.</p> <p>CC.1.4.8.K Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic. Use sentences of varying lengths and complexities. Create tone and voice through precise language. Establish and maintain a formal style.</p> <p>CC.1.4.8.O Use narrative techniques such as dialogue, description, reflection, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>CC.1.4.8.Q Write with an awareness of the stylistic aspects of writing: Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects, Use sentences of varying lengths and complexities, Create tone and voice through precise language.</p> <p>CC.1.4.8.R Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling.</p> <p>CC.1.4.8.T With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>CC.1.5.8.G Demonstrate command of the conventions of standard English when speaking based on grade 8 level and content.</p>
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.)	CC.1.2.8.J
15-a	Emits different noun and verb phrases connected by conjunctions (e.g., and, or, but, yet)	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
15-b	Demonstrates a MLU of 5 morphemes (5 utterances in one “sentence” that each have an individual	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

	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 ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.
15-d	Pronouns agree with number (e.g., the boy splashed himself vs. the boys splashed himself)	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-e	Uses quantification in a sentence (e.g., always, never, sometimes)	Use sentences of varying lengths and complexities. Create tone and voice through precise language. Establish and maintain a formal style.
15-f	Uses demonstratives in a sentence (e.g., this that, these, those)	CC.1.4.8.F 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)	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.
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 summary of the text.
11-a	Turns pages and looks at books for 30 seconds	CC.1.2.8.E Analyze the structure of the text through evaluation of the author’s use of specific sentences and paragraphs to develop and refine a concept.
11-b	Mands to be read stories from books	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-c	Touches pictures in books that correspond to the story (e.g., Where’s the big bad wolf?)	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.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 Integrate multimedia and visual displays into presentations to add interest, clarify information, and strengthen claims and evidence.
12-a	Completes an ABC inset puzzle without prompts	
12-b	Recites 5 letters from the alphabet with a starting prompt (e.g., A B...)	
12-c	Has a favorite book, and can provide the name of it by seeing the pictures on the cover	
12-d	Tacts pictures in books while an adult reads the story	
12-e	Matches to sample all uppercase letters	
13-M	Tacts 10 uppercase letters on command	CC.1.2.8.B 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.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.1.3.8.F Analyze the influence of the words and phrases in a text including figurative and connotative meanings; and how they shape meaning and tone. CC.1.3.8.K Read and comprehend literary fiction on grade level, reading independently and proficiently.
13-a	Recites (or sings) the whole alphabet with only a verbal prompt to do so	
13-b	Mands for what written words say (e.g., What word is that?)	
13-c	Pretends to read a book	
13-d	Discriminates as a listener (LDs) his own name from an array of 3 written names	
13-e	Looks at the written words, rather than just the pictures when stories are being read to him	
14-M	Reads his own name	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.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.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
14-a	Discriminates among most uppercase letters (but may confuse some; e.g., M and N; P and R)	
14-b	Matches 5 word cards to the same word written on paper	
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	

		<p>plot; provide an objective summary of the text.</p> <p>CC.1.3.8.B Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.</p> <p>CC.1.3.8.D Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</p> <p>CC.1.3.8.E Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</p> <p>CC.1.3.8.H Analyze how a modern work of fiction draws on themes, patterns of events, or character types from traditional works, including describing how the material is rendered new.</p> <p>CC.1.3.8.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p> <p>CC.1.4.8.E Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic. Use sentences of varying lengths and complexities. Create tone and voice through precise language. Establish and maintain a formal style.</p> <p>CC.1.4.8.J Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s), counterclaims, reasons, and evidence by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented.</p> <p>CC.1.5.8.D Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation.</p>
15-M	Matches 5 words to the corresponding pictures or items in an array of 5, and vice versa (e.g., matches the written word bird to a picture of a bird)	CC.1.2.8.B Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.
15-a	Indicates if 2 words rhyme or not for 10 different rhymes (e.g., cat and hat vs. cat and book)	CC.1.2.8.E Analyze the structure of the text through evaluation of the author’s use of specific sentences and paragraphs to develop and refine a concept.
15-b	Tacts most uppercase letters (may confuse those that look similar; e.g., M and N; P and R)	CC.1.2.8.F Analyze the influence of the words and phrases in a text including figurative and connotative, and technical meanings; and how they shape meaning and tone.
15-c	Matches 10 lower case letters to uppercase letters	CC.1.2.8.G Evaluate the advantages and disadvantages of using different mediums (e.g. print or digital text, video, multimedia) to present a particular topic or idea.
15-d	Discriminates as a listener between numbers and letters (e.g., Which one is a letter?)	CC.1.2.8.H Evaluate authors’ arguments, reasoning, and specific claims for the soundness of the arguments and the relevance of the evidence.
15-e	Spells his own name without prompts	CC.1.2.8.I Analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
15-f	Selects (LDs) the correct written word from an array of 3 words, for 5 different words	CC.1.2.8.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		CC.1.2.8.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.
		CC.1.2.8.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.
		CC.1.3.8.A Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
		CC.1.3.8.F Analyze the influence of the words and phrases in a text including figurative and connotative meanings; and how they shape meaning and tone.
		CC.1.3.8.G Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by directors or actors.
		CC.1.3.8.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies and tools.
		CC.1.3.8.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		CC.1.3.8.K Read and comprehend literary fiction on grade level, reading independently and proficiently.
		CC.1.4.8.C Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; include graphics

		<p>and multimedia when useful to aiding comprehension.</p> <p>CC.1.4.8.E Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic. Use sentences of varying lengths and complexities. Create tone and voice through precise language. Establish and maintain a formal style.</p> <p>CC.1.4.8.F Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>CC.1.4.8.N Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.</p> <p>CC.1.4.8.O Use narrative techniques such as dialogue, description, reflection, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>CC.1.4.8.P Organize an event sequence that unfolds naturally and logically using a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events; provide a conclusion that follows from and reflects on the narrated experiences or events.</p> <p>CC.1.4.8.Q Write with an awareness of the stylistic aspects of writing: Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects, Use sentences of varying lengths and complexities, Create tone and voice through precise language.</p> <p>CC.1.4.8.R Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling.</p> <p>CC.1.4.8.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction.</p> <p>CC.1.4.8.U Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p> <p>CC.1.4.8.V Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>CC.1.4.8.W Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>CC.1.5.8.C Analyze the purpose of information presented in diverse media formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p> <p>CC.1.5.8.D Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation.</p> <p>CC.1.5.8.F Integrate multimedia and visual displays into presentations to add interest, clarify information, and strengthen claims and evidence.</p>
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WRITING LEVEL 3		
Skill	VB MAPP Milestones & Task Analysis	PA Core Standards
11-M	Imitates 5 different writing actions modeled by an adult using a writing instrument and writing surface	CC.1.2.8.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. CC.1.4.8.G Write arguments to support claims. 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.
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,	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 word or phrase important to comprehension or expression. 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.
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	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.1.4.8.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.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 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.
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	CC.1.3.8.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. CC.1.4.8.A Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly. CC.1.4.8.B Identify and introduce the topic clearly, including a preview of what is to follow. CC.1.4.8.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 discipline-specific tasks, purposes and audiences.
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-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.1.2.8.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.1.4.8.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.G Write arguments to support claims.
15-a	Draws recognizable pictures of 3 different items	
15-b	Legibly writes 10 letters or numbers when dictated	
15-c	Copies 5 simple words legibly	

		<p>CC.1.4.8.H Introduce and state an opinion on a topic.</p> <p>CC.1.4.8.K Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic. Use sentences of varying lengths and complexities. Create tone and voice through precise language. Establish and maintain a formal style.</p> <p>CC.1.4.8.M Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.8.N Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.</p> <p>CC.1.4.8.O Use narrative techniques such as dialogue, description, reflection, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>CC.1.4.8.P Organize an event sequence that unfolds naturally and logically using a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events; provide a conclusion that follows from and reflects on the narrated experiences or events.</p> <p>CC.1.4.8.Q Write with an awareness of the stylistic aspects of writing: Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects, Use sentences of varying lengths and complexities, Create tone and voice through precise language.</p> <p>CC.1.4.8.T With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>CC.1.4.8.U Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p> <p>CC.1.4.8.V Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>CC.1.4.8.W Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>CC.1.4.8.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.</p>
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MATH LEVEL 3		
Skill	VB MAPP Milestones & Task Analysis	PA Core Standards
11-M	Identifies as a listener the numbers 1-5 in an array of 5 different numbers	<p>CC.1.2.8.A Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p> <p>CC.1.2.8.C Analyze how a text makes connections among and distinctions between individuals, ideas, or events.</p> <p>CC.1.2.8.I Analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p> <p>CC.1.3.8.E Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</p> <p>CC.1.4.8.P Organize an event sequence that unfolds naturally and logically using a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events; provide a conclusion that follows from and reflects on the narrated experiences or events.</p> <p>CC.1.4.8.W Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>CC.1.4.8.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.</p>
11-a	Rote counts to 5 with a verbal starter prompt (e.g., count 1, 2, ...)	
11-b	Arranges objects by size (e.g., small, medium, and large blocks)	
11-c	Distinguishes between 1 and 2 items as a listener (e.g., Where are 2 boats?)	
11-d	Distinguishes between 1 and 2 items as a mand (e.g., I want 2 cookies.)	
11-e	Matches to sample the numbers 1-10 (e.g., puts the number 4 with the number 4)	
12-M	Tacts the numbers 1-5	
12-a	Distinguishes between 1 and 2 items as a tact (e.g., How many shoes do you have?)	
12-b	Holds up corresponding fingers for numbers 1-5 (e.g., Show me 2 fingers.)	
12-c	Distinguishes between 1, 2, and 3 items as a listener (e.g., Can you find 3 flowers?)	
12-d	Counts 2 items with 1:1 correspondence	
13-M	Counts out 1-5 items from a larger set of items with 1 to 1 correspondence (e.g., Give me 4	

	cars. Now give me 2 cars.)	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 Demonstrate command of the conventions of standard English when speaking based on grade 8 level and content. CC.2.1.8.E.1 Distinguish between rational and irrational numbers using their properties CC.2.2.8.B.2 Understand the Connections between proportional relationships, lines, and linear equations CC.2.2.8.C.2 Use concepts of functions to model relationships between quantities
13-a	Provides age when asked	
13-b	Counts out up to 3 items given the verbal prompt How many? and the related set of items	
13-c	Identifies as a listener (LDs) the number of items (e.g., Which picture has 2 cars?)	
13-d	Demonstrates enumeration in counting (final emphasis on correct number) for numbers 1-3	
14-M	Identifies as a listener 8 different comparisons involving measurement (e.g., show me more or less, big or little, long or short, full or empty, loud or quiet)	
14-a	Correctly tacts a collection of 1-3 items as “1,” “2,” and “3” (e.g., How many are here?)	
14-b	Identifies (LDs) a collection of items as more or less/fewer than a comparison group	
14-c	Identifies (LDs) a container as full or empty	
14-d	Identifies (LDs) an item as bigger or smaller than a comparison item	
14-e	Identifies (LDs) an item as longer or shorter than a comparison item	
15-M	Correctly matches a written number to a quantity and a quantity to a written number for the numbers 1-5 (e.g., matches the number 3 to a picture of 3 trucks)	
15-a	Performs an action a specified number of times up to 5 (e.g., Clap 3 times)	
15-b	Completes a sequence or pattern containing 2 elements (e.g., red-green; red-green...)	
15-c	Correctly Identifies (LDs) the ordinal terms “first” and “last”	
15-d	Correctly Identifies (LDs) and tacts morning time and night time	
15-e	Intraverbally responds to what number is next for numbers 1-9	
15-f	Correctly Identifies (LDs) 3 different coins, and intraverbally states what to do with money	

9 th & 10 th 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.1.2.9-10.F Analyze how words and phrases shape meaning and tone in texts. 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.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.1.5.9-10.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.
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, 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-e	Generalizes 2 known mands across 2 different people and 2 settings	
3-M	Generalizes 6 mands across 2 people, 2 settings, and 2 different examples of a reinforcers (e.g., mands bubbles	
3-a	Emits 2 spontaneous mands (no verbal prompt); — the object can be present	
3-b	Emits 5 mands without echoic or imitative prompts — can be with verbal or object prompts	
3-c	Generalizes 3 mands across 2 examples of a desired item (e.g., mands slide for 2 different slides)	
3-d	Emits 6 different mands without echoic or imitative prompts — can be with verbal or object prompts	
4-M	Spontaneously emits (no verbal prompts) 5 mands — the desired item can be present	
4-a	Mands for attention 2 times with some identifiable type of response (e.g., a tap on the arm)	
4-b	Emits 2 mands without an object present — can be with What do you want?	
4-c	Emits 2 mands without verbal prompts — can be with object prompts	
4-d	Mands for others to attend to the same stimulus that he is attending to 5 times per day	
4-e	Emits 1 mand to remove an undesirable item or activity (e.g.no)	
5-M	Emits 10 different mands without prompts (except, What do you want?) — the desired item can be present (e.g., apple, swing, car, juice)	
5-a	Emits 3 different mands without an object present — can be with a verbal prompt (e.g., mommy)	
5-b	Emits 3 different mands without verbal prompts — can be with an object prompt	
5-c	Mands contain intonations that vary and are appropriate to the current MO 2 times	

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

MAND LEVEL 2		
Skill	VB-MAPP Milestones & Supporting Skills List	PA Core Standards
6-M	Mands for 20 different missing items without prompts (except e.g., What do you need?) (e.g., mands for paper when given a crayon)	CC.1.2.9-10.F Analyze how words and phrases shape meaning and tone in texts. 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.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.1.5.9-10.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.
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-c	Emits 2 mands to remove undesirable items or activities	
7-d	Demonstrates response generalization for two different mands (e.g., calls a filled cup both cup and drink; calls a dog both dog and Maggie)	
7-e	Mands contain varied intonation appropriate to both positive and negative MOs 5 times	
7-f	Mands for help or assistance 2 times	
7-g	Demonstrates a high frequency of manding (15 in a 5 minute period)	
8-M	Emits 5 different mands that contain 2 or more words (not including I want) (e.g., Go fast. My turn. Pour juice.) (TO: 60 min.)	
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-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.1.2.9-10.F Analyze how words and phrases shape meaning and tone in texts. 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.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.1.5.9-10.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.
11-a	Mands to peers 5 times	
11-b	Spontaneously mands for attention 5 times (e.g., Teacher! Hey! Excuse me.)	
11-c	The child emits 100 or more different mands in a one week period	
11-d	Mands contain 3-word phrases 10 times (e.g, Can I see?)	
11-e	Mands for a specific quantity of reinforcers 2 times (e.g., two gummy bears)	
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?)	
12-a	Mands to remove an aversive item or activity 2 times (e.g., Let go. Give it back.)	
12-b	Mands for others to perform a two-step action 2 times (e.g., Come here and watch me.)	
12-c	Says please and thank you with indirect adult verbal prompts (e.g., What do you say?)	
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.)	
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.)	
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-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.1.2.9-10.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.
1-a	Tacts 1 familiar person, pet, or object with verbal prompts and motivation present (e.g. mama)	
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	Tacts 6 non-reinforcing items (e.g., shoe, hat, spoon, car, cup, bed)	
3-a	Generalizes known responses across 2 different people and 2 settings (e.g., tacts kitty for both mom and dad: tacts dada while in bed and in the kitchen)	CC.1.2.9-10.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)	
4-M	Spontaneously tacts (no verbal prompts) 2 different items	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.
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)	CC.1.2.9-10.F

5-a	Tacts 5 pictures (2D)	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.
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.1.2.9-10.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. 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. 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
6-a	Tacts 4 different people, pets, or characters by their specific name (can include mama and dada)	
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)	

		<p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>CC.1.3.9-10.K</p> <p>Read and comprehend literary fiction on grade level, reading independently and proficiently</p> <p>CC.1.4.9-10.A</p> <p>Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.</p> <p>CC.1.4.9-10.B</p> <p>Write with a sharp distinct focus identifying topic, task, and audience.</p> <p>CC.1.4.9-10.C</p> <p>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.</p> <p>CC.1.4.9-10.D</p> <p>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.</p> <p>CC.1.4.9-10.F</p> <p>Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>CC.1.4.9-10.H</p> <p>Write with a sharp distinct focus identifying topic, task, and audience. Introduce the precise claim.</p> <p>CC.1.4.9-10.I</p> <p>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.</p> <p>CC.1.4.9-10.J</p> <p>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</p> <p>CC.1.4.9-10.K</p> <p>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.</p> <p>CC.1.4.9-10.L</p> <p>Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>CC.1.4.9-10.M</p> <p>Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.9-10.N</p> <p>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.</p> <p>CC.1.4.9-10.O</p> <p>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.</p> <p>CC.1.4.9-10.P</p> <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.</p> <p>CC.1.4.9-10.R</p> <p>Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>CC.1.4.9-10.S</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction.</p> <p>CC.1.4.9-10.U</p> <p>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.</p> <p>CC.1.4.9-10.V</p> <p>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.</p> <p>CC.1.4.9-10.W</p> <p>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.</p> <p>CC.1.5.9-10.B</p> <p>Evaluate a speaker’s perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p> <p>CC.1.5.9-10.C</p> <p>Integrate multiple sources of information presented in diverse media or formats (e.g. visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p>
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7-M	Generalizes tacts across 3 examples of 50 items, or from a list of known generalizations	<p>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.</p> <p>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.</p> <p>CC.1.2.9-10.F Analyze how words and phrases shape meaning and tone in texts.</p> <p>CC.1.2.9-10.I Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.3.9-10.F Analyze how words and phrases shape meaning and tone in texts.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.3.9-10.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p> <p>CC.1.4.9-10.A Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.</p> <p>CC.1.4.9-10.B Write with a sharp distinct focus identifying topic, task, and audience.</p> <p>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.</p> <p>CC.1.4.9-10.D</p>
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 What he doing? (e.g., drinking, swimming)	
7-e	Tacts 40 items when asked What’s that? (e.g., tree, bowl, sock, crayon, apple)	

	<p>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.</p> <p>CC.1.4.9-10.F Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>CC.1.4.9-10.H Write with a sharp distinct focus identifying topic, task, and audience. Introduce the precise claim.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.4.9-10.L Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>CC.1.4.9-10.M Write narratives to develop real or imagined experiences or events.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.4.9-10.R Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.5.9-10.E Adapt speech to a variety of contexts and tasks.</p> <p>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.</p> <p>CC.1.5.9-10.G Demonstrate command of the conventions of standard English when speaking based on grade 9-10 level and content.</p> <p>CC.2.1.HS.F.3 Apply quantitative reasoning to choose and Interpret units and scales in formulas, graphs and data displays.</p> <p>CC.2.1.HS.F.4</p>
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		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.
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 details; provide an objective summary of the text.
8-a	Tacts 2 tactile stimuli (e.g., says ball when feeling a ball in a bag)	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-b	Tacts 5 noun-verb or verb-noun combinations (e.g., dog eating, rolling ball)	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.
8-c	Tacts two or more items from 10 different pages in a book when asked, What do you see here?	CC.1.2.9-10.D Determine an author’s particular point of view and analyze how rhetoric advances the point of view.
8-d	Glances at a listener while tacting on 5 occasions	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.
		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.

		<p>CC.1.4.9-10.B Write with a sharp distinct focus identifying topic, task, and audience.</p> <p>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.</p> <p>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.</p> <p>CC.1.4.9-10.F Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>CC.1.4.9-10.H Write with a sharp distinct focus identifying topic, task, and audience. Introduce the precise claim.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.4.9-10.L Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>CC.1.4.9-10.M Write narratives to develop real or imagined experiences or events.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.4.9-10.R Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.5.9-10.E Adapt speech to a variety of contexts and tasks.</p> <p>CC.1.5.9-10.G Demonstrate command of the conventions of standard English when speaking based on grade 9-10 level and content.</p>
9-M	Tacts 50 two-component verb-noun, or noun-verb combinations, tested or from a list of known two-component tacts (e.g., washing face, Joe swinging, baby sleeping)	CC.1.2.9-10.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	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	Learns 2 new tacts without direct training (e.g., untrained echoic to tact transfer)	Analyze how words and phrases shape meaning and tone in texts.
9-e	Shows response generalization for 5 items (i.e., tacts the same stimulus with two different words teacher and Katie; cat and Garfield; dog and Maggie)	CC.1.2.9-10.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.I

		<p>Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.</p> <p>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.</p> <p>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.</p> <p>CC.1.2.9-10.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</p> <p>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.</p> <p>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.</p> <p>CC.1.3.9-10.F Analyze how words and phrases shape meaning and tone in texts.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.3.9-10.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p> <p>CC.1.4.9-10.A Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.</p> <p>CC.1.4.9-10.B Write with a sharp distinct focus identifying topic, task, and audience.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.4.9-10.F Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>CC.1.4.9-10.H Write with a sharp distinct focus identifying topic, task, and audience. Introduce the precise claim.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.4.9-10.L Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>CC.1.4.9-10.M Write narratives to develop real or imagined experiences or events.</p> <p>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.</p> <p>CC.1.4.9-10.P</p>
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10-M	Tacts 200 nouns and/or verbs (or other parts of speech), tested or from an accumulated list of known tacts	<p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.2.9-10.D Determine an author’s particular point of view and analyze how rhetoric advances the point of view</p> <p>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.</p> <p>CC.1.2.9-10.F Analyze how words and phrases shape meaning and tone in texts.</p> <p>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.</p> <p>CC.1.2.9-10.I Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.</p> <p>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.</p> <p>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.</p> <p>CC.1.2.9-10.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</p> <p>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.</p> <p>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.</p>
10-a	Tacts 10 actions (e.g., climbing, playing, coloring, swimming, washing)	
10-b	Tacts 2 gustatory stimuli (e.g., tacts orange by tasting it)	
10-c	Tacts 20 items in a 1 minute fluency test	
10-d	Tacts 2 different colors (e.g., red, blue)	
10-e	Tacts 2 different shapes (e.g., circle, star)	

	<p>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.</p> <p>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.</p> <p>CC.1.3.9-10.F Analyze how words and phrases shape meaning and tone in texts.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.3.9-10.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p> <p>CC.1.4.9-10.A Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.</p> <p>CC.1.4.9-10.B Write with a sharp distinct focus identifying topic, task, and audience.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.4.9-10.F Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>CC.1.4.9-10.H Write with a sharp distinct focus identifying topic, task, and audience. Introduce the precise claim.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.4.9-10.L Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>CC.1.4.9-10.M Write narratives to develop real or imagined experiences or events.</p> <p>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.</p> <p>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.</p> <p>CC.1.4.9-10.R Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>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.</p> <p>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</p>
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		<p>to other information and to display information flexibly and dynamically.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.5.9-10.E Adapt speech to a variety of contexts and tasks.</p> <p>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.</p> <p>CC.1.5.9-10.G Demonstrate command of the conventions of standard English when speaking based on grade 9-10 level and content.</p> <p>CC.2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems.</p> <p>CC.2.1.HS.F.3 Apply quantitative reasoning to choose and Interpret units and scales in formulas, graphs and data displays.</p> <p>CC.2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multi-step problems.</p> <p>CC.2.1.HS.F.6 Extend the knowledge of arithmetic operations and apply to complex numbers.</p> <p>CC.2.1.HS.F.7 Apply concepts of complex numbers in polynomial identities and quadratic equations to solve problems.</p>
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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.1.2.9-10.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.
11-a	Tacts 2 olfactory stimuli (e.g., cookies, popcorn, flowers)	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-b	Acquires 5 new tacts in a week without direct training	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-c	Tacts 2 people (not family members) by their first names	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.
11-d	Tacts 5 categories or classes (e.g., animals, drinks, toys)	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-e	Tacts 5 locations (e.g., kitchen, bedroom, playground, grandma’s house)	CC.1.2.9-10.I Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.
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.1.2.9-10.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
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	

		<p>expression.</p> <p>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.</p> <p>CC.1.2.9-10.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.3.9-10.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p> <p>CC.1.4.9-10.A Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.</p> <p>CC.1.4.9-10.B Write with a sharp distinct focus identifying topic, task, and audience.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.4.9-10.F Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>CC.1.4.9-10.G Write arguments to support claims in an analysis of substantive topics.</p> <p>CC.1.4.9-10.H Write with a sharp distinct focus identifying topic, task, and audience. Introduce the precise claim.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.4.9-10.L Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>CC.1.4.9-10.M</p>
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12-M	Tacts 4 different prepositions (e.g., in, out, on, under) and 4 pronouns (e.g., I, you, me, mine)	CC.1.2.9-10.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 how it emerges and is shaped and refined by specific details; 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.1.2.9-10.B
12-c	Tacts the class and function of 10 items (e.g., show the child a cookie and say, What do you do with this? And then say to him, A cookie is a type of...) (part intraverbal)	Cite 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.

12-d	Tacts 2 prepositional relations (e.g., Where is Oscar? ...in the garbage can) (part intraverbal)	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. 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.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.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
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)	

		<p>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.</p> <p>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.</p> <p>CC.1.4.9-10.L Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>CC.1.4.9-10.M Write narratives to develop real or imagined experiences or events.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.4.9-10.R Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.5.9-10.E Adapt speech to a variety of contexts and tasks.</p> <p>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.</p> <p>CC.1.5.9-10.G Demonstrate command of the conventions of standard English when speaking based on grade 9-10 level and content.</p> <p>CC.2.1.HS.F.1 Apply and extend the properties of exponents to solve problems with rational exponents.</p> <p>CC.2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems.</p> <p>CC.2.1.HS.F.3 Apply quantitative reasoning to choose and Interpret units and scales in formulas, graphs and data displays.</p> <p>CC.2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multi-step problems.</p> <p>CC.2.1.HS.F.6 Extend the knowledge of arithmetic operations and apply to complex numbers.</p> <p>CC.2.1.HS.F.7 Apply concepts of complex numbers in polynomial identities and quadratic equations to solve problems.</p>
13-M	Tacts 4 different adjectives, excluding colors and shapes (e.g., big, little, long, short) and 4 adverbs (e.g., fast, slow, quietly, gently)	<p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.2.9-10.D Determine an author’s particular point of view and analyze how rhetoric advances the point of view.</p>
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.)	
13-c	Tacts 2 pairs of relative adjectives (e.g., big and little; long and short) (part intraverbal if questions such as What size is this? are used)	
13-d	Spontaneously tacts with 2 different adjectives	

13-e	Spontaneously tacts with 2 different adverbs	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.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.
13-f	Spontaneously tacts possession of items 2 times (e.g., mine, yours)	

		<p>CC.1.4.9-10.M Write narratives to develop real or imagined experiences or events.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.4.9-10.R Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.5.9-10.E Adapt speech to a variety of contexts and tasks.</p> <p>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.</p> <p>CC.1.5.9-10.G Demonstrate command of the conventions of standard English when speaking based on grade 9-10 level and content.</p> <p>CC.2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems.</p> <p>CC.2.1.HS.F.3 Apply quantitative reasoning to choose and Interpret units and scales in formulas, graphs and data displays.</p> <p>CC.2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multi-step problems.</p> <p>CC.2.1.HS.F.6 Extend the knowledge of arithmetic operations and apply to complex numbers.</p>
14-M	Tacts with complete sentences containing 4 or more words, 20 times	<p>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.</p> <p>CC.1.2.9-10.D Determine an author’s particular point of view and analyze how rhetoric advances the point of view.</p> <p>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.</p> <p>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.</p> <p>CC.1.2.9-10.I Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.</p> <p>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.</p> <p>CC.1.2.9-10.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.3.9-10.F Analyze how words and phrases shape meaning and tone in texts.</p>
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 (The dog’s in the house.)	
	Tacts 5 subject-verb-noun combinations in a complete sentence (e.g., The girl is pulling the wagon.)	

		<p>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.</p> <p>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.</p> <p>CC.1.4.9-10.B Write with a sharp distinct focus identifying topic, task, and audience.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.4.9-10.F Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>CC.1.4.9-10.H Write with a sharp distinct focus identifying topic, task, and audience. Introduce the precise claim.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.4.9-10.M Write narratives to develop real or imagined experiences or events.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.4.9-10.R Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.5.9-10.G Demonstrate command of the conventions of standard English when speaking based on grade 9-10 level and content.</p> <p>CC.2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems.</p> <p>CC.2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multi-step problems.</p>
15-M	Has a total tact vocabulary of 1000 words (nouns, verbs, adjectives, etc.), tested or from an accumulated list of known tacts	<p>CC.1.2.9-10.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.</p> <p>CC.1.2.9-10.B</p>
15-a	Tacts 3 emotional states of self or others (e.g., sad, happy, mad) (part intraverbal if questions such as	

	How do you feel? are used)	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	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.1.2.9-10.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.
15-c	Tacts 5 community helpers (e.g., policeman, fireman, nurse, doctor, garbage man)	CC.1.2.9-10.D Determine an author’s particular point of view and analyze how rhetoric advances the point of view.
15-d	Tacts with 2 different negation words 5 times (e.g., That’s not a cat.)	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.
15-e	Tacts 5 social, community, or group events (e.g., parade, party, emergency)	CC.1.2.9-10.F Analyze how words and phrases shape meaning and tone in texts.
15-f	Spontaneously tacts 2 different social circumstances (e.g., They are busy. They are arguing.)	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.
15-g	Spontaneously emits untrained tacts in sentences containing at least 5 words, 5 times	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

	<p>the text; include formatting when useful to aiding comprehension; provide a concluding statement or section.</p> <p>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.</p> <p>CC.1.4.9-10.F Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>CC.1.4.9-10.G Write arguments to support claims in an analysis of substantive topics.</p> <p>CC.1.4.9-10.H Write with a sharp distinct focus identifying topic, task, and audience. Introduce the precise claim.</p> <p>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.</p> <p>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 and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.</p> <p>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.</p> <p>CC.1.4.9-10.L Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>CC.1.4.9-10.M Write narratives to develop real or imagined experiences or events.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.4.9-10.R Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.5.9-10.B</p>
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		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.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.
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LISTENER RESPONDING LEVEL 1		
Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
1-M	Attends to a speaker’s voice by making eye contact with the speaker 5 times	CC.1.5.9-10.B Evaluate a speaker’s perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
1-a	Turns head to locate the source of a sound (e.g., bell, squeaky toy, a cell phone ringing)	
2-M	Responds to hearing his own name 5 times (e.g., looks at the speaker)	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.
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, 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 cat. Touch shoe.)	CC.1.4.9-10.R 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 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.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.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 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
6-a	Selects the correct item from a messy array of 5, for 25 different items (e.g., book, car, dog, shoe)	
6-b	Acquires a new listener skill in less than 25 training trials	
6-c	Discriminates among 6 people, pets, or characters by name (e.g., Find Oscar.)	
6-d	Generalizes in a listener task across 3 examples of 25 different items	

		<p>Adapt speech to a variety of contexts and tasks.</p> <p>CC.2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multi-step problems.</p> <p>CC.2.1.HS.F.5 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.</p> <p>CC.2.1.HS.F.6 Extend the knowledge of arithmetic operations and apply to complex numbers.</p>
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)	<p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.2.9-10.F Analyze how words and phrases shape meaning and tone in texts.</p> <p>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.</p> <p>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.</p> <p>CC.1.2.9-10.I Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.</p> <p>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.</p> <p>CC.1.2.9-10.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</p> <p>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.</p> <p>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.</p> <p>CC.1.3.9-10.F Analyze how words and phrases shape meaning and tone in texts.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.4.9-10.R Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>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.</p> <p>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.</p> <p>CC.1.5.9-10.E Adapt speech to a variety of contexts and tasks.</p> <p>CC.2.1.HS.F.3</p>
7-a	Goes to 3 specified people on command (e.g., Go to Debbie)	
7-b	Points to a named item in a book for 5 items (e.g., Where’s the fire truck?)	
7-c	Selects 5 items in the natural environment on command (e.g., get the spoon, while at the table)	
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)	

		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 Read and comprehend literary fiction on grade level, reading independently and proficiently. 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.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-a	Goes to 3 specified locations on command (e.g., Go to the kitchen. Show me your bedroom.)	
8-b	Selects the correct item from an array of 8 containing 2 similar stimuli (e.g., same color), for 20 items	
8-c	Selects an item when given the sound that the item makes for 5 items (e.g., barking: dog, siren: fire truck)	
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 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. 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.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 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.K 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.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.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
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)	
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?)	

		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.
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	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.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. 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.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
10-a	Performs two consecutive actions for 10 different sets of actions (verb-verb) (e.g., Show me jumping and clapping.	
10-b	Discriminates between 2 colors from an array of 4 different colored objects	
10-c	Discriminates between 2 shapes from an array of 4 different shapes	
10-d	Generalizes in a noun-verb listener task with a new object for 5 different actions (e.g., after receiving training on spinning and rolling a pencil, the child correctly spins and rolls a straw on the first trial)	
10-e	Generalizes in a noun-verb listener task with a new action for 5 objects (e.g., can spin any item)	

		<p>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.</p> <p>CC.1.4.9-10.H Write with a sharp distinct focus identifying topic, task, and audience. Introduce the precise claim.</p> <p>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.</p> <p>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.</p> <p>CC.1.4.9-10.L Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>CC.1.4.9-10.R Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>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.</p> <p>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.</p> <p>CC.1.5.9-10.E Adapt speech to a variety of contexts and tasks.</p> <p>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.</p> <p>CC.2.1.HS.F.1 Apply and extend the properties of exponents to solve problems with rational exponents.</p> <p>CC.2.1.HS.F.3 Apply quantitative reasoning to choose and Interpret units and scales in formulas, graphs and data displays.</p> <p>CC.2.1.HS.F.5 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.</p>
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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.)	<p>CC.1.2.9-10.D Determine an author’s particular point of view and analyze how rhetoric advances the point of view.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.3.9-10.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p> <p>CC.1.4.9-10.F Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>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.</p> <p>CC.1.4.9-10.L</p>
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.)	

		<p>Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>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.</p> <p>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.</p> <p>CC.1.4.9-10.R Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.5.9-10.E Adapt speech to a variety of contexts and tasks.</p> <p>CC.2.1.HS.F.1 Apply and extend the properties of exponents to solve problems with rational exponents.</p> <p>CC.2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems.</p> <p>CC.2.1.HS.F.3 Apply quantitative reasoning to choose and Interpret units and scales in formulas, graphs and data displays.</p> <p>CC.2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multi-step problems.</p> <p>CC.2.1.HS.F.6 Extend the knowledge of arithmetic operations and apply to complex numbers.</p> <p>CC.2.1.HS.F.7 Apply concepts of complex numbers in polynomial identities and quadratic equations to solve problems.</p>
12-M	Follows 2 instructions involving 6 different prepositions (e.g., Stand behind the chair.) and 4 different pronouns (e.g., Touch my ear.)	<p>CC.1.2.9-10.D Determine an author’s particular point of view and analyze how rhetoric advances the point of view.</p> <p>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.</p> <p>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.</p> <p>CC.1.3.9-10.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p> <p>CC.1.4.9-10.F Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>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.</p> <p>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.</p> <p>CC.1.4.9-10.L Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>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.</p> <p>CC.1.4.9-10.R Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>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.</p> <p>CC.1.5.9-10.E Adapt speech to a variety of contexts and tasks.</p>
12-a	Follows instructions to take an item to 5 different locations (e.g., Take the tray to the sink.)	
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-e	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.)	

		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-little, long-short) and demonstrates actions based on 4 pairs of relative adverbs (e.g., quiet-loud, fast-slow)	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.I Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts. 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.1.3.9-10.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
13-a	Demonstrates 3 pretend emotions on command (e.g., Show me a sad face. Make a happy face.)	
13-b	Identifies (LDs) 10 items based on a subject, adjective, and noun (e.g., Show me the girl’s red hair.)	
13-c	Performs 10 actions based on a subject, preposition, and noun (e.g., Put the horse in the barn.)	
13-d	Identifies (LDs) 10 items based on a verb, pronoun, and noun (e.g., Brush his hair.)	
13-e	Generalizes a pronoun and a preposition to a new situation (e.g., uses his correctly with a new friend)	

		<p>Adapt speech to a variety of contexts and tasks.</p> <p>CC.1.5.9-10.F</p> <p>Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.</p> <p>CC.2.1.HS.F.3</p> <p>Apply quantitative reasoning to choose and Interpret units and scales in formulas, graphs and data displays.</p> <p>CC.2.1.HS.F.4</p> <p>Use units as a way to understand problems and to guide the solution of multi-step problems.</p> <p>CC.2.1.HS.F.5</p> <p>Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.</p> <p>CC.2.1.HS.F.6</p> <p>Extend the knowledge of arithmetic operations and apply to complex numbers.</p>
14-M	Follows 3-step directions for 10 different directions (e.g., Get your coat, hang it up, and sit down.)	<p>CC.1.4.9-10.F</p> <p>Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>CC.1.4.9-10.M</p> <p>Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.9-10.Q</p> <p>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.</p> <p>CC.1.4.9-10.U</p> <p>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.</p>
14-a	Performs 10 actions based on a subject, verb, and adverb (e.g., Show me the frog jumping high.)	<p>CC.1.5.9-10.E</p> <p>Adapt speech to a variety of contexts and tasks.</p> <p>CC.2.1.HS.F.3</p> <p>Apply quantitative reasoning to choose and Interpret units and scales in formulas, graphs and data displays.</p> <p>CC.2.1.HS.F.4</p> <p>Use units as a way to understand problems and to guide the solution of multi-step problems.</p> <p>CC.2.1.HS.F.5</p> <p>Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.</p>
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	<p>CC.1.2.9-10.A</p> <p>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.</p> <p>CC.1.2.9-10.B</p> <p>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.</p> <p>CC.1.2.9-10.C</p> <p>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.</p> <p>CC.1.2.9-10.D</p> <p>Determine an author’s particular point of view and analyze how rhetoric advances the point of view.</p> <p>CC.1.2.9-10.E</p> <p>Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.</p> <p>CC.1.2.9-10.F</p> <p>Analyze how words and phrases shape meaning and tone in texts.</p> <p>CC.1.2.9-10.G</p> <p>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.</p> <p>CC.1.2.9-10.H</p> <p>Delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence.</p> <p>CC.1.2.9-10.I</p> <p>Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.</p> <p>CC.1.2.9-10.J</p> <p>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.</p> <p>CC.1.2.9-10.K</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.2.9-10.L</p> <p>Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</p> <p>CC.1.3.9-10.A</p> <p>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</p>
15-a	Discriminates among items given negation words for 10 tasks (e.g., Which one is not a food?)	
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?)	
15-c	Correctly responds to 10 singular vs. plural tasks (e.g., Touch the dog. vs. Touch the dogs.)	
15-d	Generalizes 5 adjectives to new nouns (e.g., says, Sticky fly stuff when first encounters a fly trap)	
15-e	Generalizes 5 adverbs to new verbs (e.g., says, Lava moves slow when first encountering lava)	

		<p>by specific details; provide an objective summary of the text.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.3.9-10.F Analyze how words and phrases shape meaning and tone in texts.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.3.9-10.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p> <p>CC.1.4.9-10.A Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.</p> <p>CC.1.4.9-10.B Write with a sharp distinct focus identifying topic, task, and audience.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.4.9-10.F Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>CC.1.4.9-10.G Write arguments to support claims in an analysis of substantive topics.</p> <p>CC.1.4.9-10.H Write with a sharp distinct focus identifying topic, task, and audience. Introduce the precise claim.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.4.9-10.L Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>CC.1.4.9-10.M Write narratives to develop real or imagined experiences or events.</p> <p>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.</p> <p>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</p>
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		<p>words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.</p> <p>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.</p> <p>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.</p> <p>CC.1.4.9-10.R Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.5.9-10.E Adapt speech to a variety of contexts and tasks.</p> <p>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.</p> <p>CC.2.1.HS.F.1 Apply and extend the properties of exponents to solve problems with rational exponents.</p> <p>CC.2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems.</p> <p>CC.2.1.HS.F.3 Apply quantitative reasoning to choose and Interpret units and scales in formulas, graphs and data displays.</p> <p>CC.2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multi-step problems.</p> <p>CC.2.1.HS.F.5 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.</p> <p>CC.2.1.HS.F.6 Extend the knowledge of arithmetic operations and apply to complex numbers.</p> <p>CC.2.1.HS.F.7 Apply concepts of complex numbers in polynomial identities and quadratic equations to solve problems.</p>
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VISUAL PERCEPTUAL SKILLS AND MATCHING-TO-SAMPLE LEVEL 1		
Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
1-M	1-M Visually tracks moving stimuli for 2 seconds, 5 times	CC.1.5.9-10.B Evaluate a speaker’s perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
1-a	Visually attends to faces and people 5 times	
1-b	Visually attends to reinforcing objects 5 times	
2-M	Grasps small objects with thumb and index finger (pincer grasp) 5 times	CC.1.4.9-10.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.
2-a	Reaches for and successfully grabs objects 5 times	
2-b	Uses index finger to poke things or for other uses 5 times	
2-c	Manipulates toys and objects in a variety of ways for 10 seconds, 5 times	
		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.
3-M	3-M Visually attends to a toy or book for 30 seconds (not a self-stim item)	
3-a	Transfers objects from one hand to another 5 times	
3-b	Looks for an object that has fallen out of sight 5 times	
		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.
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	
		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.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.
5-M	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-piece in-set 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)	

		<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.3.9-10.F Analyze how words and phrases shape meaning and tone in texts.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.3.9-10.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p> <p>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.</p>
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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	<p>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.</p> <p>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.</p>
6-a	Connects 2 items or toys together (e.g. Duplos)	
6-b	Nests identical objects in a stack 2 times (e.g., bowls, cups, plates	
6-c	Turns 2 pages in a book	
6-d	Completes 3 different inset puzzles containing 3-4 pieces without prompts	
6-e	Stacks 4 blocks without help	
6-f	Matches identical objects or pictures in a neat array of 3, for 10 items (e.g., matches a hat to a hat)	
6-g	Matches identical objects or pictures that are different sizes in a messy array of 6, for 10 items (e.g., matches a big red ball to a little red ball)	
6-h	Places 5 items where they belong or in an appropriate context (e.g., puts a cup in the sink)	
7-M	Matches similar colors and shapes for 10 different colors or shapes given models (e.g., given red, blue, and green bowls and a pile of red, blue, and green bears the child sorts the items by color	<p>CC.1.4.9-10.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.</p> <p>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.</p>
7-a	Completes 5 different puzzles containing 6 or more pieces without prompts	
7-b	Matches identical objects or pictures in a messy array of 8, for 25 objects	
7-c	Matches identical pictures that have different backgrounds in a messy array of 8, for 25 pictures	
7-d	Matches identical pictures (2D) to objects (3D) and vice versa, in a messy array of 8, for 10 pairs	

	(e.g., matches a picture of Thomas the Train to a toy Thomas the Train	
7-e	Spontaneously matches 2 items together in play or other situations (e.g., picks up a Hulk figurine and selects a matching Hulk from a bin of figurines)	
7-f	Completes identical matches in an array of 8, for 10 matches in less than 20 seconds (fluency)	
8-M	Matches identical objects or pictures in a messy array of 8 containing 3 similar stimuli, for 25 items (e.g., matches a dog to a dog in an array that also contains a cat, a pig, and a pony	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.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.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.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.
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)	
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	
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)	
		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.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.1.3.9-10.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.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.

		<p>CC.2.1.HS.F.1 Apply and extend the properties of exponents to solve problems with rational exponents.</p> <p>CC.2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems.</p> <p>CC.2.1.HS.F.3 Apply quantitative reasoning to choose and Interpret units and scales in formulas, graphs and data displays.</p> <p>CC.2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multi-step problems.</p> <p>CC.2.1.HS.F.6 Extend the knowledge of arithmetic operations and apply to complex numbers.</p> <p>CC.2.1.HS.F.7 Apply concepts of complex numbers in polynomial identities and quadratic equations to solve problems.</p>
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	<p>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.</p>
10-a	Assembles, collects, or groups 5 different toys, characters, or items that go together (e.g., a tea set)	<p>CC.1.2.9-10.I Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.</p>
10-b	Matches a picture of a body part to his own body part for 5 body parts	<p>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.</p>
10-c	Matches a picture of an action to a non-identical picture of the same action for 10 actions (e.g., matches a picture of a girl swimming to a picture of a boy swimming in a different pool)	<p>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.</p>
10-d	Colors pictures in a coloring book although doesn’t always stay in the	<p>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.</p>
10-e	Matches 10 different items that are associated with each other (e.g., a shoe to a sock)	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems.</p> <p>CC.2.1.HS.F.3 Apply quantitative reasoning to choose and Interpret units and scales in formulas, graphs and data displays.</p> <p>CC.2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multi-step problems.</p> <p>CC.2.1.HS.F.6 Extend the knowledge of arithmetic operations and apply to complex numbers.</p> <p>CC.2.1.HS.F.7 Apply concepts of complex numbers in polynomial identities and quadratic equations to solve problems.</p>

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 emphasized in each account. 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.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.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.
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., 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. 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.1.3.9-10.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.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.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.
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)	
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	
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)	

		<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.2.1.HS.F.1 Apply and extend the properties of exponents to solve problems with rational exponents.</p> <p>CC.2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems.</p> <p>CC.2.1.HS.F.3 Apply quantitative reasoning to choose and Interpret units and scales in formulas, graphs and data displays.</p> <p>CC.2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multi-step problems.</p> <p>CC.2.1.HS.F.6 Extend the knowledge of arithmetic operations and apply to complex numbers.</p> <p>CC.2.1.HS.F.7 Apply concepts of complex numbers in polynomial identities and quadratic equations to solve problems.</p>
13-M	Completes 20 different block designs, parquetry, shape puzzles, or similar tasks with at least 8 different pieces	<p>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.</p> <p>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.</p> <p>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.</p> <p>CC.2.1.HS.F.1 Apply and extend the properties of exponents to solve problems with rational exponents.</p> <p>CC.2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems.</p> <p>CC.2.1.HS.F.3 Apply quantitative reasoning to choose and Interpret units and scales in formulas, graphs and data displays.</p> <p>CC.2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multi-step problems.</p>
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	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)	<p>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.</p> <p>CC.1.2.9-10.I Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.</p> <p>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</p>
14-a	Successfully completes a human figure puzzle with at least 6 parts	
14-b	Matches 25 items that are associated with each other in a messy array of 6 with 3 similar stimuli	
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	

		<p>range of strategies and tools.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.4.9-10.F Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>CC.1.4.9-10.G Write arguments to support claims in an analysis of substantive topics.</p> <p>CC.1.4.9-10.H Write with a sharp distinct focus identifying topic, task, and audience. Introduce the precise claim.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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</p>
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		<p>presentation is appropriate to purpose, audience, and task.</p> <p>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.</p> <p>CC.2.1.HS.F.1 Apply and extend the properties of exponents to solve problems with rational exponents.</p> <p>CC.2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems.</p> <p>CC.2.1.HS.F.3 Apply quantitative reasoning to choose and Interpret units and scales in formulas, graphs and data displays.</p> <p>CC.2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multi-step problems.</p> <p>CC.2.1.HS.F.6 Extend the knowledge of arithmetic operations and apply to complex numbers.</p>
15-M	Continues 20 three-step patterns, sequences, or seriation tasks (e.g., star, triangle, heart, star, triangle...)	<p>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.</p>
15-a	Completes an A-B pattern for 5 different color or shape patterns	<p>CC.1.2.9-10.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</p>
15-b	Completes an A-B pattern for 5 different picture patterns	<p>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.</p>
15-c	Places 3 pictures in the correct sequential order for 5 sets	<p>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.</p>
15-d	Constructs 5 felt (or similar material) scenes with 5 parts (e.g., farm, party)	<p>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.</p> <p>CC.1.4.9-10.M Write narratives to develop real or imagined experiences or events.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.2.1.HS.F.1 Apply and extend the properties of exponents to solve problems with rational exponents.</p> <p>CC.2.1.HS.F.2</p>

		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.
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INDEPENDENT PLAY LEVEL 1		
Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
1-M	Manipulates and explores objects for 1 minute (e.g., looks at a toy, turns it over, presses buttons)	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 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.
2-a	Points to a toy or object of interest	
2-b	Drops items to watch them fall, or demonstrates other interests in cause-and-effect	
2-c	Opens cupboard doors, toy boxes, or reaches in a toy container	
2-d	Repeats a play behavior that produces an auditory sound (e.g., squeezes toys, bangs items)	
2-e	Makes eye contact with others 3 times during play	
3-M	Demonstrates generalization by engaging in exploratory movement and playing with the toys in a novel environment for 2 minutes (e.g., in a new playroom)	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-a	Brings a toy or object of interest to an adult	
3-b	Dumps containers of items on floor	
3-c	Transfers items in or out of a container	
3-d	Generalizes known play behaviors to a novel environment	
3-e	Carries toys or objects from one place to another	
4-M	Independently engages in movement play for 2 minutes (e.g., swinging, dancing, rocking, jumping, climbing)	CC.1.4.9-10.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. 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.
5-b	Spontaneously pulls and pushes items around	
5-c	Carries a large play object to a new location (e.g., a toy car garage)	
5-d	Emits sounds or words associated with toys (e.g., says vroom vroom with a car)	
5-e	Connects things or puts them together (e.g., a car on a track, Duplos)	

INDEPENDENT PLAY LEVEL 2		
Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
6-M	Searches for a missing or corresponding toy or part of a set for 5 items or sets (e.g., a puzzle piece, a ball for a drop-in toy, a bottle for a baby doll)	CC.1.4.9-10.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.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.
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.1.4.9-10.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-c	Independently plays for 2 minutes without adult interaction	
7-d	Sorts or separates preferred toy items from others in a bin (e.g., pulls out the Thomas trains)	
7-e	Spontaneously imitates an adult’s use of objects (e.g., brushing hair)	
8-M	Plays with everyday items in creative ways 2 times (e.g., uses a bowl as a drum or a box as an imaginary car)	CC.1.4.9-10.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. 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-a	Mands to go to a playground or play structure, or otherwise get access to play items he can’t independently obtain (e.g., mands to be lifted up to monkey bars)	
9-b	Completes 5 inset puzzles with 5 or more pieces	
9-c	Repeatedly plays with specific components of a play structure (e.g., goes down a slide several times, goes back and forth on a rope bridge)	
9-d	Spontaneously kicks a ball forward	

10-M	Assembles toys that have multiple parts for 5 different sets of materials	CC.1.4.9-10.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.
10-a	Plays with toy sets as designed (e.g., birthday set, tea set)	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.
10-b	Allows others to play in close proximity	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.
10-c	Demonstrates interest in a peer's completed project (e.g., a sand castle, Lego structure)	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.
10-d	Mands to peers to not disturb his structure or toy assembly	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.
10-e	Improvises when parts are missing (e.g., still plays with a car that is missing a wheel)	
10-f	Helps to pick up toys after an activity with adult prompts	

INDEPENDENT PLAY LEVEL 3		
Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
11-M	Spontaneously engages in pretend or imaginary play on 5 occasions (e.g., dressing up, a pretend party with stuffed animals, pretends to cook)	CC.1.4.9-10.M Write narratives to develop real or imagined experiences or events. 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.
11-a	Navigates a riding toy around obstructions (e.g., moving a tricycle or big wheel around a pole)	
11-b	Demonstrates 1 to 1 correspondence in play activities (e.g., places plastic eggs in an egg carton, a doll in a bed with a bottle)	
11-c	Will get toys and play independently for 2 minutes	
11-d	Sings, hums, or recites a few words to familiar songs while engaged in an activity	
12-M	Repeats a gross motor behavior to obtain a better effect for 2 activities (e.g., throwing a ball in a basket, swinging a bat at a T-ball, foot stomping to launch a rocket, pumping a swing)	CC.1.2.9-10.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.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.
12-a	Brings an assembly activity to completion (e.g., builds a structure out of blocks, strings beads to make a necklace and wears it)	
12-b	Colors in a picture in a coloring book or on paper	
12-c	Independently sits and looks at a book for 5 minutes	
12-d	Accepts direction from a peer when playing in the same area	

		<p>CC.1.3.9-10.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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.3.9-10.F Analyze how words and phrases shape meaning and tone in texts.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.3.9-10.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p> <p>CC.1.4.9-10.G Write arguments to support claims in an analysis of substantive topics.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>
13-M	Independently engages in arts and crafts type activities for 5 minutes (e.g., drawing, coloring, painting, cutting, pasting)	<p>CC.1.4.9-10.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.</p>
13-a	Uses arts and crafts materials as intended (e.g., cuts with scissors, uses glue)	
13-b	Waits for a turn at an activity (e.g., waits for another child to get off a swing, or a turn at an activity table)	
13-c	Independently draws recognizable items	
13-d	Shows a completed project to an adult or peer (e.g., an art project)	
13-e	Colors items mostly within their boundaries in a coloring book	
14-M	Independently engages in sustained play activities for 10 minutes without adult prompts or reinforcement (e.g., playing with an Etch-a-sketch, playing dress-up)	<p>CC.1.3.9-10.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p> <p>CC.1.4.9-10.M Write narratives to develop real or imagined experiences or events.</p> <p>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.</p> <p>CC.1.4.9-10.X</p>
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	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.
14-d	Independently gets, sets-up, completes, and (with prompts) puts away a play activity	
15-M	Independently draws or writes in pre-academic activity books for 5 minutes (e.g., dot-to-dot, matching games, mazes, tracing letters and numbers)	CC.1.3.9-10.K Read and comprehend literary fiction on grade level, reading independently and proficiently. 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.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.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.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.
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 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 Distinguish the claim(s) from alternate or opposing claims; develop claim(s) fairly, supplying evidence for each while pointing out the strengths and
1-a	Smiles when hearing familiar voices 3 times (e.g., his mom or dad’s voice)	

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. 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.
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.1.5.9-10.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.
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	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.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.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.
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-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)	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.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.
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)	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.
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.1.4.9-10.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. 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.G Demonstrate command of the conventions of standard English when speaking based on grade 9-10 level and content.
6-b	Chases peers in play with adult prompts 2 times	
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-e	Spontaneously imitates 5 different behaviors of peers	
7-M	Spontaneously mands to peers 5 times (e.g., My turn. Push me. Look! Come on.)	CC.1.4.9-10.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.
7-a	Mands to peers with adult prompts 5 times (e.g., Ask Katie for a cookie.)	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.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-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)	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.
8-a	Spontaneously greets others with a wave or vocal response 1 time	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.E Adapt speech to a variety of contexts and tasks.
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.1.4.9-10.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.
9-a	Spontaneously copies a peer’s assembly of toys or other items 1 time (e.g., Duplo)	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.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-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-e	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.)	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
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!)	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.
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-e	Spontaneously imitates a peer riding on a tricycle, toy car, or other riding toy 2 times	

SOCIAL BEHAVIOR AND SOCIAL PLAY LEVEL 3		
Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
11-M	Spontaneously cooperates with a peer to accomplish a specific outcome 5 times (e.g., one child holds a bucket while the other pours in water)	CC.1.4.9-10.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 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.
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 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.1.4.9-10.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.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.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.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.
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	

		<p>CC.1.5.9-10.E Adapt speech to a variety of contexts and tasks.</p> <p>CC.1.5.9-10.G Demonstrate command of the conventions of standard English when speaking based on grade 9-10 level and content.</p>
13-M	Intraverbally responds to 5 different questions or statements from peers (e.g., verbally responds to What do you want to play?)	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.5.9-10.E Adapt speech to a variety of contexts and tasks.</p> <p>CC.1.5.9-10.G Demonstrate command of the conventions of standard English when speaking based on grade 9-10 level and content.</p>
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-e	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)	<p>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</p> <p>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.</p> <p>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.</p> <p>CC.1.5.9-10.E Adapt speech to a variety of contexts and tasks.</p>
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)	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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</p>
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	

		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	Imitates 2 gross motor movements when prompted with, Do this (e.g., clapping, raising arms)	CC.1.4.9-10.M Write narratives to develop real or imagined experiences or events.
1-a	Imitates mouthing movements 3 times (e.g., puckering lips, opening mouth)	
1-b	Imitates 1 motor movement of another person on demand (i.e., will imitate when asked)	
2-M	Imitates 4 gross motor movements when prompted with, Do this	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.
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)	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-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	CC.1.4.9-10.M Write narratives to develop real or imagined experiences or events.
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)	CC.1.4.9-10.M Write narratives to develop real or imagined experiences or events.
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.1.4.9-10.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.
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.1.4.9-10.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.
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)	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-a	Imitates 5 actions in a 10-second fluency test	
8-b	Imitates drawing a circle on 2 occasions	
8-c	Imitates 5 pretend play activities (e.g., a monster, pouring tea, shooting spider webs)	
8-d	Spontaneously imitates 5 fine motor arts and crafts activities (e.g., cutting, pasting, drawing)	
8-e	Acquires 5 new listener skills through transfer of control from imitation to listener (e.g., the child learns to cast a toy fishing pole by first being shown how, then told how)	
8-f	Imitates other children during daily activities on 2 occasions (e.g., lining up, pulling a wagon)	
8-g	Repeats a fun behavior previously observed (delayed imitation) (e.g., squirting water)	
9-M	Spontaneously imitates 5 functional skills in the natural environment (e.g., eating with a spoon, putting on a coat, removing shoes)	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.
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”)	CC.1.4.9-10.M Write narratives to develop real or imagined experiences or events.

10-a	Imitates building items or the construction of a toy set (e.g., Legos, a train set, Lincoln Logs)	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 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.
10-b	Imitates 5 sequences of multi-step functional self-care skills (e.g., brushing teeth, washing face, putting on shoes)	
10-c	Imitates 5 functional activities of daily living skills (e.g., setting the table, sweeping the floor)	
10-d	Demonstrates delayed imitation of adult behavior in pretend play (e.g., driving a car, typing)	
10-e	Imitates 50 different motor behaviors on command	

ECHOIC LEVEL 1		
Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
	Intentionally left blank	CC.1.5.9-10.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.
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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. 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.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.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.
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.1.3.9-10.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.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.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.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.5 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.
7-a	Selects an item from an array of 5 for 5 different fill-in statements containing a verb (e.g., You sleep in a...)	
7-b	Selects an item from an array of 5 for 5 different spoken associated sets of words (e.g., Shoes and...)	
7-c	Reverses 5 previously acquired associations in an LRFFC format (e.g., Shoes and..., Socks and...)	
7-d	Generalizes 10 known LRFFC responses to different tones of voice, volumes, prosody, etc.	
7-e	Generalizes 10 known LRFFC responses to new carrier phrases without training (e.g., Let's sit on a...Time to sit on a...)	
7-f	Generalizes 10 known LRFFC responses to 2 different pictures or objects (e.g., two different shoes)	
8-M	Selects the correct item from an array of 10 (or from a book) for 25 different verb-noun what, which, or who questions (e.g., What do you ride? Which one barks? Who can hop?)	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.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
8-a	Selects an item from an array of 8 for 10 fill-in function statements (e.g., You draw with a...)	
8-b	Selects an item from an array of 8 for 10 fill-in feature statements (e.g., You find wheels on a...)	
8-c	Selects an item from an array of 8 for 10 fill-in class statements (e.g., A kind of animal is a...)	
8-d	Selects an item from an array of 8 for 10 different what questions (e.g., What do you eat?)	
8-e	Selects an item from an array of 8 for 10 different which questions (e.g., which one flies?)	

8-f	Selects an item from an array of 8 for 10 different who questions (e.g., Who builds a nest?)	<p>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.</p> <p>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.</p> <p>CC.1.2.9-10.I Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.</p> <p>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.</p> <p>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.</p> <p>CC.1.2.9-10.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.3.9-10.F Analyze how words and phrases shape meaning and tone in texts.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.4.9-10.B Write with a sharp distinct focus identifying topic, task, and audience.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.4.9-10.F Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>CC.1.4.9-10.H Write with a sharp distinct focus identifying topic, task, and audience. Introduce the precise claim.</p> <p>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.</p> <p>CC.1.4.9-10.R Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>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.</p> <p>CC.1.5.9-10.E Adapt speech to a variety of contexts and tasks.</p>
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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	<p>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.</p> <p>CC.1.2.9-10.I Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.4.9-10.H Write with a sharp distinct focus identifying topic, task, and audience. Introduce the precise claim.</p> <p>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.</p> <p>CC.1.4.9-10.R Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>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.</p> <p>CC.1.5.9-10.E Adapt speech to a variety of contexts and tasks.</p> <p>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.</p> <p>CC.2.1.HS.F.1 Apply and extend the properties of exponents to solve problems with rational exponents.</p> <p>CC.2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems.</p> <p>CC.2.1.HS.F.3 Apply quantitative reasoning to choose and Interpret units and scales in formulas, graphs and data displays.</p> <p>CC.2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multi-step problems.</p> <p>CC.2.1.HS.F.7 Apply concepts of complex numbers in polynomial identities and quadratic equations to solve problems.</p>
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-e	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)	<p>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.</p> <p>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.</p> <p>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.</p>
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.)	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.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.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. 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.O
10-e	Spontaneously emits 5 LRFFC responses (e.g., gets a broom after hearing, There's dirt on the floor.)	

		<p>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.</p> <p>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.</p> <p>CC.1.4.9-10.R Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>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.</p> <p>CC.2.1.HS.F.1 Apply and extend the properties of exponents to solve problems with rational exponents.</p> <p>CC.2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems.</p> <p>CC.2.1.HS.F.3 Apply quantitative reasoning to choose and Interpret units and scales in formulas, graphs and data displays.</p> <p>CC.2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multi-step problems.</p> <p>CC.2.1.HS.F.6 Extend the knowledge of arithmetic operations and apply to complex numbers.</p> <p>CC.2.1.HS.F.7 Apply concepts of complex numbers in polynomial identities and quadratic equations to solve problems.</p>
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LISTENER RESPONDING BY FUNCTION, FEATURE, & CLASS LEVEL 3		
Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
11-M	Selects the correct item from an array of 10 that contains 3 similar stimuli (e.g., similar color, shape, or class, but they are the wrong choices), for 25 different WH question LRFFC tasks	<p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.2.9-10.F Analyze how words and phrases shape meaning and tone in texts.</p> <p>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.</p> <p>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.</p> <p>CC.1.2.9-10.I Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.</p> <p>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.</p> <p>CC.1.2.9-10.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</p> <p>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.</p> <p>CC.1.3.9-10.B</p>
11-a	Selects 2 members of a class (e.g., Find two body parts.) from an array of 10, for 25 classes	
11-b	Selects 50 items from a book given any type of LRFFC task	
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...)	
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	

		<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.3.9-10.F Analyze how words and phrases shape meaning and tone in texts.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.4.9-10.F Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>CC.1.4.9-10.G Write arguments to support claims in an analysis of substantive topics.</p> <p>CC.1.4.9-10.H Write with a sharp distinct focus identifying topic, task, and audience. Introduce the precise claim.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.4.9-10.R Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.5.9-10.E Adapt speech to a variety of contexts and tasks.</p> <p>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.</p> <p>CC.2.1.HS.F.1 Apply and extend the properties of exponents to solve problems with rational exponents.</p> <p>CC.2.1.HS.F.2</p>
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12-M	Selects an item from a book based on 2 verbal components: either a feature (e.g., color), function (e.g., draw with), or class (e.g., clothing) for 25 items (e.g., Do you see a brown animal? Can you find some clothing with buttons?)	<p>CC.1.2.9-10.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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.2.9-10.F Analyze how words and phrases shape meaning and tone in texts.</p> <p>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.</p> <p>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.</p> <p>CC.1.2.9-10.I Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.</p> <p>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.</p> <p>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.</p> <p>CC.1.2.9-10.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.3.9-10.F Analyze how words and phrases shape meaning and tone in texts.</p> <p>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.</p> <p>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.</p> <p>CC.1.4.9-10.B Write with a sharp distinct focus identifying topic, task, and audience.</p> <p>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.</p> <p>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</p>
12-a	Selects an item from an array of 10 given a color and class (e.g., a yellow animal) for 25 items	
12-b	Selects an item from an array of 10 given a shape and class (e.g., a round food) for 25 items	
12-c	Selects an item from an array of 10 given a function (e.g., color on it) and a class (e.g., art supplies) for 25 LRFFC tasks (e.g., Find something to color on from the art cabinet.)	
12-d	Selects an item from an array of 10 given a feature (e.g., wheels, wings) and a class (e.g., animals, vehicles) for 25 LRFFC tasks (e.g., Where’s a vehicle with wheels? Where’s a vehicle with wings?)	
12-e	Selects an item from an array of 10 given any adjective (but not color or shape) and a function (e.g., It’s hot and you eat it... spaghetti) for 25 LRFFC tasks	
12-f	Selects an item from an array of 10 given any adjective (but not color or shape) and a feature (e.g., It’s soft and has ears... rabbit) for 25 LRFFC tasks	

		<p>the text; include formatting when useful to aiding comprehension; provide a concluding statement or section.</p> <p>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.</p> <p>CC.1.4.9-10.F Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>CC.1.4.9-10.G Write arguments to support claims in an analysis of substantive topics.</p> <p>CC.1.4.9-10.H Write with a sharp distinct focus identifying topic, task, and audience. Introduce the precise claim.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.4.9-10.R Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.5.9-10.E Adapt speech to a variety of contexts and tasks.</p> <p>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.</p> <p>CC.2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multi-step problems.</p> <p>CC.2.1.HS.F.5 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.</p>
13-M	Selects items from a page in a book or in the natural environment based on 3 verbal components (e.g. verb, adjective, preposition, pronoun), for 25 WH-question LRFFC tasks (e.g. Which fruit grows on trees?)	<p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.2.9-10.D Determine an author’s particular point of view and analyze how rhetoric advances the point of view</p> <p>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.</p> <p>CC.1.2.9-10.F Analyze how words and phrases shape meaning and tone in texts.</p> <p>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</p>
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?)	
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	
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	
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-e	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	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.
13-g	Selects a location from an array of 10 given 2 items from that location (e.g., You buy meat and bread at the...store) for 10 locations	CC.1.2.9-10.I Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.
13-h	Selects an item in the natural environment that contains 3 similar stimuli when given an LRFFC question for 25 tasks (e.g., Get something to sweep with. Find something to make this stick.)	CC.1.2.9-10.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.1.4.9-10.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.

		<p>CC.1.4.9-10.R Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.5.9-10.E Adapt speech to a variety of contexts and tasks.</p> <p>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.</p> <p>CC.2.1.HS.F.3 Apply quantitative reasoning to choose and Interpret units and scales in formulas, graphs and data displays.</p> <p>CC.2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multi-step problems.</p> <p>CC.2.1.HS.F.5 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.</p>
14-M	Selects the correct items from a book or the natural environment given 4 different rotating LRFFC questions about a single topic (Where does the cow live? What does the cow eat? Who milks the cow?) for 25 different topics	<p>CC.1.2.9-10.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.</p> <p>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.</p> <p>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.</p> <p>CC.1.2.9-10.D Determine an author’s particular point of view and analyze how rhetoric advances the point of view.</p> <p>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.</p> <p>CC.1.2.9-10.F Analyze how words and phrases shape meaning and tone in texts.</p> <p>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.</p> <p>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.</p> <p>CC.1.2.9-10.I Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.</p> <p>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.</p> <p>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.</p> <p>CC.1.2.9-10.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</p> <p>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.</p> <p>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</p>
14-a	Selects all members of a class from an array of 10 when asked (e.g., Find all the clothing.) for 3 members of 25 classes	
14-b	Selects an item from a book given a when question (e.g., When do you need a towel?) for 10 items	
14-c	Selects an item from a book given a how question (e.g., How do you get to school?) for 10 items	
14-d	Selects an item from an array of 10 given a preposition after a verb (e.g., eat with, eat at, write on, write with) for 25 verb-preposition combinations	
14-e	Selects an item when asked to find something that is different in an array of 5 (e.g., 4 spoons and 1 fork) for 25 items	
14-f	Selects an item from an array of 10 when asked What is missing? from a picture (e.g., a car without wheels, an airplane without wings) for 25 items	

		<p>assumptions and beliefs about a subject.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.3.9-10.F Analyze how words and phrases shape meaning and tone in texts.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.4.9-10.G Write arguments to support claims in an analysis of substantive topics.</p> <p>CC.1.4.9-10.H Write with a sharp distinct focus identifying topic, task, and audience. Introduce the precise claim.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.4.9-10.R Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.5.9-10.C</p>
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		<p>Integrate multiple sources of information presented in diverse media or formats (e.g. visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p> <p>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.</p> <p>CC.1.5.9-10.E Adapt speech to a variety of contexts and tasks.</p> <p>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.</p> <p>CC.2.1.HS.F.1 Apply and extend the properties of exponents to solve problems with rational exponents.</p> <p>CC.2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems.</p> <p>CC.2.1.HS.F.3 Apply quantitative reasoning to choose and Interpret units and scales in formulas, graphs and data displays.</p> <p>CC.2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multi-step problems.</p> <p>CC.2.1.HS.F.5 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.</p> <p>CC.2.1.HS.F.7 Apply concepts of complex numbers in polynomial identities and quadratic equations to solve problems.</p>
15-M	Demonstrates 1000 different LRFFC responses, tested or obtained from an accumulated list of known responses	
15-a	Selects an item from an array of 10 relating to past events (e.g., Where did you go yesterday?) for 5 events	<p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.2.9-10.D Determine an author’s particular point of view and analyze how rhetoric advances the point of view.</p> <p>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.</p> <p>CC.1.2.9-10.F Analyze how words and phrases shape meaning and tone in texts.</p> <p>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.</p> <p>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.</p> <p>CC.1.2.9-10.I Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.</p> <p>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.</p> <p>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.</p> <p>CC.1.2.9-10.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>
15-b	Selects an item relating to future events (e.g., What’s happening tomorrow?) for 5 events	
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?)	
15-d	Selects an item from an array of 10 when asked Which one is not? in an LRFFC format (e.g., Which one is not a musical instrument?) for 25 functions, features, or classes	
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?)	

		<p>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.</p> <p>CC.1.3.9-10.F Analyze how words and phrases shape meaning and tone in texts.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.4.9-10.A Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.</p> <p>CC.1.4.9-10.B Write with a sharp distinct focus identifying topic, task, and audience.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.4.9-10.F Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>CC.1.4.9-10.G Write arguments to support claims in an analysis of substantive topics.</p> <p>CC.1.4.9-10.H Write with a sharp distinct focus identifying topic, task, and audience. Introduce the precise claim.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.4.9-10.L Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>CC.1.4.9-10.M Write narratives to develop real or imagined experiences or events.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.4.9-10.R Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>CC.1.4.9-10.S</p>
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		<p>Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction.</p> <p>CC.1.4.9-10.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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.5.9-10.E Adapt speech to a variety of contexts and tasks.</p> <p>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.</p> <p>CC.2.1.HS.F.1 Apply and extend the properties of exponents to solve problems with rational exponents.</p> <p>CC.2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems.</p> <p>CC.2.1.HS.F.3 Apply quantitative reasoning to choose and Interpret units and scales in formulas, graphs and data displays.</p> <p>CC.2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multi-step problems.</p> <p>CC.2.1.HS.F.7 Apply concepts of complex numbers in polynomial identities and quadratic equations to solve problems.</p>
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INTRAVERBAL LEVEL 2		
Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
6-M	Completes 10 different fill-in-the-blank phrases of any type (e.g., song fill-ins, social games and fun fill-ins, animal or object sounds)	CC.1.5.9-10.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 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
7-a	Completes 5 different in-context fill-ins (e.g., You sleep in your... while at his bed)	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.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.
7-b	Correctly responds to 5 in-context fill-ins when they are reversed (e.g., In your bed you go to...)	
7-c	Completes 5 different out of context fill-in-the-blank phrases (e.g., You wash your...)	
7-d	Generalizes 10 known intraverbal responses to a different adult and setting	
8-M	Completes 25 different fill-in-the-blank phrases (not including songs) (e.g., You eat... You sleep in a... Shoes and...)	CC.1.3.9-10.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.
8-a	Completes 2 <i>eat</i> and 2 <i>drink</i> classification fill-ins (<i>e.g., You eat... You drink...</i>)	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.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.
8-b	Completes 5 different noun-noun association fill-in-the-blank phrases (e.g., mommy and...)	
8-c	Completes 5 song fill-ins with 2 or more words (e.g., Old McDonald... had a farm)	
8-d	Generalizes 10 intraverbal responses to new carrier phrases (e.g., We bounce a... Let’s bounce a...)	
9-M	Answers 25 different what questions (e.g., What do you brush?)	CC.1.2.9-10.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	Completes 10 different verb-noun fill-in-the-blank phrases (e.g., You ride the... You play in...)	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.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. 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
9-b	Spontaneously emits (no additional verbal prompts) 2 intraverbal responses	
9-c	Answers 10 different what questions with a verb as the primary SD (e.g., What do you brush?)	
9-d	Answers 10 different what questions with a noun as the primary SD (e.g., What’s in the barn?)	
9-e	When asked What do you eat (or drink)? provides 2 or more members of each category	
9-f	Provides 5 novel responses to previously acquired questions (response generalization) (e.g., when asked to name an animal the child answers bear for the first time without receiving training on bear)	

		<p>assumptions and beliefs about a subject.</p> <p>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.</p> <p>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.</p> <p>CC.1.3.9-10.F Analyze how words and phrases shape meaning and tone in texts.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.3.9-10.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p> <p>CC.1.4.9-10.A Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.</p> <p>CC.1.4.9-10.B Write with a sharp distinct focus identifying topic, task, and audience.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.4.9-10.F Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>CC.1.4.9-10.G Write arguments to support claims in an analysis of substantive topics.</p> <p>CC.1.4.9-10.H Write with a sharp distinct focus identifying topic, task, and audience. Introduce the precise claim.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.4.9-10.L Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>CC.1.4.9-10.M Write narratives to develop real or imagined experiences or events.</p> <p>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.</p> <p>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.</p> <p>CC.1.4.9-10.R Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>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</p>
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		<p>non-fiction.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.5.9-10.E Adapt speech to a variety of contexts and tasks.</p> <p>CC.1.5.9-10.G Demonstrate command of the conventions of standard English when speaking based on grade 9-10 level and content.</p> <p>CC.2.1.HS.F.1 Apply and extend the properties of exponents to solve problems with rational exponents.</p> <p>CC.2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems.</p> <p>CC.2.1.HS.F.3 Apply quantitative reasoning to choose and Interpret units and scales in formulas, graphs and data displays.</p> <p>CC.2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multi-step problems.</p> <p>CC.2.1.HS.F.5 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.</p> <p>CC.2.1.HS.F.6 Extend the knowledge of arithmetic operations and apply to complex numbers.</p> <p>CC.2.1.HS.F.7 Apply concepts of complex numbers in polynomial identities and quadratic equations to solve problems.</p>
10-M	Answers 25 different who or where questions (e.g., Whose your friend? Where is your pillow?)	<p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.2.9-10.D Determine an author’s particular point of view and analyze how rhetoric advances the point of view.</p> <p>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.</p> <p>CC.1.2.9-10.F Analyze how words and phrases shape meaning and tone in texts.</p> <p>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.</p> <p>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.</p> <p>CC.1.2.9-10.I Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.</p> <p>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.</p> <p>CC.1.2.9-10.K</p>
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 animals do you like? What toys do you like?)	
10-e	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.)	

		<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.2.9-10.L</p> <p>Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</p> <p>CC.1.3.9-10.A</p> <p>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.</p> <p>CC.1.3.9-10.B</p> <p>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.</p> <p>CC.1.3.9-10.C</p> <p>Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>CC.1.3.9-10.D</p> <p>Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text.</p> <p>CC.1.3.9-10.F</p> <p>Analyze how words and phrases shape meaning and tone in texts.</p> <p>CC.1.3.9-10.G</p> <p>Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.</p> <p>CC.1.3.9-10.H</p> <p>Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work.</p> <p>CC.1.3.9-10.J</p> <p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>CC.1.3.9-10.K</p> <p>Read and comprehend literary fiction on grade level, reading independently and proficiently.</p> <p>CC.1.4.9-10.A</p> <p>Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.</p> <p>CC.1.4.9-10.B</p> <p>Write with a sharp distinct focus identifying topic, task, and audience.</p> <p>CC.1.4.9-10.C</p> <p>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.</p> <p>CC.1.4.9-10.D</p> <p>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.</p> <p>CC.1.4.9-10.E</p> <p>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.</p> <p>CC.1.4.9-10.F</p> <p>Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>CC.1.4.9-10.G</p> <p>Write arguments to support claims in an analysis of substantive topics.</p> <p>CC.1.4.9-10.H</p> <p>Write with a sharp distinct focus identifying topic, task, and audience. Introduce the precise claim.</p> <p>CC.1.4.9-10.I</p> <p>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.</p> <p>CC.1.4.9-10.J</p> <p>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.</p> <p>CC.1.4.9-10.K</p> <p>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.</p> <p>CC.1.4.9-10.L</p> <p>Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>CC.1.4.9-10.M</p> <p>Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.9-10.N</p> <p>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.</p> <p>CC.1.4.9-10.O</p>
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INTRAVERBAL LEVEL 3		
Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
11-M	Spontaneously emits 20 intraverbal comments (can be part mand) (e.g., dad says I’m going to the car, and the child spontaneously says I want to go for a ride!)	<p>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.</p> <p>CC.1.2.9-10.D Determine an author’s particular point of view and analyze how rhetoric advances the point of view.</p> <p>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.</p> <p>CC.1.2.9-10.F Analyze how words and phrases shape meaning and tone in texts.</p> <p>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.</p> <p>CC.1.3.9-10.A</p>
11-a	Completes 10 two-component (noun-verb) fill-ins (e.g., For breakfast you eat... For lunch you eat...)	
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)	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 computer...Daddy 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. CC.1.3.9-10.C
11-h	Answers I don’t know to questions that the child cannot answer	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

		<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.5.9-10.E Adapt speech to a variety of contexts and tasks.</p> <p>CC.1.5.9-10.G Demonstrate command of the conventions of standard English when speaking based on grade 9-10 level and content.</p> <p>CC.2.1.HS.F.1 Apply and extend the properties of exponents to solve problems with rational exponents.</p> <p>CC.2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems.</p> <p>CC.2.1.HS.F.3 Apply quantitative reasoning to choose and Interpret units and scales in formulas, graphs and data displays.</p> <p>CC.2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multi-step problems.</p> <p>CC.2.1.HS.F.5 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.</p> <p>CC.2.1.HS.F.6 Extend the knowledge of arithmetic operations and apply to complex numbers.</p> <p>CC.2.1.HS.F.7 Apply concepts of complex numbers in polynomial identities and quadratic equations to solve problems.</p>
12-M	Demonstrates 300 different intraverbal responses, tested or obtained from an accumulated list of known intraverbals	<p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.2.9-10.D Determine an author’s particular point of view and analyze how rhetoric advances the point of view.</p> <p>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.</p> <p>CC.1.2.9-10.F Analyze how words and phrases shape meaning and tone in texts.</p> <p>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.</p> <p>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.</p> <p>CC.1.2.9-10.I Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.</p> <p>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.</p> <p>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.</p> <p>CC.1.2.9-10.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</p> <p>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</p>
12-a	Provides at least 3 members of 10 classes (e.g., What do you see on a playground?)	
12-b	Answers 25 multiple choice questions (e.g., Does a fish live in the water or in trees?)	
12-c	Provides 10 categories when given several members (e.g., a horse, cow, and pig are all...)	
12-d	Provides the name of 25 items when given a specific feature (e.g., What has wheels?)	
12-e	Provides 2 features of 10 items when given their names (e.g., What’s on a fire truck?)	
12-f	Provides an answer to 3 emotion questions (e.g., What makes you sad? What makes you happy?)	
12-g	Provides at least 25 3+ word responses to questions (e.g., when asked What do you like to play? the child responds I like to play with cars)	

		<p>by specific details; provide an objective summary of the text.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.3.9-10.F Analyze how words and phrases shape meaning and tone in texts.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.3.9-10.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p> <p>CC.1.4.9-10.A Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.</p> <p>CC.1.4.9-10.B Write with a sharp distinct focus identifying topic, task, and audience.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.4.9-10.F Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>CC.1.4.9-10.G Write arguments to support claims in an analysis of substantive topics.</p> <p>CC.1.4.9-10.H Write with a sharp distinct focus identifying topic, task, and audience. Introduce the precise claim.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.4.9-10.L Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>CC.1.4.9-10.M Write narratives to develop real or imagined experiences or events.</p> <p>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.</p> <p>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.</p> <p>CC.1.4.9-10.P</p>
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13-M	Answers 2 questions after being read short passages (15+ words) from books, for 25 passages (e.g., Who blew the house down?)	<p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.2.9-10.D Determine an author’s particular point of view and analyze how rhetoric advances the point of view.</p> <p>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.</p> <p>CC.1.2.9-10.F Analyze how words and phrases shape meaning and tone in texts.</p> <p>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.</p> <p>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.</p>
13-a	Answers 25 questions with yes or no (e.g., Is a shoe good to eat?)	
13-b	Describes 5 locations not in view (e.g., Tell me about your bedroom?)	
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	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.)	

		<p>CC.1.2.9-10.I Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.</p> <p>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.</p> <p>CC.1.2.9-10.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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</p> <p>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.</p> <p>CC.1.3.9-10.F Analyze how words and phrases shape meaning and tone in texts..</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.3.9-10.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p> <p>CC.1.4.9-10.A Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.</p> <p>CC.1.4.9-10.B Write with a sharp distinct focus identifying topic, task, and audience.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.4.9-10.F Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>CC.1.4.9-10.G Write arguments to support claims in an analysis of substantive topics.</p> <p>CC.1.4.9-10.H Write with a sharp distinct focus identifying topic, task, and audience. Introduce the precise claim.</p> <p>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.</p> <p>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.</p> <p>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.</p>
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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.)	<p>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.</p> <p>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</p>
14-a	Answers 25 different who, what, or where questions that contain 3 or more elements (e.g., What color is a fire truck?)	

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.
14-c	Answers 5 questions about daily or current events (e.g., Where are you going with dad?)	CC.1.2.9-10.C
14-d	Intraverbally responds at least 25 times in a day to the verbal questions or statements from peers	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-e	Shows generalization by giving the same answer to 10 questions presented in 3 different ways (e.g., answers my house to Where do you live? Where is your dog? and Where do play?)	CC.1.2.9-10.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.)	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.
14-g	Provides 3 pieces of personal information (e.g., Where do you live? What’s your brother’s name?)	CC.1.2.9-10.I
14-h	Answers 25 intraverbal questions involving prepositions (e.g., What’s under your bed?)	Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.
14-i	Answers 25 intraverbal questions involving pronouns (e.g., Who has a brown dog?)	CC.1.2.9-10.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 words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.
14-k	Answers 10 when questions (e.g., When do you take a bath?)	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.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

		<p>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.</p> <p>CC.1.4.9-10.M Write narratives to develop real or imagined experiences or events.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.5.9-10.E Adapt speech to a variety of contexts and tasks.</p> <p>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.</p> <p>CC.1.5.9-10.G Demonstrate command of the conventions of standard English when speaking based on grade 9-10 level and content.</p> <p>CC.2.1.HS.F.1 Apply and extend the properties of exponents to solve problems with rational exponents.</p> <p>CC.2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems.</p> <p>CC.2.1.HS.F.3 Apply quantitative reasoning to choose and Interpret units and scales in formulas, graphs and data displays.</p> <p>CC.2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multi-step problems.</p> <p>CC.2.1.HS.F.5 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.</p> <p>CC.2.1.HS.F.6 Extend the knowledge of arithmetic operations and apply to complex numbers.</p> <p>CC.2.1.HS.F.7 Apply concepts of complex numbers in polynomial identities and quadratic equations to solve problems.</p>
15-M	Answers 4 different rotating WH questions about a single topic for 10 topics (e.g., Who takes	CC.1.2.9-10.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 how it emerges and is shaped and refined by specific details; provide an objective summary of the text. CC.1.2.9-10.B
15-a	Answers 10 questions about community helpers (e.g., What does a doctor do?)	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
15-b	Answers 25 different questions that contain 4 or more parts of speech (e.g., What tool do you need to pound nails?)	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
15-c	Takes turns adding to a story started by others (e.g., And then he saw a boat...)	Determine an author’s particular point of view and analyze how rhetoric advances the point of view. CC.1.2.9-10.G
15-d	Answers 5 different how questions (e.g., How do you fix the hole?)	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
15-e	Provides last name when asked (e.g., Harrison)	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
15-f	Answers 25 intraverbal questions involving adverbs (e.g., What animal moves slow?)	Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts. CC.1.2.9-10.J
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)	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
15-h	Describes 5 events that happened in the past	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
15-i	Describes 5 events that will happen in the future	Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. CC.1.3.9-10.A
15-j	Summarizes 5 different stories with at least 10 words	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
15-k	Suggests a possible solution when presented with a problem	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.

		<p>Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.</p> <p>CC.1.4.9-10.F Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>CC.1.4.9-10.G Write arguments to support claims in an analysis of substantive topics.</p> <p>CC.1.4.9-10.H Write with a sharp distinct focus identifying topic, task, and audience. Introduce the precise claim.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.4.9-10.M Write narratives to develop real or imagined experiences or events.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>
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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.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.
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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 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.
6-a	Adjusts to separation from parents (e.g., does not cry when parents leave)	
6-b	Sits at a snack or lunch table when physically prompted for 1 minute	
6-c	Lines up with other children when physically prompted	
6-d	Demonstrates general compliance for all classroom aides	
7-M	Puts away personal items, lines up, and comes to a table with only 1 verbal prompt	
7-a	Does not attempt to move away from a peer when seated next to him	
7-b	Puts away personal items (e.g., coat, backpack, lunch box) with gestural and verbal prompts	
7-c	Goes to and sits at a table with other children with only verbal prompts	
7-d	Cooperates with hand washing with physical assistance	
7-e	Does not engage in negative behavior toward a peer when seated next to him	
8-M	Transitions between classroom activities with no more than 1 gestural or verbal prompt	
8-a	Goes to a circle group and sits with only verbal prompts	
8-b	Goes to and sits at a table or work station with only verbal prompts	
8-c	Waits while seated at a table, without touching materials, until allowed to do so	
8-d	Sits in a circle group for 2 minutes without disruptive behavior or prompts to remain seated	
9-M	Sits in a small group for 5 minutes without disruptive behavior or attempting to leave the group	
9-a	Comes inside after recess with only verbal prompts	
9-b	Participates in group movement and song activities with only verbal prompts (e.g., Ring Around the	

		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 3 or more children (e.g., Everybody stand up. Does anyone have a red shirt on?)	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.
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	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.
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-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.1.5.9-10.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.
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-M	Sits in a 20-minute group session involving 5 children without disruptive behaviors, and answers 5 intraverbal questions	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.G Write arguments to support claims in an analysis of substantive topics. 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.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.
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-e	Keeps hands to self in a group setting	
15-f	Raises hand to indicate he knows the answer to a question during a group	
15-g	Completes 2 independent worksheets without prompts at a table with 3 other children	
15-h	Sits in a school assembly for 20 minutes without disruptive behavior	

		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.
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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 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.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
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-c	Has a total speaker vocabulary size of 50 words (all verbal operants except echoic)	

	<p>range of strategies and tools.</p> <p>CC.1.2.9-10.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.3.9-10.F Analyze how words and phrases shape meaning and tone in texts.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.3.9-10.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p> <p>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.</p> <p>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.</p> <p>CC.1.4.9-10.F Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>CC.1.4.9-10.G Write arguments to support claims in an analysis of substantive topics.</p> <p>CC.1.4.9-10.H Write with a sharp distinct focus identifying topic, task, and audience. Introduce the precise claim.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.4.9-10.L Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>CC.1.4.9-10.M Write narratives to develop real or imagined experiences or events.</p> <p>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.</p> <p>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.</p> <p>CC.1.4.9-10.Q</p>
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		<p>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.</p> <p>CC.1.4.9-10.R Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.5.9-10.E Adapt speech to a variety of contexts and tasks.</p> <p>CC.1.5.9-10.G Demonstrate command of the conventions of standard English when speaking based on grade 9-10 level and content.</p>
8-M	Emits 10 different 2-word utterances per day of any type except echoic (e.g., mand, tact)	<p>CC.1.2.9-10.F Analyze how words and phrases shape meaning and tone in texts.</p> <p>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.</p> <p>CC.1.3.9-10.F Analyze how words and phrases shape meaning and tone in texts.</p> <p>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.</p> <p>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.</p> <p>CC.1.4.9-10.F Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.5.9-10.E Adapt speech to a variety of contexts and tasks.</p> <p>CC.1.5.9-10.G Demonstrate command of the conventions of standard English when speaking based on grade 9-10 level and content.</p>
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	<p>CC.1.2.9-10.F</p>

	emphasis or stress on certain words at appropriate times such as, It’s MINE!)	Analyze how words and phrases shape meaning and tone in texts. 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 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.
10-M	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. 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.
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-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?)	

		<p>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.</p> <p>CC.1.2.9-10.I Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.</p> <p>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.</p> <p>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.</p> <p>CC.1.2.9-10.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.3.9-10.F Analyze how words and phrases shape meaning and tone in texts.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.3.9-10.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p> <p>CC.1.4.9-10.A Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.</p> <p>CC.1.4.9-10.B Write with a sharp distinct focus identifying topic, task, and audience.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.4.9-10.F Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>CC.1.4.9-10.G Write arguments to support claims in an analysis of substantive topics.</p> <p>CC.1.4.9-10.H Write with a sharp distinct focus identifying topic, task, and audience. Introduce the precise claim.</p> <p>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.</p> <p>CC.1.4.9-10.J</p>
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		<p>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</p> <p>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.</p> <p>CC.1.4.9-10.L Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>CC.1.4.9-10.M Write narratives to develop real or imagined experiences or events.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.4.9-10.R Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.5.9-10.E Adapt speech to a variety of contexts and tasks.</p> <p>CC.1.5.9-10.G Demonstrate command of the conventions of standard English when speaking based on grade 9-10 level and content.</p>
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LINGUISTIC STRUCTURE LEVEL 3		
Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
11-M	Emits noun inflections by combining 10 root nouns with suffixes for plurals (e.g., dog vs. dogs) and 10 root nouns with suffixes for possession (e.g., dog’s collar vs. cat’s collar)	CC.1.2.9-10.F Analyze how words and phrases shape meaning and tone in texts. 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
11-a	Emits auxiliary (helping) verbs in a tact or mand carrier phrase (e.g., do, have, will, can, was)	
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)	
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)	

		<p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>CC.1.4.9-10.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.</p> <p>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.</p> <p>CC.1.4.9-10.F Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.4.9-10.R Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>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.</p> <p>CC.1.5.9-10.G Demonstrate command of the conventions of standard English when speaking based on grade 9-10 level and content.</p> <p>CC.2.1.HS.F.5 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.</p>
12-M	Emits verb inflections by combining 10 root verbs with affixes for regular past tense (e.g., played) and 10 root verbs with affixes for future tense (e.g., will play)	<p>CC.1.2.9-10.D Determine an author’s particular point of view and analyze how rhetoric advances the point of view.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.4.9-10.F Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.4.9-10.Q</p>
12-a	Uses is and am appropriately with verbs (e.g., I am eating. The dog is barking.)	
12-b	Emits conjunctions to combine words and phrases (e.g., and, or, but)	
12-c	Emits some irregular past tense verbs appropriately (e.g., dug, ran, built)	
12-d	Emits 2-word noun-verb or verb-noun mands or tacts (e.g., Pour juice. Baby crying.)	
12-e	Emits present participle inflection with “verb-ing” (e.g., running, playing, swimming)	

		<p>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.</p> <p>CC.1.4.9-10.R Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>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.</p> <p>CC.1.5.9-10.G Demonstrate command of the conventions of standard English when speaking based on grade 9-10 level and content.</p>
13-M	Emits 10 different noun phrases containing at least 3 words, with 2 modifiers (e.g., adjectives, prepositions, pronouns) (e.g., He’s my puppet. I want chocolate ice cream.)	<p>CC.1.2.9-10.F Analyze how words and phrases shape meaning and tone in texts.</p> <p>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.</p> <p>CC.1.3.9-10.F Analyze how words and phrases shape meaning and tone in texts.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.4.9-10.F Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.4.9-10.R Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>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.</p> <p>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.</p> <p>CC.1.5.9-10.G Demonstrate command of the conventions of standard English when speaking based on grade 9-10 level and content.</p> <p>CC.2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multi-step problems.</p> <p>CC.2.1.HS.F.5 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.</p>
13-a	Speaks in 3-5 word sentences	
13-b	Emits prepositional phrases (e.g., on the table, in the house), but may not discriminate between prepositional pairs (e.g., on vs. under; in vs. out)	
13-c	Emits adjectives to modify nouns (e.g., blue train, chocolate cookie)	
13-d	Emits contractions in a mand, tact, or intraverbal context (e.g., can’t, don’t, won’t)	
13-e	Emits pronouns to modify nouns (e.g., My shoes. Your cup.)	
14-M	Emits 10 different verb phrases containing at least 3 words, with 2 modifiers (e.g., adverbs, prepositions, pronouns) (e.g., Push me hard. Go up the steps.)	<p>CC.1.2.9-10.F Analyze how words and phrases shape meaning and tone in texts.</p> <p>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</p>
14-a	Adjectives usually precede nouns when appropriate (e.g., a big boat vs. a boat big)	

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 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.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.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.G Demonstrate command of the conventions of standard English when speaking based on grade 9-10 level and content.
14-c	Verbs agree with the subjects in number (e.g., Joey is home vs. Joey are home)	
14-d	Emits adjective inflections with the comparative suffixes “er” and “est” (e.g., good, better, best)	
14-e	Emits adverbs to modify verbs (e.g., Go fast. It’s slow.)	
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.)	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.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.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.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
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-c	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-e	Uses quantification in a sentence (e.g., always, never, sometimes)	
15-f	Uses demonstratives in a sentence (e.g., this that, these, those)	
15-g	Emits words that describe the certainty of other words (e.g., I think... I’m sure... maybe)	

		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
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 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. 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
11-a	Turns pages and looks at books for 30 seconds	
11-b	Mands to be read stories from books	
11-c	Touches pictures in books that correspond to the story (e.g., Where’s the big bad wolf?)	

		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.
12-b	Recites 5 letters from the alphabet with a starting prompt (e.g., A B...)	CC.2.1.HS.F.3
12-c	Has a favorite book, and can provide the name of it by seeing the pictures on the cover	Apply quantitative reasoning to choose and interpret units and scales in formulas, graphs and data displays.
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.1.2.9-10.B
13-a	Recites (or sings) the whole alphabet with only a verbal prompt to do so	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	Mands for what written words say (e.g., What word is that?)	CC.1.2.9-10.E
13-c	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.
13-d	Discriminates as a listener (LDs) his own name from an array of 3 written names	CC.1.2.9-10.F
13-e	Looks at the written words, rather than just the pictures when stories are being read to him	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.1.3.9-10.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-a	Discriminates among most uppercase letters (but may confuse some; e.g., M and N; P and R)	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
14-b	Matches 5 word cards to the same word written on paper	CC.1.2.9-10.E
14-c	Provides the letter name given 5 sounds, and 5 sounds given a letter name	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-d	Intraverbally recalls 3 stories that have been read to him	CC.1.2.9-10.H
14-e	Demonstrates LD and tact generalization for 3 different variations of the uppercase letters	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
		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.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.
		CC.1.3.9-10.K
		Read and comprehend literary fiction on grade level, reading independently and proficiently.
		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.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.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.
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.1.2.9-10.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.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.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
15-a	Indicates if 2 words rhyme or not for 10 different rhymes (e.g., cat and hat vs. cat and book)	
15-b	Tacts most uppercase letters (may confuse those that look similar; e.g., M and N; P and R)	
15-c	Matches 10 lower case letters to uppercase letters	
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	

			<p>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.</p> <p>CC.1.4.9-10.R Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>
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WRITING LEVEL 3		
Skill	VB MAPP Milestones & Task Analysis	PA Core Standards
11-M	Imitates 5 different writing actions modeled by an adult using a writing instrument and writing surface	CC.1.4.9-10.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	
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	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.1.4.9-10.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.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.
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)	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.
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	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.1.4.9-10.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.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
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-d	Copies 10 upper case and 10 lower case letters legibly on lined paper	
		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.1.4.9-10.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.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
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-c	Copies 5 simple words legibly	

		<p>characters.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>
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MATH LEVEL 3		
Skill	VB MAPP Milestones & Task Analysis	PA Core Standards
11-M	Identifies as a listener the numbers 1-5 in an array of 5 different numbers	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.
11-a	Rote counts to 5 with a verbal starter prompt (e.g., count 1, 2, ...)	
11-b	Arranges objects by size (e.g., small, medium, and large blocks)	
11-c	Distinguishes between 1 and 2 items as a listener (e.g., Where are 2 boats?)	
11-d	Distinguishes between 1 and 2 items as a mand (e.g., I want 2 cookies.)	
11-e	Matches to sample the numbers 1-10 (e.g., puts the number 4 with the number 4)	
12-M	Tacts the numbers 1-5	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.
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.)	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
13-a	Provides age when asked	
13-b	Counts out up to 3 items given the verbal prompt How many? and the related set of items	

13-c	Identifies as a listener (LDs) the number of items (e.g., Which picture has 2 cars?)	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-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)	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	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)	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.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.1.3.9-10.E Analyze how an author’s choices concerning how to structure a text, order events within it and manipulate time create an effect. CC.1.4.9-10.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.1.4.9-10.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.
15-a	Performs an action a specified number of times up to 5 (e.g., Clap 3 times)	
15-b	Completes a sequence or pattern containing 2 elements (e.g., red-green; red-green...)	
15-c	Correctly Identifies (LDs) the ordinal terms “first” and “last”	
15-d	Correctly Identifies (LDs) and tacts morning time and night time	
15-e	Intraverbally responds to what number is next for numbers 1-9	
15-f	Correctly Identifies (LDs) 3 different coins, and intraverbally states what to do with money	

11 th & 12 th Grade		
VB-MAPP Milestones Alignment to the PA Core		
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.1.2.11-12.F Evaluate how words and phrases shape meaning and tone in texts. 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.1.3.11-12.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.1.4.11-12.E 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 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.1.4.11-12.H Write with a sharp distinct focus identifying topic, task, and audience. CC.1.4.11-12.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.1.4.11-12.L Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. 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.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.1.5.11-12.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.1.5.11-12.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.
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, 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-e	Generalizes 2 known mands across 2 different people and 2 settings	
3-M	Generalizes 6 mands across 2 people, 2 settings, and 2 different examples of a reinforcers (e.g., mands bubbles	
3-a	Emits 2 spontaneous mands (no verbal prompt); — the object can be present	
3-b	Emits 5 mands without echoic or imitative prompts — can be with verbal or object prompts	
3-c	Generalizes 3 mands across 2 examples of a desired item (e.g., mands slide for 2 different slides)	
3-d	Emits 6 different mands without echoic or imitative prompts — can be with verbal or object prompts	
4-M	Spontaneously emits (no verbal prompts) 5 mands — the desired item can be present	
4-a	Mands for attention 2 times with some identifiable type of response (e.g., a tap on the arm)	
4-b	Emits 2 mands without an object present — can be with What do you want?	
4-c	Emits 2 mands without verbal prompts — can be with object prompts	
4-d	Mands for others to attend to the same stimulus that he is attending to 5 times per day	
4-e	Emits 1 mand to remove an undesirable item or activity (e.g.no)	
5-M	Emits 10 different mands without prompts (except, What do you want?) — the desired item can be present (e.g., apple, swing, car, juice)	
5-a	Emits 3 different mands without an object present — can be with a verbal prompt (e.g., mommy)	
5-b	Emits 3 different mands without verbal prompts — can be with an object prompt	
5-c	Mands contain intonations that vary and are appropriate to the current MO 2 times	
5-d	Acquires a new mand in less than 20 training trials	

5-e	Continues to emit a mand 2 times if the reinforcer is not delivered (persistence)	
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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.1.2.11-12.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.F Evaluate how words and phrases shape meaning and tone in texts. CC.1.4.11-12.N 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 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.1.5.11-12.G Demonstrate command of the conventions of standard English when speaking based on grade 11-12 level and content. CC.1.5.11-12.E Adapt speech to a variety of contexts and tasks. CC.2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems.
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-c	Emits 2 mands to remove undesirable items or activities	
7-d	Demonstrates response generalization for two different mands (e.g., calls a filled cup both cup and drink; calls a dog both dog and Maggie)	
7-e	Mands contain varied intonation appropriate to both positive and negative MOs 5 times	
7-f	Mands for help or assistance 2 times	
7-g	Demonstrates a high frequency of manding (15 in a 5 minute period)	
8-M	Emits 5 different mands that contain 2 or more words (not including I want) (e.g., Go fast. My turn. Pour juice.) (TO: 60 min.)	
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-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.1.2.11-12.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.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.1.3.11-12.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.
11-a	Mands to peers 5 times	
11-b	Spontaneously mands for attention 5 times (e.g., Teacher! Hey! Excuse me.)	
11-c	The child emits 100 or more different mands in a one week period	
11-d	Mands contain 3-word phrases 10 times (e.g, Can I see?)	
11-e	Mands for a specific quantity of reinforcers 2 times (e.g., two gummy bears)	
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?)	
12-a	Mands to remove an aversive item or activity 2 times (e.g., Let go. Give it back.)	
12-b	Mands for others to perform a two-step action 2 times (e.g., Come here and watch me.)	
12-c	Says please and thank you with indirect adult verbal prompts (e.g., What do you say?)	
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.)	
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.)	
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?)	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.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.M Write narratives to develop real or imagined experiences or events. CC.1.4.11-12.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.1.4.11-12.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.
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.1.3.11-12.F Evaluate how words and phrases shape meaning and tone in texts.
1-a	Tacts 1 familiar person, pet, or object with verbal prompts and motivation present (e.g. mama)	

		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.
2-M	Tacts any 4 items without echoic or imitative prompts (e.g., people, pets, characters, or other objects)	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.
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 in bed and in the kitchen)	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.
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.1.3.11-12.F Evaluate how words and phrases shape meaning and tone in texts.
4-a	Looks at family photos and, with verbal prompts, tacts 2 family members	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.
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)	CC.1.3.11-12.F Evaluate how words and phrases shape meaning and tone in texts.
5-a	Tacts 5 pictures (2D)	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.
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.1.2.11-12.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.
6-a	Tacts 4 different people, pets, or characters by their specific name (can include mama and dada)	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.
6-b	Tacts 2 actions when asked, for example, What am I doing? (e.g., jumping, clapping)	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.
6-c	Acquires a new tact in less than 20 training trials	CC.1.2.11-12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text.
6-d	Tacts 5 items in a 15 second period (fluency)	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

		<p>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.</p> <p>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.</p> <p>CC.1.2.11-12.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.3.11-12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text.</p> <p>CC.1.3.11-12.F Evaluate how words and phrases shape meaning and tone in texts.</p> <p>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.)</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.3.11-12.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p> <p>CC.1.4.11-12.A Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.</p> <p>CC.1.4.11-12.B Write with a sharp distinct focus identifying topic, task, and audience.</p> <p>CC.2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems.</p> <p>CC.2.1.HS.F.3 Apply quantitative reasoning to choose and Interpret units and scales in formulas, graphs and data displays.</p> <p>CC.2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multi-step problems.</p> <p>CC.2.1.HS.F.6 Extend the knowledge of arithmetic operations and apply to complex numbers.</p> <p>CC.2.1.HS.F.7 Apply concepts of complex numbers in polynomial identities and quadratic equations to solve problems.</p>
7-M	Generalizes tacts across 3 examples of 50 items, or from a list of known generalizations	<p>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.</p> <p>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.</p> <p>CC.1.2.11-12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text.</p> <p>CC.1.2.11-12.F Evaluate how words and phrases shape meaning and tone in texts.</p> <p>CC.1.2.11-12.G Integrate and evaluate multiple sources of information presented in different media or formats (e.g. visually, quantitatively) as</p>
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 What he doing? (e.g., drinking, swimming)	
7-e	Tacts 40 items when asked What’s that? (e.g., tree, bowl, sock, crayon, apple)	

		<p>well as in words in order to address a question or solve a problem.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.2.11-12.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.3.11-12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text.</p> <p>CC.1.3.11-12.F Evaluate how words and phrases shape meaning and tone in texts.</p> <p>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.)</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.3.11-12.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p> <p>CC.1.4.11-12.A Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.</p> <p>CC.1.4.11-12.B Write with a sharp distinct focus identifying topic, task, and audience.</p> <p>CC.2.1.HS.F.3 Apply quantitative reasoning to choose and Interpret units and scales in formulas, graphs and data displays.</p> <p>CC.2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multi-step problems.</p> <p>CC.2.1.HS.F.6 Extend the knowledge of arithmetic operations and apply to complex numbers.</p> <p>CC.2.1.HS.F.7 Apply concepts of complex numbers in polynomial identities and quadratic equations to solve problems.</p>
8-M	Tacts 10 actions when asked, for example, What am I doing? (e.g., jumping, sleeping, eating)	CC.1.2.11-12.A
8-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.
8-b	Tacts 5 noun-verb or verb-noun combinations (e.g., dog eating, rolling ball)	CC.1.2.11-12.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 and related to an author’s implicit and explicit assumptions and beliefs.
8-d	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.

		<p>CC.1.2.11-12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text.</p> <p>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.</p> <p>CC.1.2.11-12.F Evaluate how words and phrases shape meaning and tone in texts.</p> <p>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.</p> <p>CC.1.2.11-12.H Analyze seminal texts based upon reasoning, premises, purposes, and arguments.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.2.11-12.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.3.11-12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text.</p> <p>CC.1.3.11-12.F Evaluate how words and phrases shape meaning and tone in texts.</p> <p>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.)</p> <p>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.</p> <p>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.</p> <p>CC.1.3.11-12.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p> <p>CC.1.4.11-12.A Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.</p> <p>CC.1.4.11-12.B Write with a sharp distinct focus identifying topic, task, and audience.</p>
9-M	Tacts 50 two-component verb-noun, or noun-verb combinations, tested or from a list of known two-component tacts (e.g., washing face, Joe swinging, baby sleeping)	<p>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.</p> <p>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.</p> <p>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</p>
9-a	Tacts 25 two-component noun-noun relations (e.g., paper and pencil; car and truck)	
9-b	Acquires a new tact in less than 15 training trials	
9-c	Spontaneously tacts items in a book, on TV, or in a video 5 times (e.g., Cinderella)	
9-d	Learns 2 new tacts without direct training (e.g., untrained echoic to tact transfer)	

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)	<p>the structure makes points clear, convincing, and engaging.</p> <p>CC.1.2.11-12.F Evaluate how words and phrases shape meaning and tone in texts.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.2.11-12.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.3.11-12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text.</p> <p>CC.1.3.11-12.F Evaluate how words and phrases shape meaning and tone in texts.</p> <p>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.)</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.3.11-12.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p> <p>CC.1.4.11-12.A Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.</p> <p>CC.1.4.11-12.B Write with a sharp distinct focus identifying topic, task, and audience.</p> <p>CC.2.1.HS.F.3 Apply quantitative reasoning to choose and Interpret units and scales in formulas, graphs and data displays.</p> <p>CC.2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multi-step problems.</p> <p>CC.2.1.HS.F.6 Extend the knowledge of arithmetic operations and apply to complex numbers.</p> <p>CC.2.1.HS.F.7 Apply concepts of complex numbers in polynomial identities and quadratic equations to solve problems.</p>
10-M	Tacts 200 nouns and/or verbs (or other parts of speech), tested or from an accumulated list of known tacts	CC.1.2.11-12.A
10-a	Tacts 10 actions (e.g., climbing, playing, coloring, swimming, washing)	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	Tacts 2 gustatory stimuli (e.g., tacts orange by tasting it)	CC.1.2.11-12.B

10-c	Tacts 20 items in a 1 minute fluency test	<p>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.</p> <p>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.</p> <p>CC.1.2.11-12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text.</p> <p>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.</p> <p>CC.1.2.11-12.F Evaluate how words and phrases shape meaning and tone in texts.</p> <p>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.</p> <p>CC.1.2.11-12.H Analyze seminal texts based upon reasoning, premises, purposes, and arguments.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.2.11-12.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.3.11-12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text.</p> <p>CC.1.3.11-12.F Evaluate how words and phrases shape meaning and tone in texts.</p> <p>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.)</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.3.11-12.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p> <p>CC.1.4.11-12.A Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.</p> <p>CC.1.4.11-12.B Write with a sharp distinct focus identifying topic, task, and audience.</p> <p>CC.2.1.HS.F.2</p>
10-d	Tacts 2 different colors (e.g., red, blue)	
10-e	Tacts 2 different shapes (e.g., circle, star)	

		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.
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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 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 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.
11-a	Tacts 2 olfactory stimuli (e.g., cookies, popcorn, flowers)	
11-b	Acquires 5 new tacts in a week without direct training	
11-c	Tacts 2 people (not family members) by their first names	
11-d	Tacts 5 categories or classes (e.g., animals, drinks, toys)	
11-e	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	

		<p>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.</p> <p>CC.1.3.11-12.F Evaluate how words and phrases shape meaning and tone in texts.</p> <p>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.)</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.3.11-12.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p> <p>CC.1.4.11-12.A Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.</p> <p>CC.1.4.11-12.B Write with a sharp distinct focus identifying topic, task, and audience.</p> <p>CC.2.1.HS.F.1 Apply and extend the properties of exponents to solve problems with rational exponents.</p> <p>CC.2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems.</p> <p>CC.2.1.HS.F.3 Apply quantitative reasoning to choose and Interpret units and scales in formulas, graphs and data displays.</p> <p>CC.2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multi-step problems.</p> <p>CC.2.1.HS.F.6 Extend the knowledge of arithmetic operations and apply to complex numbers.</p> <p>CC.2.1.HS.F.7 Apply concepts of complex numbers in polynomial identities and quadratic equations to solve problems.</p>
12-M	Tacts 4 different prepositions (e.g., in, out, on, under) and 4 pronouns (e.g., I, you, me, mine)	<p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.2.11-12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text.</p> <p>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.</p> <p>CC.1.2.11-12.F Evaluate how words and phrases shape meaning and tone in texts.</p> <p>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.</p> <p>CC.1.2.11-12.H Analyze seminal texts based upon reasoning, premises, purposes, and arguments.</p> <p>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.</p> <p>CC.1.2.11-12.J</p>
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-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-d	Tacts 2 prepositional relations (e.g., Where is Oscar? ...in the garbage can) (part intraverbal)	
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)	

		<p>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.</p> <p>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.</p> <p>CC.1.2.11-12.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.3.11-12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text.</p> <p>CC.1.3.11-12.F Evaluate how words and phrases shape meaning and tone in texts.</p> <p>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.)</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.3.11-12.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p> <p>CC.1.4.11-12.A Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.</p> <p>CC.1.4.11-12.B Write with a sharp distinct focus identifying topic, task, and audience.</p> <p>CC.2.1.HS.F.1 Apply and extend the properties of exponents to solve problems with rational exponents.</p> <p>CC.2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems.</p> <p>CC.2.1.HS.F.3 Apply quantitative reasoning to choose and Interpret units and scales in formulas, graphs and data displays.</p> <p>CC.2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multi-step problems.</p> <p>CC.2.1.HS.F.6 Extend the knowledge of arithmetic operations and apply to complex numbers.</p> <p>CC.2.1.HS.F.7 Apply concepts of complex numbers in polynomial identities and quadratic equations to solve problems.</p>
13-M	Tacts 4 different adjectives, excluding colors and shapes (e.g., big, little, long, short) and 4 adverbs (e.g., fast, slow, quietly, gently)	<p>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.</p> <p>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.</p> <p>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.</p>
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.)	
13-c	Tacts 2 pairs of relative adjectives (e.g., big and little; long and short) (part intraverbal if questions such as What size is this? are used)	
13-d	Spontaneously tacts with 2 different adjectives	

13-e	Spontaneously tacts with 2 different adverbs	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.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 arithmetic operations and apply to complex numbers.
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.1.2.11-12.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.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. CC.1.4.11-12.A
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 (The dog’s in the house.)	
	Tacts 5 subject-verb-noun combinations in a complete sentence (e.g., The girl is pulling the wagon.)	

		<p>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.4 Use units as a way to understand problems and to guide the solution of multi-step problems.</p>
15-M	Has a total tact vocabulary of 1000 words (nouns, verbs, adjectives, etc.), tested or from an accumulated list of known tacts	<p>CC.1.2.11-12.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.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.</p>
15-a	Tacts 3 emotional states of self or others (e.g., sad, happy, mad) (part intraverbal if questions such as How do you feel? are used)	
15-b	Tacts 5 frequently used gestures that have a verbal function (e.g., pinching their nose for a bad smell, finger over the lips for quiet, thumbs up for a good job, a fake yawn for being tired)	
15-c	Tacts 5 community helpers (e.g., policeman, fireman, nurse, doctor, garbage man)	
15-d	Tacts with 2 different negation words 5 times (e.g., That’s not a cat.)	
15-e	Tacts 5 social, community, or group events (e.g., parade, party, emergency)	
15-f	Spontaneously tacts 2 different social circumstances (e.g., They are busy. They are arguing.)	
15-g	Spontaneously emits untrained tacts in sentences containing at least 5 words, 5 times	

		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.
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LISTENER RESPONDING LEVEL 1		
Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
1-M	Attends to a speaker’s voice by making eye contact with the speaker 5 times	CC.1.2.11-12.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.
1-a	Turns head to locate the source of a sound (e.g., bell, squeaky toy, a cell phone ringing)	
2-M	Responds to hearing his own name 5 times (e.g., looks at the speaker)	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.
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, for 5 different reinforcers (e.g., Where’s Elmo? Where’s mommy?)	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.
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.1.2.11-12.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.
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.)	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.
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.1.2.11-12.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.
6-a	Selects the correct item from a messy array of 5, for 25 different items (e.g., book, car, dog, shoe)	
6-b	Acquires a new listener skill in less than 25 training trials	
6-c	Discriminates among 6 people, pets, or characters by name (e.g., Find Oscar.)	
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.1.2.11-12.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.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
7-a	Goes to 3 specified people on command (e.g., Go to Debbie)	
7-b	Points to a named item in a book for 5 items (e.g., Where’s the fire truck?)	
7-c	Selects 5 items in the natural environment on command (e.g., get the spoon, while at the table)	
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)	

		<p>well as in words in order to address a question or solve a problem.</p> <p>CC.1.2.11-12.H Analyze seminal texts based upon reasoning, premises, purposes, and arguments.</p> <p>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.</p> <p>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.</p> <p>CC.1.2.11-12.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</p> <p>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.</p> <p>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.</p> <p>CC.1.3.11-12.F Evaluate how words and phrases shape meaning and tone in texts.</p> <p>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.)</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.2.1.HS.F.3 Apply quantitative reasoning to choose and Interpret units and scales in formulas, graphs and data displays.</p> <p>CC.2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multi-step problems.</p> <p>CC.2.1.HS.F.6 Extend the knowledge of arithmetic operations and apply to complex numbers.</p>
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 considering a word or phrase important to comprehension or expression. CC.2.1.HS.F.5 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.
8-b	Selects the correct item from an array of 8 containing 2 similar stimuli (e.g., same color), for 20 items	
8-c	Selects an item when given the sound that the item makes for 5 items (e.g., barking: dog, siren: fire truck)	
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 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 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 goes over to the light, and no one knew that she knew the word light)	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.
9-b	Appropriately responds to 5 different gestures (e.g., finger to the lips for quiet, palm out for stop)	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.
9-c	Demonstrates 3 specified actions to 3 different people (e.g., Hug Grandma. Give Laura a high-five.)	CC.1.2.11-12.F Evaluate how words and phrases shape meaning and tone in texts.
9-d	Selects 2 targeted items from a scene, book, or natural environment for 20 sets of items (noun-noun) (e.g., Where’s the elephant and giraffe?)	CC.1.2.11-12.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

		<p>Analyze seminal texts based upon reasoning, premises, purposes, and arguments.</p> <p>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.</p> <p>CC.1.2.11-12.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</p> <p>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.</p> <p>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.</p> <p>CC.1.3.11-12.F Evaluate how words and phrases shape meaning and tone in texts.</p> <p>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.)</p> <p>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.</p> <p>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.</p> <p>CC.1.3.11-12.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p> <p>CC.2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multi-step problems.</p> <p>CC.2.1.HS.F.6 Extend the knowledge of arithmetic operations and apply to complex numbers.</p>
10-M	Selects the correct item in a book, picture scene, or natural environment when named for 250 items, tested or from an accumulated list of known words	<p>CC.1.2.11-12.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.</p> <p>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.</p> <p>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.</p> <p>CC.1.2.11-12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text.</p> <p>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.</p> <p>CC.1.2.11-12.F Evaluate how words and phrases shape meaning and tone in texts.</p> <p>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.</p> <p>CC.1.2.11-12.H Analyze seminal texts based upon reasoning, premises, purposes, and arguments.</p> <p>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.</p> <p>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.</p> <p>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.</p>
10-a	Performs two consecutive actions for 10 different sets of actions (verb-verb) (e.g., Show me jumping and clapping.	
10-b	Discriminates between 2 colors from an array of 4 different colored objects	
10-c	Discriminates between 2 shapes from an array of 4 different shapes	
10-d	Generalizes in a noun-verb listener task with a new object for 5 different actions (e.g., after receiving training on spinning and rolling a pencil, the child correctly spins and rolls a straw on the first trial)	
10-e	Generalizes in a noun-verb listener task with a new action for 5 objects (e.g., can spin any item)	

		<p>CC.1.2.11-12.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.3.11-12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text.</p> <p>CC.1.3.11-12.F Evaluate how words and phrases shape meaning and tone in texts.</p> <p>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.)</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.3.11-12.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p> <p>CC.2.1.HS.F.1 Apply and extend the properties of exponents to solve problems with rational exponents.</p> <p>CC.2.1.HS.F.3 Apply quantitative reasoning to choose and Interpret units and scales in formulas, graphs and data displays.</p> <p>CC.2.1.HS.F.5 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.</p>
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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.)	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.2.1.HS.F.1 Apply and extend the properties of exponents to solve problems with rational exponents.</p>
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.)	

		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., Touch my ear.)	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.D Evaluate how an author’s point of view or purpose shapes the content and style of a text. 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.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.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 Extend the knowledge of arithmetic operations and apply to complex numbers.
12-a	Follows instructions to take an item to 5 different locations (e.g., Take the tray to the sink.)	
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-e	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.)	
		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.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.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.
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)	
13-a	Demonstrates 3 pretend emotions on command (e.g., Show me a sad face. Make a happy face.)	
13-b	Identifies (LDs) 10 items based on a subject, adjective, and noun (e.g., Show me the girl’s red hair.)	
13-c	Performs 10 actions based on a subject, preposition, and noun (e.g., Put the horse in the barn.)	
13-d	Identifies (LDs) 10 items based on a verb, pronoun, and noun (e.g., Brush his hair.)	
13-e	Generalizes a pronoun and a preposition to a new situation (e.g., uses his correctly with a new friend)	

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 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.D Evaluate how an author’s point of view or purpose shapes the content and style of a text. 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-a	Performs 10 actions based on a subject, verb, and adverb (e.g., Show me the frog jumping high.)	
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.1.2.11-12.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.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.
15-a	Discriminates among items given negation words for 10 tasks (e.g., Which one is not a food?)	
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?)	
15-c	Correctly responds to 10 singular vs. plural tasks (e.g., Touch the dog. vs. Touch the dogs.)	
15-d	Generalizes 5 adjectives to new nouns (e.g., says, Sticky fly stuff when first encounters a fly trap)	
15-e	Generalizes 5 adverbs to new verbs (e.g., says, Lava moves slow when first encountering lava)	

		<p>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.)</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.3.11-12.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p> <p>CC.1.4.11-12.A Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.</p> <p>CC.1.4.11-12.B Write with a sharp distinct focus identifying topic, task, and audience.</p> <p>CC.2.1.HS.F.1 Apply and extend the properties of exponents to solve problems with rational exponents.</p> <p>CC.2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems.</p> <p>CC.2.1.HS.F.3 Apply quantitative reasoning to choose and Interpret units and scales in formulas, graphs and data displays.</p> <p>CC.2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multi-step problems.</p> <p>CC.2.1.HS.F.5 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.</p> <p>CC.2.1.HS.F.6 Extend the knowledge of arithmetic operations and apply to complex numbers.</p> <p>CC.2.1.HS.F.7 Apply concepts of complex numbers in polynomial identities and quadratic equations to solve problems.</p>
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VISUAL PERCEPTUAL SKILLS AND MATCHING-TO-SAMPLE LEVEL 1		
Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
1-M	1-M Visually tracks moving stimuli for 2 seconds, 5 times	CC.1.2.11-12.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.
1-a	Visually attends to faces and people 5 times	
1-b	Visually attends to reinforcing objects 5 times	
2-M	Grasps small objects with thumb and index finger (pincer grasp) 5 times	CC.1.2.11-12.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.
2-a	Reaches for and successfully grabs objects 5 times	
2-b	Uses index finger to poke things or for other uses 5 times	
2-c	Manipulates toys and objects in a variety of ways for 10 seconds, 5 times	
3-M	3-M Visually attends to a toy or book for 30 seconds (not a self-stim item)	CC.1.2.11-12.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.
3-a	Transfers objects from one hand to another 5 times	
3-b	Looks for an object that has fallen out of sight 5 times	

4-M	Places 3 items in a container, stacks 3 blocks, or places 3 rings on a peg for 2 of these or similar activities	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.
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.1.2.11-12.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.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.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.
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-piece in-set 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)	

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 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.
6-a	Connects 2 items or toys together (e.g. Duplos)	
6-b	Nests identical objects in a stack 2 times (e.g., bowls, cups, plates)	
6-c	Turns 2 pages in a book	
6-d	Completes 3 different inset puzzles containing 3-4 pieces without prompts	
6-e	Stacks 4 blocks without help	
6-f	Matches identical objects or pictures in a neat array of 3, for 10 items (e.g., matches a hat to a hat)	
6-g	Matches identical objects or pictures that are different sizes in a messy array of 6, for 10 items (e.g., matches a big red ball to a little red ball)	
6-h	Places 5 items where they belong or in an appropriate context (e.g., puts a cup in the sink)	
7-M	Matches similar colors and shapes for 10 different colors or shapes given models (e.g., given red, blue, and green bowls and a pile of red, blue, and green bears the child sorts the items by color	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.
7-a	Completes 5 different puzzles containing 6 or more pieces without prompts	
7-b	Matches identical objects or pictures in a messy array of 8, for 25 objects	
7-c	Matches identical pictures that have different backgrounds in a messy array of 8, for 25 pictures	
7-d	Matches identical pictures (2D) to objects (3D) and vice versa, in a messy array of 8, for 10 pairs (e.g., matches a picture of Thomas the Train to a toy Thomas the Train	
7-e	Spontaneously matches 2 items together in play or other situations (e.g., picks up a Hulk figurine and selects a matching Hulk from a bin of figurines)	
7-f	Completes identical matches in an array of 8, for 10 matches in less than 20 seconds (fluency)	
8-M	Matches identical objects or pictures in a messy array of 8 containing 3 similar stimuli, for 25 items (e.g., matches a dog to a dog in an array that also contains a cat, a pig, and a pony	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.1.3.11-12.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.
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.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.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.1.3.11-12.H
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	
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)	

		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 Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features.
10-b	Matches a picture of a body part to his own body part for 5 body parts	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.
10-c	Matches a picture of an action to a non-identical picture of the same action for 10 actions (e.g., matches a picture of a girl swimming to a picture of a boy swimming in a different pool)	CC.1.3.11-12.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.
10-d	Colors pictures in a coloring book although doesn’t always stay in the	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.
10-e	Matches 10 different items that are associated with each other (e.g., a shoe to a sock)	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	
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)	
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)	
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	
12-c	Completes a 6-component block design with a 2D sample and 3D blocks for 8 designs	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.2.1.HS.F.1 Apply and extend the properties of exponents to solve problems with rational exponents.</p> <p>CC.2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems.</p> <p>CC.2.1.HS.F.3 Apply quantitative reasoning to choose and Interpret units and scales in formulas, graphs and data displays.</p> <p>CC.2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multi-step problems.</p> <p>CC.2.1.HS.F.6 Extend the knowledge of arithmetic operations and apply to complex numbers.</p> <p>CC.2.1.HS.F.7 Apply concepts of complex numbers in polynomial identities and quadratic equations to solve problems.</p>
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	
13-a	Uses scissors to cut out 5 different patterns or items without physical prompts	<p>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.</p> <p>CC.2.1.HS.F.1 Apply and extend the properties of exponents to solve problems with rational exponents.</p> <p>CC.2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems.</p> <p>CC.2.1.HS.F.3 Apply quantitative reasoning to choose and Interpret units and scales in formulas, graphs and data displays.</p> <p>CC.2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multi-step problems.</p>
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)	<p>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.</p> <p>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.</p> <p>CC.1.2.11-12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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</p>
14-a	Successfully completes a human figure puzzle with at least 6 parts	
14-b	Matches 25 items that are associated with each other in a messy array of 6 with 3 similar stimuli	
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	

		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 of the central ideas; provide an objective summary of the text. 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.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.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.
15-a	Completes an A-B pattern for 5 different color or shape patterns	
15-b	Completes an A-B pattern for 5 different picture patterns	
15-c	Places 3 pictures in the correct sequential order for 5 sets	
15-d	Constructs 5 felt (or similar material) scenes with 5 parts (e.g., farm, party)	

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.1.2.11-12.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.
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.1.2.11-12.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.
2-a	Points to a toy or object of interest	
2-b	Drops items to watch them fall, or demonstrates other interests in cause-and-effect	
2-c	Opens cupboard doors, toy boxes, or reaches in a toy container	

2-d	Repeats a play behavior that produces an auditory sound (e.g., squeezes toys, bangs items)	
2-e	Makes eye contact with others 3 times during play	
3-M	Demonstrates generalization by engaging in exploratory movement and playing with the toys in a novel environment for 2 minutes (e.g., in a new playroom)	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.
3-a	Brings a toy or object of interest to an adult	
3-b	Dumps containers of items on floor	
3-c	Transfers items in or out of a container	
3-d	Generalizes known play behaviors to a novel environment	
3-e	Carries toys or objects from one place to another	
4-M	Independently engages in movement play for 2 minutes (e.g., swinging, dancing, rocking, jumping, climbing)	CC.1.2.11-12.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.
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.1.2.11-12.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.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.
5-a	Takes pieces of a set apart (e.g., Duplos, Bristle blocks)	
5-b	Spontaneously pulls and pushes items around	
5-c	Carries a large play object to a new location (e.g., a toy car garage)	
5-d	Emits sounds or words associated with toys (e.g., says vroom vroom with a car)	
5-e	Connects things or puts them together (e.g., a car on a track, Duplos)	

INDEPENDENT PLAY LEVEL 2		
Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
6-M	Searches for a missing or corresponding toy or part of a set for 5 items or sets (e.g., a puzzle piece, a ball for a drop-in toy, a bottle for a baby doll)	CC.1.2.11-12.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.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.
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.1.2.11-12.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.
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.1.2.11-12.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.
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)	
		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.
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	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	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.
10-M	Assembles toys that have multiple parts for 5 different sets of materials	
10-a	Plays with toy sets as designed (e.g., birthday set, tea set)	
10-b	Allows others to play in close proximity	
10-c	Demonstrates interest in a peer’s completed project (e.g., a sand castle, Lego structure)	
10-d	Mands to peers to not disturb his structure or toy assembly	
10-e	Improvises when parts are missing (e.g., still plays with a car that is missing a wheel)	
10-f	Helps to pick up toys after an activity with adult prompts	

INDEPENDENT PLAY LEVEL 3		
Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
11-M	Spontaneously engages in pretend or imaginary play on 5 occasions (e.g., dressing up, a pretend party with stuffed animals, pretends to cook)	CC.1.2.11-12.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.
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	
		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-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 wears it)	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 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.
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.1.2.11-12.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.
13-a	Uses arts and crafts materials as intended (e.g., cuts with scissors, uses glue)	
13-b	Waits for a turn at an activity (e.g., waits for another child to get off a swing, or a turn at an activity table)	
13-c	Independently draws recognizable items	
13-d	Shows a completed project to an adult or peer (e.g., an art project)	
13-e	Colors items mostly within their boundaries in a coloring book	
14-M	Independently engages in sustained play activities for 10 minutes without adult prompts or reinforcement (e.g., playing with an Etch-a-sketch, playing dress-up)	CC.1.2.11-12.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-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.1.2.11-12.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.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.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.
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 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.1.2.11-12.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.
1-a	Smiles when hearing familiar voices 3 times (e.g., his mom or dad’s voice)	
1-b	Looks at the faces of familiar people at least 3 times	
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, 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-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	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.
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-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)	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.
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)	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.
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.1.5.11-12.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. coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation. 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 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.
6-a	Looks at a peer when he talks 2 times	
6-b	Chases peers in play with adult prompts 2 times	
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-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.)	
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-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-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-e	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-e	Spontaneously imitates a peer riding on a tricycle, toy car, or other riding toy 2 times	

SOCIAL BEHAVIOR AND SOCIAL PLAY LEVEL 3		
Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
11-M	Spontaneously cooperates with a peer to accomplish a specific outcome 5 times (e.g., one child holds a bucket while the other pours in water)	CC.1.5.11-12.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.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.
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 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?)	
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-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-e	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		
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.1.5.11-12.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. 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.
1-a	Imitates mouthing movements 3 times (e.g., puckering lips, opening mouth)	
1-b	Imitates 1 motor movement of another person on demand (i.e., will imitate when asked)	
2-M	Imitates 4 gross motor movements when prompted with, Do this	
2-a	Imitates 2 actions with an object (e.g., pounding with a toy hammer, rolling a ball)	
2-b	Spontaneously imitates 2 different fun activities (e.g., peek-a boo, patty cake)	
2-c	Makes eye contact while imitating 3 times	
3-M	Imitates 8 motor movements, 2 of which involve objects (e.g., shaking a maraca, tapping sticks together)	
3-a	Imitates 2 fine motor movements (e.g., wiggles fingers, opens and closes fist)	
3-b	Spontaneously imitates 2 gross motor movements of another person (e.g., arms up)	
3-c	Imitates side-to-side body rocking	
3-d	Generalizes known imitation responses to 2 additional people (e.g., claps for 2 new adults)	
4-M	Spontaneously imitates the motor behaviors of others on 5 occasions	
4-a	Imitates pointing at people or objects	
4-b	Imitates transferring an object from one hand to another	
4-c	Imitates 5 actions that produce an outcome (e.g., pushing buttons on a pop-up toy)	
4-d	Imitates 2 head movements (e.g., nods yes and no)	
5-M	Imitates 20 motor movements of any type (e.g., fine motor, gross motor, imitation with objects)	
5-a	Imitates 5 different fine motor movements (e.g., pokes clay with index finger, a pincer grasp)	
5-b	Imitates the gross motor behavior of other children 2 times when prompted (e.g., running)	
5-c	Spontaneously imitates the behavior of others on 2 occasions (e.g., filling containers)	
5-d	Demonstrates generalization of 10 imitative responses to 3 new people	

MOTOR IMITATION LEVEL 2		
Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
6-M	Imitates 10 actions that require selecting a specific object from an array (e.g., selects a 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. 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.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.
6-a	Imitates blowing 2 times (e.g., bubbles, candles, balloons)	
6-b	Imitates 5 common gestures (e.g., shrugging shoulders, thumbs up, finger to closed lips)	
6-c	Imitates turning a page in a book	
6-d	Imitates 5 actions with a specific object selected from an array of 2 (e.g., imitates hugging puppy from an array of a doll and a puppy)	
6-e	Imitates pulling 5 different items apart (e.g., Duplos, Kid K’Nex, lids on containers)	
7-M	Imitates 20 different fine motor actions when prompted, Do this (e.g., wiggling fingers, pinching, making a fist, making a butterfly)	
7-a	Imitates 3 play behaviors in the natural environment (e.g., pushing a car down a ramp)	
7-b	Imitates 5 two-step behaviors (e.g., touch head and touch shoulders)	
7-c	Spontaneously imitates a behavior observed on a TV or video (e.g., dancing, hopping)	
7-d	Imitates 5 facial expressions (e.g., kissing, opening mouth, shutting eyes, scrunching nose)	
7-e	Maintains a newly acquired imitative behavior after 24 hours without training	
7-f	Imitates a new behavior correctly on the first trial	
7-g	Imitates 5 examples of finger play (e.g., pretend walking on two fingers, finger dancing)	
8-M	Imitates 10 different three-component sequences of actions when prompted, Do this (e.g., clapping, jumping, touching toes; pick up a doll, place her in a crib and rock the crib)	
8-a	Imitates 5 actions in a 10-second fluency test	
8-b	Imitates drawing a circle on 2 occasions	
8-c	Imitates 5 pretend play activities (e.g., a monster, pouring tea, shooting spider webs)	
8-d	Spontaneously imitates 5 fine motor arts and crafts activities (e.g., cutting, pasting, drawing)	
8-e	Acquires 5 new listener skills through transfer of control from imitation to listener (e.g., the child learns to cast a toy fishing pole by first being shown how, then told how)	
8-f	Imitates other children during daily activities on 2 occasions (e.g., lining up, pulling a wagon)	
8-g	Repeats a fun behavior previously observed (delayed imitation) (e.g., squirting water)	
9-M	Spontaneously imitates 5 functional skills in the natural environment (e.g., eating with a spoon, putting on a coat, removing shoes)	
9-a	Imitates a socio-dramatic play activity modeled by peers on 2 occasions	
9-b	Spontaneously imitates 5 behaviors in a group activity (e.g., sits when other children sit)	
9-c	Imitates 10 two-component actions (e.g., pretend pouring and drinking)	
9-d	Imitates the same behavior going fast and slow for 5 behaviors (e.g., arms up fast then slow)	
10-M	Imitates (or attempts to with approximations) any novel motor action modeled by an adult with and without objects (i.e., a “generalized imitative repertoire”)	
10-a	Imitates building items or the construction of a toy set (e.g., Legos, a train set, Lincoln Logs)	

10-b	Imitates 5 sequences of multi-step functional self-care skills (e.g., brushing teeth, washing face, putting on shoes)	
10-c	Imitates 5 functional activities of daily living skills (e.g., setting the table, sweeping the floor)	
10-d	Demonstrates delayed imitation of adult behavior in pretend play (e.g., driving a car, typing)	
10-e	Imitates 50 different motor behaviors on command	

ECHOIC LEVEL 1		
Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
	Intentionally left blank	CC.1.5.11-12.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	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.
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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. 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.
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.1.3.11-12.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.5 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.
7-a	Selects an item from an array of 5 for 5 different fill-in statements containing a verb (e.g., You sleep in a...)	
7-b	Selects an item from an array of 5 for 5 different spoken associated sets of words (e.g., Shoes and...)	
7-c	Reverses 5 previously acquired associations in an LRFFC format (e.g., Shoes and..., Socks and...)	
7-d	Generalizes 10 known LRFFC responses to different tones of voice, volumes, prosody, etc.	
7-e	Generalizes 10 known LRFFC responses to new carrier phrases without training (e.g., Let's sit on a...Time to sit on a...)	
7-f	Generalizes 10 known LRFFC responses to 2 different pictures or objects (e.g., two different shoes)	
8-M	Selects the correct item from an array of 10 (or from a book) for 25 different verb-noun what, which, or who questions (e.g., What do you ride? Which one barks? Who can hop?)	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.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
8-a	Selects an item from an array of 8 for 10 fill-in function statements (e.g., You draw with a...)	
8-b	Selects an item from an array of 8 for 10 fill-in feature statements (e.g., You find wheels on a...)	
8-c	Selects an item from an array of 8 for 10 fill-in class statements (e.g., A kind of animal is a...)	
8-d	Selects an item from an array of 8 for 10 different what questions (e.g., What do you eat?)	
8-e	Selects an item from an array of 8 for 10 different which questions (e.g., which one flies?)	
8-f	Selects an item from an array of 8 for 10 different who questions (e.g., Who builds a nest?)	

		<p>considering a word or phrase important to comprehension or expression.</p> <p>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.</p> <p>CC.1.2.11-12.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.3.11-12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text.</p> <p>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.</p> <p>CC.1.3.11-12.F Evaluate how words and phrases shape meaning and tone in texts.</p> <p>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.)</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.2.1.HS.F.1 Apply and extend the properties of exponents to solve problems with rational exponents.</p> <p>CC.2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems.</p> <p>CC.2.1.HS.F.3 Apply quantitative reasoning to choose and Interpret units and scales in formulas, graphs and data displays.</p> <p>CC.2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multi-step problems.</p> <p>CC.2.1.HS.F.5 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.</p>
9-M	Selects an item given 3 different verbal statements about each item when independently presented (e.g., Find an animal. What barks? What has paws?) for 25 items	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>
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-e	Demonstrates 10 LRFFC responses in the natural environment	

		<p>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.</p> <p>CC.1.3.11-12.F Evaluate how words and phrases shape meaning and tone in texts.</p> <p>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.)</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.2.1.HS.F.1 Apply and extend the properties of exponents to solve problems with rational exponents.</p> <p>CC.2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems.</p> <p>CC.2.1.HS.F.3 Apply quantitative reasoning to choose and Interpret units and scales in formulas, graphs and data displays.</p> <p>CC.2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multi-step problems.</p> <p>CC.2.1.HS.F.7 Apply concepts of complex numbers in polynomial identities and quadratic equations to solve problems.</p>
10-M	Spontaneously tacts the item on 50% of the LRFFC trials (e.g., says Dog given the verbal statement Find an animal and a visual array containing a picture of a dog)	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.2.11-12.H Analyze seminal texts based upon reasoning, premises, purposes, and arguments.</p> <p>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.</p> <p>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.</p> <p>CC.1.2.11-12.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</p> <p>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.</p> <p>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.</p> <p>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.</p>
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-e	Spontaneously emits 5 LRFFC responses (e.g., gets a broom after hearing, There's dirt on the floor.)	

		<p>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.</p> <p>CC.1.3.11-12.F Evaluate how words and phrases shape meaning and tone in texts.</p> <p>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.)</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.4.11-12.A Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.</p> <p>CC.2.1.HS.F.1 Apply and extend the properties of exponents to solve problems with rational exponents.</p> <p>CC.2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems.</p> <p>CC.2.1.HS.F.3 Apply quantitative reasoning to choose and Interpret units and scales in formulas, graphs and data displays.</p> <p>CC.2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multi-step problems.</p> <p>CC.2.1.HS.F.6 Extend the knowledge of arithmetic operations and apply to complex numbers.</p> <p>CC.2.1.HS.F.7 Apply concepts of complex numbers in polynomial identities and quadratic equations to solve problems.</p>
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LISTENER RESPONDING BY FUNCTION, FEATURE, & CLASS LEVEL 3		
Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
11-M	Selects the correct item from an array of 10 that contains 3 similar stimuli (e.g., similar color, shape, or class, but they are the wrong choices), for 25 different WH question LRFFC tasks	<p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.2.11-12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text.</p> <p>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.</p> <p>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.</p> <p>CC.1.2.11-12.H</p>
11-a	Selects 2 members of a class (e.g., Find two body parts.) from an array of 10, for 25 classes	
11-b	Selects 50 items from a book given any type of LRFFC task	
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	

		<p>Analyze seminal texts based upon reasoning, premises, purposes, and arguments.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.2.11-12.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.3.11-12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text.</p> <p>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.</p> <p>CC.1.3.11-12.F Evaluate how words and phrases shape meaning and tone in texts.</p> <p>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.)</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.2.1.HS.F.1 Apply and extend the properties of exponents to solve problems with rational exponents.</p> <p>CC.2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems.</p> <p>CC.2.1.HS.F.3 Apply quantitative reasoning to choose and Interpret units and scales in formulas, graphs and data displays.</p> <p>CC.2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multi-step problems.</p> <p>CC.2.1.HS.F.5 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.</p> <p>CC.2.1.HS.F.7 Apply concepts of complex numbers in polynomial identities and quadratic equations to solve problems.</p>
12-M	Selects an item from a book based on 2 verbal components: either a feature (e.g., color), function (e.g., draw with), or class (e.g., clothing) for 25 items (e.g., Do you see a brown animal? Can you find some clothing with buttons?)	<p>CC.1.2.11-12.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.</p> <p>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.</p> <p>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</p>
12-a	Selects an item from an array of 10 given a color and class (e.g., a yellow animal) for 25 items	
12-b	Selects an item from an array of 10 given a shape and class (e.g., a round food) for 25 items	
12-c	Selects an item from an array of 10 given a function (e.g., color on it) and a class (e.g., art supplies) for 25 LRFFC tasks (e.g., Find something to color on from the art cabinet.)	

12-d	Selects an item from an array of 10 given a feature (e.g., wheels, wings) and a class (e.g., animals, vehicles) for 25 LRFFC tasks (e.g., Where’s a vehicle with wheels? Where’s a vehicle with wings?)	<p>the text.</p> <p>CC.1.2.11-12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text.</p> <p>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.</p> <p>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.</p> <p>CC.1.2.11-12.H Analyze seminal texts based upon reasoning, premises, purposes, and arguments.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.2.11-12.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.3.11-12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text.</p> <p>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.</p> <p>CC.1.3.11-12.F Evaluate how words and phrases shape meaning and tone in texts.</p> <p>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.)</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multi-step problems.</p> <p>CC.2.1.HS.F.5 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.</p>
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	
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?)	<p>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.</p> <p>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</p>
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?)	

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. 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.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.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.
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	
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-e	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 the...store) 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.1.2.11-12.A

	about a single topic (Where does the cow live? What does the cow eat? Who milks the cow?) for 25 different topics	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
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	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
14-b	Selects an item from a book given a when question (e.g., When do you need a towel?) for 10 items	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
14-c	Selects an item from a book given a how question (e.g., How do you get to school?) for 10 items	Evaluate how an author’s point of view or purpose shapes the content and style of a text. CC.1.2.11-12.E
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	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
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	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
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	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

		<p>Apply properties of rational and irrational numbers to solve real world or mathematical problems.</p> <p>CC.2.1.HS.F.3</p> <p>Apply quantitative reasoning to choose and Interpret units and scales in formulas, graphs and data displays.</p> <p>CC.2.1.HS.F.4</p> <p>Use units as a way to understand problems and to guide the solution of multi-step problems.</p> <p>CC.2.1.HS.F.5</p> <p>Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.</p> <p>CC.2.1.HS.F.7</p> <p>Apply concepts of complex numbers in polynomial identities and quadratic equations to solve problems.</p>
15-M	Demonstrates 1000 different LRFFC responses, tested or obtained from an accumulated list of known responses	<p>CC.1.2.11-12.A</p> <p>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.</p> <p>CC.1.2.11-12.B</p> <p>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.</p> <p>CC.1.2.11-12.C</p> <p>Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.</p> <p>CC.1.2.11-12.D</p> <p>Evaluate how an author’s point of view or purpose shapes the content and style of a text.</p> <p>CC.1.2.11-12.E</p> <p>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.</p> <p>CC.1.2.11-12.G</p> <p>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.</p> <p>CC.1.2.11-12.H</p> <p>Analyze seminal texts based upon reasoning, premises, purposes, and arguments.</p> <p>CC.1.2.11-12.I</p> <p>Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features.</p> <p>CC.1.2.11-12.J</p> <p>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.</p> <p>CC.1.2.11-12.K</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.2.11-12.L</p> <p>Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</p> <p>CC.1.3.11-12.A</p> <p>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.</p> <p>CC.1.3.11-12.B</p> <p>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.</p> <p>CC.1.3.11-12.C</p> <p>Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama.</p> <p>CC.1.3.11-12.D</p> <p>Evaluate how an author’s point of view or purpose shapes the content and style of a text.</p> <p>CC.1.3.11-12.E</p> <p>Evaluate the structure of texts including how specific sentences, paragraphs and larger portions of the texts relate to each other and the whole.</p> <p>CC.1.3.11-12.F</p> <p>Evaluate how words and phrases shape meaning and tone in texts.</p> <p>CC.1.3.11-12.G</p> <p>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.)</p> <p>CC.1.3.11-12.H</p> <p>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.</p>
15-a	Selects an item from an array of 10 relating to past events (e.g., Where did you go yesterday?) for 5 events	
15-b	Selects an item relating to future events (e.g., What’s happening tomorrow?) for 5 events	
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?)	
15-d	Selects an item from an array of 10 when asked Which one is not? in an LRFFC format (e.g., Which one is not a musical instrument?) for 25 functions, features, or classes	
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?)	

		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.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.
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INTRAVERBAL LEVEL 2		
Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
6-M	Completes 10 different fill-in-the-blank phrases of any type (e.g., song fill-ins, social games and fun fill-ins, animal or object sounds)	CC.1.5.11-12.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.
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) 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 Demonstrate command of the conventions of standard English when speaking based on grade 11-12 level and content.
7-a	Completes 5 different in-context fill-ins (e.g., You sleep in your... while at his bed)	
7-b	Correctly responds to 5 in-context fill-ins when they are reversed (e.g., In your bed you go to...)	
7-c	Completes 5 different out of context fill-in-the-blank phrases (e.g., You wash your...)	
7-d	Generalizes 10 known intraverbal responses to a different adult and setting	
8-M	Completes 25 different fill-in-the-blank phrases (not including songs) (e.g., You eat... You sleep in a... Shoes and...)	CC.1.5.11-12.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.
8-a	Completes 2 <i>eat</i> and 2 <i>drink</i> classification fill-ins (e.g., <i>You eat... You drink...</i>)	
8-b	Completes 5 different noun-noun association fill-in-the-blank phrases (e.g., mommy and...)	
8-c	Completes 5 song fill-ins with 2 or more words (e.g., Old McDonald... had a farm)	
8-d	Generalizes 10 intraverbal responses to new carrier phrases (e.g., We bounce a... Let’s bounce a...)	
9-M	Answers 25 different what questions (e.g., What do you brush?)	CC.1.2.11-12.A Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of
9-a	Completes 10 different verb-noun fill-in-the-blank phrases (e.g., You ride the... You play in...)	

9-b	Spontaneously emits (no additional verbal prompts) 2 intraverbal responses	<p>the central ideas; provide an objective summary of the text.</p> <p>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.</p> <p>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.</p> <p>CC.1.2.11-12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text.</p> <p>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.</p> <p>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.</p> <p>CC.1.2.11-12.H Analyze seminal texts based upon reasoning, premises, purposes, and arguments.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.2.11-12.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.3.11-12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text.</p> <p>CC.1.3.11-12.F Evaluate how words and phrases shape meaning and tone in texts.</p> <p>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.)</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.3.11-12.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p> <p>CC.1.4.11-12.A Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.</p> <p>CC.1.4.11-12.B Write with a sharp distinct focus identifying topic, task, and audience.</p> <p>CC.1.5.11-12.E</p>
9-c	Answers 10 different what questions with a verb as the primary SD (e.g., What do you brush?)	
9-d	Answers 10 different what questions with a noun as the primary SD (e.g., What’s in the barn?)	
9-e	When asked What do you eat (or drink)? provides 2 or more members of each category	
9-f	Provides 5 novel responses to previously acquired questions (response generalization) (e.g., when asked to name an animal the child answers bear for the first time without receiving training on bear)	

		<p>Adapt speech to a variety of contexts and tasks.</p> <p>CC.1.5.11-12.G Demonstrate command of the conventions of standard English when speaking based on grade 11-12 level and content.</p> <p>CC.2.1.HS.F.1 Apply and extend the properties of exponents to solve problems with rational exponents.</p> <p>CC.2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems.</p> <p>CC.2.1.HS.F.3 Apply quantitative reasoning to choose and Interpret units and scales in formulas, graphs and data displays.</p> <p>CC.2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multi-step problems.</p> <p>CC.2.1.HS.F.5 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.</p> <p>CC.2.1.HS.F.6 Extend the knowledge of arithmetic operations and apply to complex numbers.</p> <p>CC.2.1.HS.F.7 Apply concepts of complex numbers in polynomial identities and quadratic equations to solve problems.</p>
10-M	Answers 25 different who or where questions (e.g., Whose your friend? Where is your pillow?)	<p>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.</p>
10-a	Answers 5 different where questions (e.g., Where are your videos?).	<p>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.</p> <p>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.</p> <p>CC.1.2.11-12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text.</p> <p>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.</p> <p>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.</p> <p>CC.1.2.11-12.H Analyze seminal texts based upon reasoning, premises, purposes, and arguments.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.2.11-12.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.3.11-12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text.</p> <p>CC.1.3.11-12.F Evaluate how words and phrases shape meaning and tone in texts.</p> <p>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</p>
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 animals do you like? What toys do you like?)	
10-e	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.)	

		<p>poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.3.11-12.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p> <p>CC.1.4.11-12.A Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.</p> <p>CC.1.4.11-12.B Write with a sharp distinct focus identifying topic, task, and audience.</p> <p>CC.1.5.11-12.E Adapt speech to a variety of contexts and tasks.</p> <p>CC.1.5.11-12.G Demonstrate command of the conventions of standard English when speaking based on grade 11-12 level and content.</p> <p>CC.2.1.HS.F.1 Apply and extend the properties of exponents to solve problems with rational exponents.</p> <p>CC.2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems.</p> <p>CC.2.1.HS.F.3 Apply quantitative reasoning to choose and Interpret units and scales in formulas, graphs and data displays.</p> <p>CC.2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multi-step problems.</p> <p>CC.2.1.HS.F.7 Apply concepts of complex numbers in polynomial identities and quadratic equations to solve problems.</p>
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<div> <div>INTRAVERBAL</div> <div>LEVEL 3</div> </div>		
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!)	<p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.2.11-12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text.</p> <p>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.</p> <p>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.</p> <p>CC.1.2.11-12.H Analyze seminal texts based upon reasoning, premises, purposes, and arguments.</p>
11-a	Completes 10 two-component (noun-verb) fill-ins (e.g., For breakfast you eat... For lunch you eat...)	
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 computer...Daddy has a computer.)	
11-h	Answers I don’t know to questions that the child cannot answer	

		<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.3.11-12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text.</p> <p>CC.1.3.11-12.F Evaluate how words and phrases shape meaning and tone in texts.</p> <p>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.)</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.3.11-12.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p> <p>CC.1.4.11-12.A Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.</p> <p>CC.1.4.11-12.B Write with a sharp distinct focus identifying topic, task, and audience.</p> <p>CC.1.5.11-12.E Adapt speech to a variety of contexts and tasks.</p> <p>CC.1.5.11-12.G Demonstrate command of the conventions of standard English when speaking based on grade 11-12 level and content.</p> <p>CC.2.1.HS.F.1 Apply and extend the properties of exponents to solve problems with rational exponents.</p> <p>CC.2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems.</p> <p>CC.2.1.HS.F.3 Apply quantitative reasoning to choose and Interpret units and scales in formulas, graphs and data displays.</p> <p>CC.2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multi-step problems.</p> <p>CC.2.1.HS.F.5 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.</p> <p>CC.2.1.HS.F.6 Extend the knowledge of arithmetic operations and apply to complex numbers.</p> <p>CC.2.1.HS.F.7 Apply concepts of complex numbers in polynomial identities and quadratic equations to solve problems.</p> <p>CC.1.2.11-12.A</p>
12-M	Demonstrates 300 different intraverbal responses, tested or obtained from an accumulated list of known	

	intraverbals	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
12-a	Provides at least 3 members of 10 classes (e.g., What do you see 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. CC.1.2.11-12.C
12-b	Answers 25 multiple choice questions (e.g., Does a fish live in the water or in trees?)	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
12-c	Provides 10 categories when given several members (e.g., a horse, cow, and pig are all...)	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-d	Provides the name of 25 items when given a specific feature (e.g., What has wheels?)	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
12-e	Provides 2 features of 10 items when given their names (e.g., What’s on a fire 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. CC.1.2.11-12.H
12-f	Provides an answer to 3 emotion questions (e.g., What makes you sad? What makes you happy?)	Analyze seminal texts based upon reasoning, premises, purposes, and arguments. CC.1.2.11-12.I
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)	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.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 house down?)	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.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
13-a	Answers 25 questions with yes or no (e.g., Is a shoe good to eat?)	
13-b	Describes 5 locations not in view (e.g., Tell me about your bedroom?)	
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	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.)	

		<p>literature, including how two or more texts from the same period treat similar themes or topics.</p> <p>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.</p> <p>CC.1.3.11-12.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p> <p>CC.1.4.11-12.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.</p> <p>CC.1.4.11-12.B Write with a sharp distinct focus identifying topic, task, and audience.</p> <p>CC.1.5.11-12.E Adapt speech to a variety of contexts and tasks.</p> <p>CC.1.5.11-12.G Demonstrate command of the conventions of standard English when speaking based on grade 11-12 level and content.</p> <p>CC.2.1.HS.F.1 Apply and extend the properties of exponents to solve problems with rational exponents.</p> <p>CC.2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems.</p> <p>CC.2.1.HS.F.3 Apply quantitative reasoning to choose and Interpret units and scales in formulas, graphs and data displays.</p> <p>CC.2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multi-step problems.</p> <p>CC.2.1.HS.F.5 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.</p> <p>CC.2.1.HS.F.6 Extend the knowledge of arithmetic operations and apply to complex numbers.</p> <p>CC.2.1.HS.F.7 Apply concepts of complex numbers in polynomial identities and quadratic equations to solve problems.</p>
14-M	Describes 25 different events, videos, stories, etc. with 8+ words (e.g., Tell me what happened... The big monster scared everybody and they all ran into the house.)	<p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.2.11-12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text.</p> <p>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.</p> <p>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.</p> <p>CC.1.2.11-12.H Analyze seminal texts based upon reasoning, premises, purposes, and arguments.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.2.11-12.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</p> <p>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.</p>
14-a	Answers 25 different who, what, or where questions that contain 3 or more elements (e.g., What color is a fire truck?)	
14-b	Provides at least 3 members of 25 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?)	
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?)	

		<p>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.</p> <p>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.</p> <p>CC.1.3.11-12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text.</p> <p>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.</p> <p>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.)</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.3.11-12.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p> <p>CC.1.4.11-12.A Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.</p> <p>CC.1.4.11-12.B Write with a sharp distinct focus identifying topic, task, and audience.</p> <p>CC.1.5.11-12.E Adapt speech to a variety of contexts and tasks.</p> <p>CC.1.5.11-12.G Demonstrate command of the conventions of standard English when speaking based on grade 11-12 level and content.</p> <p>CC.2.1.HS.F.1 Apply and extend the properties of exponents to solve problems with rational exponents.</p> <p>CC.2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems.</p> <p>CC.2.1.HS.F.3 Apply quantitative reasoning to choose and Interpret units and scales in formulas, graphs and data displays.</p> <p>CC.2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multi-step problems.</p> <p>CC.2.1.HS.F.5 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.</p> <p>CC.2.1.HS.F.6 Extend the knowledge of arithmetic operations and apply to complex numbers.</p> <p>CC.2.1.HS.F.7 Apply concepts of complex numbers in polynomial identities and quadratic equations to solve problems.</p>
15-M	Answers 4 different rotating WH questions about a single topic for 10 topics (e.g., Who takes you to school? Where do you go to school? What do you take to school?)	<p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.2.11-12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text.</p> <p>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</p>
15-a	Answers 10 questions about community helpers (e.g., What does a doctor do?)	
15-b	Answers 25 different questions that contain 4 or more parts of speech (e.g., What tool do you need to pound nails?)	
15-c	Takes turns adding to a story started by others (e.g., And then he saw a boat...)	
15-d	Answers 5 different how questions (e.g., How do you fix the hole?)	
15-e	Provides last name when asked (e.g., Harrison)	
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	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.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
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	

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

10-e	Verbally responds in a group setting 2 times during a 5 minute session	
10-f	Imitates peers doing a song or activity in a group setting 2 times in a 5 minute session	
10-g	Will sit on the toilet without negative behavior when prompted, but may not eliminate	

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.1.2.11-12.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.
11-a	Sits or stands at an arts and crafts or activity table for 5 minutes without disruptive behavior	
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 (e.g., Everybody stand up. Does anyone have a red shirt on?)	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.
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	
		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.
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-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	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	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-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 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.1.5.11-12.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.
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-e	Keeps hands to self in a group setting	
15-f	Raises hand to indicate he knows the answer to a question during a group	
15-g	Completes 2 independent worksheets without prompts at a table with 3 other children	
15-h	Sits in a school assembly for 20 minutes without disruptive behavior	

LINGUISTIC STRUCTURE LEVEL 2		
Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
6-M	The child’s articulation of 10 tacts can be understood by familiar adults who cannot see the item tacted	CC.1.5.11-12.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 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 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.
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-c	Has a total speaker vocabulary size of 50 words (all verbal operants except echoic)	

		<p>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.</p> <p>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.</p> <p>CC.1.2.11-12.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.3.11-12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text.</p> <p>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.</p> <p>CC.1.3.11-12.F Evaluate how words and phrases shape meaning and tone in texts.</p> <p>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.)</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.3.11-12.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p> <p>CC.1.4.11-12.A Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.</p> <p>CC.1.4.11-12.B Write with a sharp distinct focus identifying topic, task, and audience.</p> <p>CC.1.5.11-12.E Adapt speech to a variety of contexts and tasks.</p> <p>CC.1.5.11-12.G Demonstrate command of the conventions of standard English when speaking based on grade 11-12 level and content.</p>
8-M	Emits 10 different 2-word utterances per day of any type except echoic (e.g., mand, tact)	CC.1.2.11-12.F
8-a	Emits 2-word mands for recurrence (e.g., more tickle)	Evaluate how words and phrases shape meaning and tone in texts.
8-b	Emits 2-word noun-verb or verb-noun mands or tacts (e.g., Pour juice. Baby crying.)	CC.1.2.11-12.J
8-c	Adjusts volume of voice on command (e.g., whispers and uses loud 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 considering a word or phrase important to comprehension or expression.
8-d	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.
9-M	Emits functional prosody (i.e., rhythm, stress, intonation) on 5 occasions in one day (e.g., puts emphasis 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. CC.1.2.11-12.J
9-a	Consistently emits the initial consonants of words	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.1.5.11-12.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.
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)	CC.1.2.11-12.A
10-a	Echoes most words or approximations to words on command (generalized echoic repertoire) but still has articulation errors	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-b	Strangers can understand at least 50% of the words emitted by the child	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-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

		<p>American dramatist.)</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.4.11-12.A Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.</p> <p>CC.1.4.11-12.B Write with a sharp distinct focus identifying topic, task, and audience.</p> <p>CC.1.5.11-12.E Adapt speech to a variety of contexts and tasks.</p> <p>CC.1.5.11-12.G Demonstrate command of the conventions of standard English when speaking based on grade 11-12 level and content.</p>
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LINGUISTIC STRUCTURE LEVEL 3		
Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
11-M	Emits noun inflections by combining 10 root nouns with suffixes for plurals (e.g., dog vs. dogs) and 10 root nouns with suffixes for possession (e.g., dog’s collar vs. cat’s collar)	<p>CC.1.2.11-12.F Evaluate how words and phrases shape meaning and tone in texts.</p> <p>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.</p> <p>CC.1.3.11-12.F Evaluate how words and phrases shape meaning and tone in texts.</p> <p>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.</p> <p>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.</p> <p>CC.1.4.11-12.B Write with a sharp distinct focus identifying topic, task, and audience.</p> <p>CC.1.5.11-12.E Adapt speech to a variety of contexts and tasks.</p> <p>CC.1.5.11-12.G Demonstrate command of the conventions of standard English when speaking based on grade 11-12 level and content.</p> <p>CC.2.1.HS.F.5 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.</p>
11-a	Emits auxiliary (helping) verbs in a tact or mand carrier phrase (e.g., do, have, will, can, was)	
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)	
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)	
12-M	Emits verb inflections by combining 10 root verbs with affixes for regular past tense (e.g., played) and 10 root verbs with affixes for future tense (e.g., will play)	<p>CC.1.2.11-12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text.</p> <p>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.</p> <p>CC.1.2.11-12.F</p>
12-a	Uses is and am appropriately with verbs (e.g., I am eating. The dog is barking.)	
12-b	Emits conjunctions to combine words and phrases (e.g., and, or, but)	
12-c	Emits some irregular past tense verbs appropriately (e.g., dug, ran, built)	

12-d	Emits 2-word noun-verb or verb-noun mands or tacts (e.g., Pour juice. Baby crying.)	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, pronouns) (e.g., He’s my puppet. I want chocolate ice cream.)	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.
13-a	Speaks in 3-5 word sentences	CC.1.2.11-12.F
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)	Evaluate how words and phrases shape meaning and tone in texts. CC.1.2.11-12.J
13-c	Emits adjectives to modify nouns (e.g., blue train, chocolate cookie)	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.
13-d	Emits contractions in a mand, tact, or intraverbal context (e.g., can’t, don’t, won’t)	CC.1.3.11-12.E
13-e	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 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, prepositions, pronouns) (e.g., Push me hard. Go up the steps.)	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.
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.1.2.11-12.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 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.G
14-e	Emits adverbs to modify verbs (e.g., Go fast. It’s slow.)	
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 conclusions based on and related to an author’s implicit and explicit assumptions and beliefs.
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.)	CC.1.2.11-12.D
15-a	Emits different noun and verb phrases connected by conjunctions (e.g., and, or, but, yet)	Evaluate how an author’s point of view or purpose shapes the content and style of a text.
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)	CC.1.2.11-12.E
15-c	Pronouns agree with gender (e.g., the boy splashed himself vs. the boy splashed herself)	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.
15-d	Pronouns agree with number (e.g., the boy splashed himself vs. the boys splashed himself)	CC.1.2.11-12.F
15-e	Uses quantification in a sentence (e.g., always, never, sometimes)	Evaluate how words and phrases shape meaning and tone in texts.
15-f	Uses demonstratives in a sentence (e.g., this that, these, those)	CC.1.2.11-12.G
15-g	Emits words that describe the certainty of other words (e.g., I think... I’m sure... maybe)	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.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

		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. CC.1.5.11-12.G Demonstrate command of the conventions of standard English when speaking based on grade 11-12 level and content.
12-a	Completes an ABC inset puzzle without prompts	
12-b	Recites 5 letters from the alphabet with a starting prompt (e.g., A B...)	
12-c	Has a favorite book, and can provide the name of it by seeing the pictures on the cover	
12-d	Tacts pictures in books while an adult reads the story	
12-e	Matches to sample all uppercase letters	
13-M	Tacts 10 uppercase letters on command	CC.1.2.11-12.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.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.1.3.11-12.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.
13-a	Recites (or sings) the whole alphabet with only a verbal prompt to do so	
13-b	Mands for what written words say (e.g., What word is that?)	
13-c	Pretends to read a book	
13-d	Discriminates as a listener (LDs) his own name from an array of 3 written names	
13-e	Looks at the written words, rather than just the pictures when stories are being read to him	
14-M	Reads his own name	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.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.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.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.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
14-a	Discriminates among most uppercase letters (but may confuse some; e.g., M and N; P and R)	
14-b	Matches 5 word cards to the same word written on paper	
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	

		<p>Evaluate the structure of texts including how specific sentences, paragraphs and larger portions of the texts relate to each other and the whole.</p> <p>CC.1.3.11-12.F Evaluate how words and phrases shape meaning and tone in texts.</p> <p>CC.1.3.11-12.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p> <p>CC.1.5.11-12.E Adapt speech to a variety of contexts and tasks.</p> <p>CC.1.5.11-12.G Demonstrate command of the conventions of standard English when speaking based on grade 11-12 level and content.</p>
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)	<p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.2.11-12.F Evaluate how words and phrases shape meaning and tone in texts.</p> <p>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.</p> <p>CC.1.2.11-12.H Analyze seminal texts based upon reasoning, premises, purposes, and arguments.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.2.11-12.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</p> <p>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.</p> <p>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.</p> <p>CC.1.3.11-12.F Evaluate how words and phrases shape meaning and tone in texts.</p> <p>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.)</p> <p>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.</p> <p>CC.1.3.11-12.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p> <p>CC.1.5.11-12.E Adapt speech to a variety of contexts and tasks.</p> <p>CC.1.5.11-12.G Demonstrate command of the conventions of standard English when speaking based on grade 11-12 level and content.</p>
15-a	Indicates if 2 words rhyme or not for 10 different rhymes (e.g., cat and hat vs. cat and book)	
15-b	Tacts most uppercase letters (may confuse those that look similar; e.g., M and N; P and R)	
15-c	Matches 10 lower case letters to uppercase letters	
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
11-M	Imitates 5 different writing actions modeled by an adult using a writing instrument and writing surface	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.
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.1.4.11-12.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.
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	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-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	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.
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-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.1.3.11-12.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.
15-a	Draws recognizable pictures of 3 different items	
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.1.5.11-12.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. CC.2.1.HS.F.6 Extend the knowledge of arithmetic operations and apply to complex numbers.
11-a	Rote counts to 5 with a verbal starter prompt (e.g., count 1, 2, ...)	
11-b	Arranges objects by size (e.g., small, medium, and large blocks)	
11-c	Distinguishes between 1 and 2 items as a listener (e.g., Where are 2 boats?)	
11-d	Distinguishes between 1 and 2 items as a mand (e.g., I want 2 cookies.)	
11-e	Matches to sample the numbers 1-10 (e.g., puts the number 4 with the number 4)	
12-M	Tacts the numbers 1-5	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. CC.2.1.HS.F.6 Extend the knowledge of arithmetic operations and apply to complex numbers.
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.)	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.
13-a	Provides age when asked	
13-b	Counts out up to 3 items given the verbal prompt How many? and the related set of items	
13-c	Identifies as a listener (LDs) the number of items (e.g., Which picture has 2 cars?)	
13-d	Demonstrates enumeration in counting (final emphasis on correct number) for numbers 1-3	
14-M	Identifies as a listener 8 different comparisons involving measurement (e.g., show me more or less, big or little, long or short, full or empty, loud or quiet)	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.
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)	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 Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.
15-a	Performs an action a specified number of times up to 5 (e.g., Clap 3 times)	
15-b	Completes a sequence or pattern containing 2 elements (e.g., red-green; red-green...)	
15-c	Correctly Identifies (LDs) the ordinal terms “first” and “last”	

15-d	Correctly Identifies (LDs) and tacts morning time and night time	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.1.5.11-12.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.
15-e	Intraverbally responds to what number is next for numbers 1-9	
15-f	Correctly Identifies (LDs) 3 different coins, and intraverbally states what to do with money	