

1st Grade

VB-MAPP Milestones Alignment to the PA Core Standards

MAND LEVEL 1

| Skill | VB-MAPP Milestones & Supporting Skills List | PA Core Standards |
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| 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. |
| 1-a | Makes eye contact (gaze shift) as a mand for attention or other reinforcers 2 times | CC.1.3.1.I |
| 1-b | Moves close to a reinforcing item to indicate the presence of an MO 2 times | Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade level reading and content. |
| 1-c | Pulls an adult to get access to a reinforcing item 2 times | CC.1.3.1.J |
| 1-d | Points or gestures towards a reinforce in order to obtain it 2 times | Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases. |
| 2-M | Emits 4 different mands without prompts (except What do you want?) – the desired item can be present (e.g. music, slinky, ball) | CC.1.4.1.T With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. |
| 2-a | Points to 2 different reinforcers in order to obtain them 2 times | CC.1.5.1.A |
| 2-b | Nods or says yes or no when offered a reinforce 2 times (not an early target) | Participate in collaborative conversations with peers and adults in small and larger groups. |
| 2-c | Emits 2 different mands without echoic prompts- can be with verbal or object prompts | CC.1.5.1.B |
| 2-d | Spontaneously emits 1 mand without echoic or imitative prompts- can be with object prompts | 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. |
| 2-e | Generalizes 2 known mands across 2 different people and 2 settings | 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. |
| 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 |
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| 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. CC.1.5.1.C |
| 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?) | |

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| | | 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 |
| 9-a | Spontaneously emits 50 mands per day (can be with objects present, but without verbal prompts) | Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases. |
| 9-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.1.3.1.J |
| 9-c | Mands for information 25 times using any type of question word | Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases. |
| 9-d | Mands with an adjective 5 times (e.g., big chip, red car) | CC.1.5.1.B |
| 9-e | Emits 5 mands in 30 seconds (e.g., during a game or fun activity such as water play) | 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. |
| 9-f | Mands contain 3-word phrases 10 times (e.g., That's my horse.) | CC.1.5.1.C |
| | | Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. |
| | | CC.2.8.1.F |
| | | Describe and answer questions about data from classroom graphs and charts. |
| 10-M | Emits 10 new mands without specific mand training (e.g., spontaneously says Where kitty go? without formal mand training) | 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 |
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| 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 |
| 11-a | Mands to peers 5 times | Ask and answer questions about key details in a text. |
| 11-b | Spontaneously mands for attention 5 times (e.g., Teacher! Hey! Excuse me.) | CC.1.3.1.I |
| 11-c | The child emits 100 or more different mands in a one week period | Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade level reading and content. |
| 11-d | Mands contain 3-word phrases 10 times (e.g, Can I see?) | CC.1.3.1.J |
| 11-e | Mands for a specific quantity of reinforcers 2 times (e.g., two gummy bears) | 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. |

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| | | <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> <p>CC.2.7.1.B Predict and explain the outcomes of events.</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.) | |

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| | | <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.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> |
| 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.1.2.1.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.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.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.2.8.1.F Describe and answer questions about data from classroom graphs and charts.</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 | |

TACT LEVEL 1

| Skill | VB-MAPP Milestones & Supporting Skills List | PA Core Standards |
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| 1-M | Tacts 2 items with echoic and imitative prompts (e.g., people, pets, characters, or favorite objects) | <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.1.4.1.N Establish “who” and “what” the narrative will be about.</p> <p>CC.1.5.1.D Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>CC.1.5.1.E Produce complete sentences when appropriate to task and situation.</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> <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> |
| 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) | <p>CC.1.3.1.H Compare and contrast the adventures and experiences of characters in stories.</p> <p>CC.1.4.1.N Establish “who” and “what” the narrative will be about.</p> <p>CC.1.5.1.D Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>CC.1.5.1.E Produce complete sentences when appropriate to task and situation.</p> <p>CC.1.5.1.G</p> |
| 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) | |

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| | | <p>Demonstrate command of the conventions of standard English when speaking based on grade 1 level and content.</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> |
| 4-M | Spontaneously tacts (no verbal prompts) 2 different items | CC.1.1.1.E |
| 4-a | Looks at family photos and, with verbal prompts, tacts 2 family members | <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. |
| 4-b | Tacts 2 pictures from a book or picture card (2D) (e.g., duck, ball) | |
| | | <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.1.4.1.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.N Establish “who” and “what” the narrative will be about.</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> |
| 5-M | Tacts 10 items (e.g., common objects, people, body parts, or pictures) | CC.1.1.1.B |
| 5-a | Tacts 5 pictures (2D) | <p>Demonstrate understanding of the organization and basic features of print.</p> <ul style="list-style-type: none"> • Recognize the distinguishing features of a sentence. |
| 5-b | Maintains a newly acquired tact after 24 hours without training | CC.1.1.1.C |
| 5-c | Generalizes tacts across 3 examples of an item for 5 items (e.g., tacts 3 different spoons) | <p>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 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.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> |

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

CC.1.3.1.C
Describe characters, settings, and major events in a story, using key details.

CC.1.3.1.E
Explain major differences between books that tell stories and books that give information, drawing on a wide reading or range of text types.

CC.1.3.1.H
Compare and contrast the adventures and experiences of characters in stories.

CC.1.3.1.I
Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade level reading and content.

CC.1.3.1.J
Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases.

CC.1.3.1.K
Read and comprehend literature on grade level, reading independently and proficiently.

CC.1.4.1.B
Identify and write about one specific topic.

CC.1.4.1.M
Write narratives to develop real or imagined experiences or events.

CC.1.4.1.T
With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

CC.1.5.1.B
Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

CC.1.5.1.C
Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

CC.1.5.1.D
Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

CC.2.7.1.B
Predict and explain the outcomes of events.

CC.2.7.1.D
List or graph the possible results of an experiment.

CC.2.7.1.E
Answer questions about predictions and actual outcomes based on data.

CC.2.8.1.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.2.1.1.B.1
Extend the counting sequence to read and write numerals to represent objects.

CC.2.1.1.B.2
Use place-value concepts to represent amounts of tens and ones and to compare two digit numbers.

CC.2.4.1.A.1
Order lengths and measure them both indirectly and by repeating length units.

CC.2.4.1.A.2
Tell and write time to the nearest half hour using both analog and digital clocks.

CC.2.7.1.B
Predict and explain the outcomes of events.

TACT LEVEL 2

| Skill | VB-MAPP Milestones & Supporting Skills List | PA Core Standards |
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| 6-M | Tacts 25 items when asked, What's that? (e.g., book, shoe, car, dog, hat) | |
| 6-a | Tacts 4 different people, pets, or characters by their specific name (can include mama and dada) | <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.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.1.3.1.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.1.3.1.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.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.2.1.1.B.3 Use place-value concepts and properties of operations to add and subtract within 100.</p> <p>CC.2.2.1.A.1 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> |
| 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) | |
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| | | <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 | 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. |
| 7-a | Tacts 3 body parts (e.g., nose, eyes, mouth) | 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. |
| 7-b | Tacts 2 auditory stimuli (e.g., phone ringing, siren, dog barking) | 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. |
| 7-c | Spontaneously emits a tact containing two words for 5 different tacts (e.g., baby's crying) | CC.1.2.1.A Identify the main idea and retell key details of text. |
| 7-d | Tacts 2 different actions when asked What he doing? (e.g., drinking, swimming) | CC.1.2.1.I Identify basic similarities in and differences between two texts on the same topic. |
| 7-e | Tacts 40 items when asked What's that? (e.g., tree, bowl, sock, crayon, apple) | CC.1.2.1.J Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases. |
| | | CC.1.2.1.K Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade level reading and content. |
| | | CC.1.3.1.E Explain major differences between books that tell stories and books that give information, drawing on a wide reading or range of text types. |
| | | CC.1.3.1.H Compare and contrast the adventures and experiences of characters in stories. |
| | | CC.1.4.1.M Write narratives to develop real or imagined experiences or events. |
| | | CC.2.7.1.A Determine the probability of an event occurring. |

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| | | <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) | 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. |
| 8-a | Tacts 2 tactile stimuli (e.g., says ball when feeling a ball in a bag) | CC.1.2.1.C Describe the connection between two individual, events, ideas, or pieces of information in a text. |
| 8-b | Tacts 5 noun-verb or verb-noun combinations (e.g., dog eating, rolling ball) | CC.1.2.1.I Identify basic similarities in and differences between two texts on the same topic. |
| 8-c | Tacts two or more items from 10 different pages in a book when asked, What do you see here? | 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. |
| 8-d | Glances at a listener while tacting on 5 occasions | CC.1.3.1.H Compare and contrast the adventures and experiences of characters in stories. |
| | | <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 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> |

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| | | <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> <p>CC.2.8.1.C Recognize, describe, extend, replicate and transfer number and geometric patterns.</p> <p>CC.2.8.1.E</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) | |

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| | | <p>Use concrete objects, symbols and number to represent mathematical situations. CC.2.8.1.F Describe and answer questions about data from classroom graphs and charts. CC.2.9.1.A Name, describe and draw/build 2-dimensional shapes. CC.2.9.1.B Identify and draw lines of symmetry. CC.2.4.1.A.4 Represent and interpret data using tables/charts.</p> |
| 10-M | Tacts 200 nouns and/or verbs (or other parts of speech), tested or from an accumulated list of known tacts | CC.1.1.1.B |
| 10-a | Tacts 10 actions (e.g., climbing, playing, coloring, swimming, washing) | Demonstrate understanding of the organization and basic features of print. <ul style="list-style-type: none"> Recognize the distinguishing features of a sentence. |
| 10-b | Tacts 2 gustatory stimuli (e.g., tacts orange by tasting it) | CC.1.1.1.C |
| 10-c | Tacts 20 items in a 1 minute fluency test | Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <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. |
| 10-d | Tacts 2 different colors (e.g., red, blue) | CC.1.1.1.D |
| 10-e | Tacts 2 different shapes (e.g., circle, star) | 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.F Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. CC.1.2.1.G Use the illustrations and details in a text to describe its key ideas. CC.1.2.1.I Identify basic similarities in and differences between two texts on the same topic. CC.1.2.1.J Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases. CC.1.3.1.D Identify who is telling the story at various points in a text. CC.1.3.1.E Explain major differences between books that tell stories and books that give information, drawing on a wide reading or range of text types. CC.1.3.1.H Compare and contrast the adventures and experiences of characters in stories. CC.1.3.1.I Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade level reading and content. CC.1.3.1.J Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases. CC.1.3.1.K Read and comprehend literature on grade level, reading independently and proficiently. CC.1.4.1.B Identify and write about one specific topic. CC.1.4.1.M Write narratives to develop real or imagined experiences or events. |

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| | | <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 | | |
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| 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 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. |
| 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.1.1.1.E

Read with accuracy and fluency to support comprehension:

- Read on-level text with purpose and understanding.
- Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

CC.1.2.1.A

Identify the main idea and retell key details of text.

CC.1.2.1.B

Ask and answer questions about key details in a text.

CC.1.2.1.H

Identify the reasons an author gives to support points in a text.

CC.1.2.1.I

Identify basic similarities in and differences between two texts on the same topic.

CC.1.2.1.J

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

CC.1.2.1.K

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

CC.1.3.1.G

Use illustrations and details in a story to describe characters, setting, or events.

CC.1.3.1.J

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

CC.1.4.1.M

Write narratives to develop real or imagined experiences or events.

CC.1.4.1.N

Establish “who” and “what” the narrative will be about.

CC.2.7.1.A

Determine the probability of an event occurring.

CC.2.7.1.B

Predict and explain the outcomes of events.

CC.2.7.1.D

List or graph the possible results of an experiment.

CC.2.7.1.E

Answer questions about predictions and actual outcomes based on data.

CC.2.8.1.A

Use the concept of equality and concrete objects to demonstrate understanding of the commutative and associative properties.

CC.2.8.1.B

Use concrete objects and trial and error to solve number sentences.

CC.2.8.1.C

Recognize, describe, extend, replicate and transfer number and geometric patterns.

CC.2.8.1.D

Use a rule to find a missing addend or symbol to make a number sentence true, with adult assistance.

CC.2.8.1.E

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

CC.2.8.1.F

Describe and answer questions about data from classroom graphs and charts.

CC.2.9.1.A

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

CC.2.9.1.B

Identify and draw lines of symmetry.

CC.2.3.1.A.1

Compose and distinguish between two and three dimensional shapes based on their attributes.

CC.2.3.1.A.2

Use the understanding of fractions to partition shapes into halves and quarters.

CC.2.3.1.A.1

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.

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| | | <p>CC.2.4.1.A.4 Represent and interpret data using tables/charts.</p> <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.G Use the illustrations and details in a text to describe its key ideas.</p> <p>CC.1.2.1.H Identify the reasons an author gives to support points in a text.</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.D Identify who is telling the story at various points in a text.</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.I Support the opinion with reasons related to the opinion.</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.2.4.1.A.4 Represent and interpret data using tables/charts.</p> |
| 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) | |
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| 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.1.1.1.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.A Retell stories, including key details, and demonstrate understanding of their central message or lesson.</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.G</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 | |
| 13-f | Spontaneously tacts possession of items 2 times (e.g., mine, yours) | |
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| | | <p>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.</p> |
| 14-M | Tacts with complete sentences containing 4 or more words, 20 times | CC.1.1.1.E |
| 14-a | Tacts people by relationship using 4 different terms (e.g., sister, brother, grandmother, uncle) (part intraverbal if questions are used) | 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. |
| 14-b | Tacts 5 adjective-noun combinations in a complete sentence (e.g., That is a big dog.) | CC.1.2.1.C |
| | Tacts 5 verb-adverb combinations in a complete sentence (e.g., He is singing loud.) | Describe the connection between two individual, events, ideas, or pieces of information in a text. |
| | Tacts 5 preposition-noun combinations in a complete sentence (The dog's in the house.) | CC.1.3.1.K |
| | Tacts 5 subject-verb-noun combinations in a complete sentence (e.g., The girl is pulling the wagon.) | Read and comprehend literature on grade level, reading independently and proficiently. |
| | | CC.1.4.1.B |
| | | Identify and write about one specific topic. |
| | | CC.1.4.1.T |
| | | With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. |
| | | CC.1.5.1.D |
| | | Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. |
| 15-M | Has a total tact vocabulary of 1000 words (nouns, verbs, adjectives, etc.), tested or from an accumulated list of known tacts | CC.1.1.1.D |
| 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) | 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-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.1.1.1.E |
| 15-c | Tacts 5 community helpers (e.g., policeman, fireman, nurse, doctor, garbage man) | Read with accuracy and fluency to support comprehension: <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-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) | |

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| 15-f | Spontaneously tacts 2 different social circumstances (e.g., They are busy. They are arguing.) | CC.1.2.1.A Identify the main idea and retell key details of text. |
| 15-g | Spontaneously emits untrained tacts in sentences containing at least 5 words, 5 times | <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 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.D Identify who is telling the story at various points in a text.</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.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.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.E Choose words and phrases for effect.</p> <p>CC.1.4.1.G Write opinion pieces on familiar topics.</p> <p>CC.1.4.1.I Support the opinion with reasons related to the opinion.</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.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> |

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| | | 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 |
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| 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.) | 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. |
| 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) | |

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| | | <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.B Ask and answer questions about key details 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.1.2.1.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.1.4.1.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> |
| 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. |
| 5-a | Identifies (LD) 5 items in a 10 second period (fluency test) | 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. |
| 5-b | Demonstrates 6 different motor actions on command without a visual prompt | 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. |
| 5-c | Maintains an acquired listener skill after 24 hours without training | CC.1.2.1.A Identify the main idea and retell key details of text. |
| 5-d | Spontaneously emits (no direct prompts to respond) a listener response (LD) 2 times | CC.1.2.1.B Ask and answer questions about key details in a text. |
| 5-e | Generalizes known listener tasks across 3 different people, 3 settings, and 3 times of day | CC.1.2.1.F Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. |
| | | CC.1.2.1.G Use the illustrations and details in a text to describe its key ideas. |
| | | CC.1.2.1.I Identify basic similarities in and differences between two texts on the same topic. |
| | | CC.1.2.1.J Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases. |
| | | CC.1.3.1.A Retell stories, including key details, and demonstrate understanding of their central message or lesson. |
| | | CC.1.3.1.C Describe characters, settings, and major events in a story, using key details. |
| | | CC.1.3.1.E Explain major differences between books that tell stories and books that give information, drawing on a wide reading or range of text types. |
| | | CC.1.3.1.H Compare and contrast the adventures and experiences of characters in stories. |
| | | CC.1.3.1.I Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade level reading and content. |

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| | | <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 | | |
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| Skill | VB-MAPP Milestones & Supporting Skills | PA Core Standards |
| 6-M | Selects the correct item from a messy array of 6, for 40 different objects or pictures (e.g., Find cat. Touch ball.) | CC.1.1.1.B 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.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 |
| 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 | |
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| | | <p>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.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.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.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.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> |
| 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. |
| 7-a | Goes to 3 specified people on command (e.g., Go to Debbie) | 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. |
| 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>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.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</p> |

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| | | <p>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.2.7.1.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.2.3.1.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.</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 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. |
| 8-b | Selects the correct item from an array of 8 containing 2 similar stimuli (e.g., same color), for 20 items | CC.1.2.1.I Identify basic similarities in and differences between two texts on the same topic. |
| 8-c | Selects an item when given the sound that the item makes for 5 items (e.g., barking: dog, siren: fire truck) | CC.1.3.1.H Compare and contrast the adventures and experiences of characters in stories. |
| 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.1.3.1.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.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. |

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| | | <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> <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> |
| 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?) | |

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| 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.1.1.1.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.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.1.2.1.K Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade level reading and content. CC.1.3.1.E Explain major differences between books that tell stories and books that give information, drawing on a wide reading or range of text types. CC.1.3.1.H Compare and contrast the adventures and experiences of characters in stories. CC.1.3.1.J Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases. CC.1.4.1.B Identify and write about one specific topic. CC.1.5.1.C Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. CC.1.5.1.D Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. CC.2.7.1.B Predict and explain the outcomes of events. CC.2.7.1.D List or graph the possible results of an experiment. CC.2.7.1.E Answer questions about predictions and actual outcomes based on data. CC.2.8.1.A Use the concept of equality and concrete objects to demonstrate understanding of the commutative and associative properties. CC.2.8.1.B Use concrete objects and trial and error to solve number sentences. CC.2.8.1.C 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.2.3.1.A.1 Compose and distinguish between two and three dimensional shapes based on their attributes. CC.2.4.1.A.1 |
| 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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| | | 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 |
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| 11-M | Selects items by color and shape from an array of 6 similar stimuli, for 4 colors and 4 shapes (e.g., Find the red car. Find the square cracker.) | CC.1.1.1.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. 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. |
| 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.) | |

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| 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. CC.2.7.1.A Determine the probability of an event occurring. CC.2.7.1.B Predict and explain the outcomes of events. CC.2.7.1.D List or graph the possible results of an experiment. CC.2.7.1.E Answer questions about predictions and actual outcomes based on data. CC.2.8.1.A Use the concept of equality and concrete objects to demonstrate understanding of the commutative and associative properties. CC.2.8.1.B Use concrete objects and trial and error to solve number sentences. CC.2.8.1.C Recognize, describe, extend, replicate and transfer number and geometric patterns. CC.2.8.1.E Use concrete objects, symbols and number to represent mathematical situations. CC.2.8.1.F Describe and answer questions about data from classroom graphs and charts. CC.2.9.1.A Name, describe and draw/build 2-dimensional shapes. |
| 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.1.2.1.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.I Identify basic similarities in and differences between two texts on the same topic. CC.1.3.1.G Use illustrations and details in a story to describe characters, setting, or events. CC.1.4.1.M Write narratives to develop real or imagined experiences or events. CC.1.4.1.N Establish "who" and "what" the narrative will be about. CC.2.7.1.A Determine the probability of an event occurring. CC.2.7.1.B Predict and explain the outcomes of events. CC.2.7.1.D List or graph the possible results of an experiment. CC.2.7.1.E Answer questions about predictions and actual outcomes based on data. CC.2.8.1.A Use the concept of equality and concrete objects to demonstrate understanding of the commutative and associative properties. CC.2.8.1.B Use concrete objects and trial and error to solve number sentences. CC. 2.8.1.C Recognize, describe, extend, replicate and transfer number and geometric patterns. 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. |
| 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) | |

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| | | <p>CC.2.11.1.A Order whole numbers, 0 to 100, with least to greatest value.</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.1.4.1.B Identify and write about one specific topic.</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.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.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> |
| 14-M | Follows 3-step directions for 10 different directions (e.g., Get your coat, hang it up, and sit down.) | |
| 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 | <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.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 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.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> |
| 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) | |

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| | | <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 |
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| 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> <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> |
| 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 | |

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| | | <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) | |
| 3-a | Transfers objects from one hand to another 5 times | CC.1.2.1.I Identify basic similarities in and differences between two texts on the same topic. |
| 3-b | Looks for an object that has fallen out of sight 5 times | 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.T With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. |
| | | CC.2.8.1.F Describe and answer questions about data from classroom graphs and charts. |
| 4-M | Places 3 items in a container, stacks 3 blocks, or places 3 rings on a peg for 2 of these or similar activities | CC.1.4.1.J Create an organizational structure that includes reasons and provides some sense of closure. |
| 4-a | Dumps things out of containers, or pulls items out of cupboards 5 times | CC.2.9.1.A Name, describe and draw/build 2-dimensional shapes. |
| 4-b | Pushes and/or pulls objects 5 times | |
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| 5-M | Matches any 10 identical items (e.g., inset puzzles, toys, objects, or pictures) | CC.1.1.1.B Demonstrate understanding of the organization and basic features of print. |
| 5-a | Visually attends to toys or books for 1 minute, 2 times | <ul style="list-style-type: none"> • Recognize the distinguishing features of a sentence. |
| 5-b | Successfully uses a spoon 5 times during a meal | CC.1.2.1.E Use various text features and search tools to locate key facts or information in a text. |
| 5-c | Completes a 3-piece in-set puzzle without physical prompts | CC.1.2.1.I Identify basic similarities in and differences between two texts on the same topic. |
| 5-d | Attempts to scribble with any writing instrument | CC.1.3.1.H Compare and contrast the adventures and experiences of characters in stories. |
| 5-e | Puts two similar items together 2 times (e.g., picks up a matching toy) | CC.1.4.1.B Identify and write about one specific topic. |
| | | CC.1.4.1.M Write narratives to develop real or imagined experiences or events. |
| | | CC.1.4.1.T With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. |
| | | CC.2.7.1.E Answer questions about predictions and actual outcomes based on data. |
| | | CC.2.7.1.D List or graph the possible results of an experiment. |
| | | CC.2.8.1.B Use concrete objects and trial and error to solve number sentences. |
| | | CC.2.8.1.E Use concrete objects, symbols and number to represent mathematical situations. |
| | | CC.2.8.1.F Describe and answer questions about data from classroom graphs and charts. |
| | | CC.2.9.1.A Name, describe and draw/build 2-dimensional shapes. |
| | | CC.2.9.1.B Identify and draw lines of symmetry. |
| | | CC.2.4.1.A.1 Order lengths and measure them both indirectly and by repeating length units. |

VISUAL PERCEPTUAL SKILLS AND MATCHING-TO-SAMPLE LEVEL 2

| Skill | VB-MAPP Milestones & Supporting Skills | PA Core Standards |
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| 6-M | Matches identical objects or pictures in a messy array of 6, for 25 items | <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.1.2.1.C Describe the connection between two individual, events, ideas, or pieces of information in a text.</p> <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.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.B Identify and write about one specific 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> <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.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.2.9.1.A Name, describe and draw/build 2-dimensional shapes.</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) | |
| 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) | |
| | | <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.H Identify the reasons an author gives to support points 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.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.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> |

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| | | <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.2.9.1.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> |
| 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.1.1.1.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.1.2.1.E Use various text features and search tools to locate key facts or information in a text.</p> <p>CC.1.2.1.H Identify the reasons an author gives to support points 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.1.2.1.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.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.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.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.2.9.1.A Name, describe and draw/build 2-dimensional shapes.</p> <p>CC.2.9.1.B Identify and draw lines of symmetry.</p> |
| 8-a | Generalizes to 5 new identical matching tasks without formal | |
| 8-b | Matches identical objects or pictures to corresponding items in a book for 25 items | |
| 8-c | Matches identical objects or pictures to corresponding items in the natural environment for 25 | |
| 8-d | Selects 3 non-identical, but associated, objects from a bin for 3 play activities (e.g., grabs several farm animals from a bin containing other toys) | |
| 8-e | Successfully assembles 5 parts of 5 connecting toys (e.g., Duplos, trains, Mr. Potato Head) | |
| 9-M | Matches non-identical objects or non-identical pictures in a messy array of 10 containing 3 similar stimuli, for 25 items (e.g., matches a Ford truck to a Toyota truck) | <p>CC.1.1.1.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. |
| 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 | |

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| 9-c | Matches non-identical objects or pictures to corresponding items in a book for 25 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. <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.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.H Identify the reasons an author gives to support points 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.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.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.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> |
| 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) | |
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| 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.1.1.1.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.C Describe the connection between two individual, events, ideas, or pieces of information in a text.</p> <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.H Identify the reasons an author gives to support points 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.D Group information and provide some sense of closure.</p> <p>CC.1.4.1.M Write narratives to develop real or imagined experiences or events.</p> <p>CC.2.7.1.D List or graph the possible results of an experiment.</p> <p>CC.2.7.1.E</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) | |
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| | | <p>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.</p> |
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VISUAL PERCEPTUAL SKILLS AND MATCHING-TO-SAMPLE LEVEL 3

| Skill | VB-MAPP Milestones & Supporting Skills | PA Core Standards |
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| 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. 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 |
| 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) | |

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

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

**INDEPENDENT PLAY
LEVEL 1**

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| Skill | VB-MAPP Milestones & Supporting Skills | PA Core Standards |
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| 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. |
| 1-a | Has a favorite comfort item that he might sleep with or carry (e.g., a blanket, stuffed animal) | CC.2.4.1.A.1 Order lengths and measure them both indirectly and by repeating length units. |
| 1-b | Reaches for objects of interest (e.g., keys, cup, ball) | CC.2.4.1.A.2 Tell and write time to the nearest half hour using both analog and digital clocks. |
| 1-c | Transfers items from one hand to another | |
| 1-d | Looks at a toy when it is picked up by an adult | |
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| 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 | |
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| 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.1.2.1.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-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 | |
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| 4-M | Independently engages in movement play for 2 minutes (e.g., swinging, dancing, rocking, jumping, climbing) | CC.1.3.1.F Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. |
| 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.1.2.1.C Describe the connection between two individual, events, ideas, or pieces of information in a text. |
| 5-a | Takes pieces of a set apart (e.g., Duplos, Bristle blocks) | CC.1.4.1.C Develop the topic with two or more facts. |
| 5-b | Spontaneously pulls and pushes items around | CC.1.4.1.J Create an organizational structure that includes reasons and provides some sense of closure. |
| 5-c | Carries a large play object to a new location (e.g., a toy car garage) | CC.2.7.1.A Determine the probability of an event occurring. |
| 5-d | Emits sounds or words associated with toys (e.g., says vroom vroom with a car) | CC.2.7.1.B Predict and explain the outcomes of events. |
| 5-e | Connects things or puts them together (e.g., a car on a track, Duplos) | CC.2.8.1.D Use a rule to find a missing addend or symbol to make a number sentence true, with adult assistance. |
| | | CC.2.8.1.E Use concrete objects, symbols and number to represent mathematical situations. |
| | | CC.2.9.1.A Name, describe and draw/build 2-dimensional shapes. |

INDEPENDENT PLAY LEVEL 2

| Skill | VB-MAPP Milestones & Supporting Skills | PA Core Standards |
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| 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, farm ball) | |
| | | |
| 7-M | Independently demonstrates the use of toys or objects according to their function for 5 items (e.g., placing a train on a track, pulling a wagon, holding a telephone to the ear) | CC.1.2.1.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) | |
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| 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. |
| 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 | |

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| | a rope bridge) | CC.2.7.1.B Predict and explain the outcomes of events. |
| 9-d | Spontaneously kicks a ball forward | CC.2.8.1.B Use concrete objects and trial and error to solve number sentences. |
| | | CC.2.8.1.E Use concrete objects, symbols and number to represent mathematical situations. |
| 10-M | Assembles toys that have multiple parts for 5 different sets of materials | CC.1.4.1.T With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. |
| 10-a | Plays with toy sets as designed (e.g., birthday set, tea set) | CC.2.8.1.B Use concrete objects and trial and error to solve number sentences. |
| 10-b | Allows others to play in close proximity | CC.2.8.1.C Recognize, describe, extend, replicate and transfer number and geometric patterns. |
| 10-c | Demonstrates interest in a peer's completed project (e.g., a sand castle, Lego structure) | CC.2.8.1.E Use concrete objects, symbols and number to represent mathematical situations. |
| 10-d | Mands to peers to not disturb his structure or toy assembly | CC.2.9.1.A Name, describe and draw/build 2-dimensional shapes. |
| 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. |
| 11-a | Navigates a riding toy around obstructions (e.g., moving a tricycle or big wheel around a pole) | CC.1.5.1.E Produce complete sentences when appropriate to task and situation. |
| 11-b | Demonstrates 1 to 1 correspondence in play activities (e.g., places plastic eggs in an egg carton, a doll in a bed with a bottle) | CC.1.5.1.G Demonstrate command of the conventions of standard English when speaking based on grade 1 level and content. |
| 11-c | Will get toys and play independently for 2 minutes | CC.2.7.1.A Determine the probability of an event occurring. |
| 11-d | Sings, hums, or recites a few words to familiar songs while engaged in an activity | CC.2.8.1.B Use concrete objects and trial and error to solve number sentences. |
| | | CC.2.8.1.E Use concrete objects, symbols and number to represent mathematical situations. |
| 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. |
| 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.1.3.1.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.1.4.1.B Identify and write about one specific topic. |
| 12-c | Independently sits and looks at a book for 5 minutes | 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. |
| 12-d | Accepts direction from a peer when playing in the same area | CC.2.7.1.A Determine the probability of an event occurring. |
| | | CC.2.8.1.C Recognize, describe, extend, replicate and transfer number and geometric patterns. |
| | | CC.2.8.1.E Use concrete objects, symbols and number to represent mathematical situations. |
| 13-M | Independently engages in arts and crafts type activities for 5 minutes (e.g., drawing, coloring, painting, cutting, pasting) | CC.1.4.1.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences. |
| 13-a | Uses arts and crafts materials as intended (e.g., cuts with scissors, uses glue) | CC.1.5.1.A Participate in collaborative conversations with peers and adults in small and larger groups. |
| 13-b | Waits for a turn at an activity (e.g., waits for another child to get off a swing, or a turn at an activity table) | CC.1.5.1.F |
| 13-c | Independently draws recognizable items | |

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| 13-d | Shows a completed project to an adult or peer (e.g., an art project) | 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-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 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 |
| 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 | |

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| | | Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. |
| 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 |
| 2-a | Smiles or laughs during physical play 5 times | With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. |
| 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 |
| 3-a | Takes a desired item from an adult 3 times (e.g., takes a toy when offered) | 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-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 |
| 4-a | Approaches other children 2 times with an adult prompt | 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-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 |
| 5-a | Spontaneously follows another child 2 times | Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases. |
| 5-b | Spontaneously imitates the behavior of another child 2 times | CC.1.4.1.T |
| 5-c | Laughs or smiles when others engage in silly, fun, or entertaining behavior 2 times | With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. |

SOCIAL BEHAVIOR AND SOCIAL PLAY LEVEL 2

| Skill | VB-MAPP Milestones & Supporting Skills | PA Core Standards |
|------------|---|--|
| 6-M | Initiates a physical interaction with a peer 2 times (e.g., a push in a wagon, hand holding, Ring Around the Rosy) | CC.1.4.1.T |
| 6-a | Looks at a peer when he talks 2 times | With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. |
| 6-b | Chases peers in play with adult prompts 2 times | |
| 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 |
| 7-a | Mands to peers with adult prompts 5 times (e.g., Ask Katie for a cookie.) | Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. |
| 7-b | Echoes a peer's sounds or words with adult prompts 2 times (e.g., What did he say?) | CC.1.2.1.G |
| 7-c | Spontaneously joins other children in a play activity 2 times (e.g., a playhouse) | Use the illustrations and details in a text to describe its key ideas. |
| 7-d | Spontaneously offers a reinforcer to a peer 1 time | CC.1.4.1.T |
| | | With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers, and add 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 |

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| | | Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. |
| 8-M | Engages in sustained social play with peers for 3 minutes without adult prompts or reinforcement (e.g., 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. |
| 8-a | Spontaneously greets others with a wave or vocal response 1 time | CC.1.4.1.T |
| 8-b | Spontaneously imitates a peer's actions with objects 2 times (e.g., blowing a pinwheel) | 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-c | Responds to the mands of peers with adult prompts 2 times (e.g., Give him the car.) | |
| 8-d | Spontaneously echoes a peer's words 2 times | |
| | | |
| 9-M | Spontaneously responds to the mands from peers 5 times (e.g., Pull me in the wagon. I want the train.) | CC.1.2.1.A Identify the main idea and retell key details of text. |
| 9-a | Spontaneously copies a peer's assembly of toys or other items 1 time (e.g., Duplo) | CC.1.4.1.T |
| 9-b | Responds appropriately to mands from peers for an object 2 times (e.g., Give me the truck.) | With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. |
| 9-c | Responds appropriately to mands from peers for an action 2 times (e.g., Push me.) | CC.1.5.1.A |
| 9-d | Responds to the mands of peers to stop a behavior 1 time (e.g., Stop pushing me.) | Participate in collaborative conversations with peers and adults in small and larger groups. |
| 9-e | Spontaneously mands for help from adults 1 time | CC.1.5.1.C |
| 9-f | Tacts items for the benefit of peers with adult prompts, 2 times (e.g., There's your car.) | Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. |
| | | |
| 10-M | Spontaneously mands to peers to participate in games, social play, etc., 2 times (e.g., Come on you guys. Let's dig a 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. |
| 10-a | Spontaneously mands to peers to follow directions 2 times (e.g., Put the bike here.) | CC.1.5.1.C |
| 10-b | Spontaneously mands for others to attend to what he is attending to (e.g., Look at this!) | Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. |
| 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. |
| 11-a | Participates in cooperation activities with adult prompts 2 times (e.g., parachute holding) | CC.1.5.1.A |
| 11-b | Appropriately mands to peers to stop an undesirable behavior 2 times | Participate in collaborative conversations with peers and adults in small and larger groups. |
| 11-c | Waits for a turn with a reinforcer without negative behavior 2 times | |
| 11-d | Accepts an invitation to join a social play activity with a peer 2 times | |
| 11-e | Mands to peers with a WH question 2 times (e.g., Where the shovel? What's 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.1.3.1.B Ask and answer questions about key details in a text. |
| 12-a | Spontaneously imitates a peer's behavior in a pretend play activity 2 times | CC.1.3.1.J |
| 12-b | Spontaneously mands using where for the location of a missing peer 2 times | Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases. |
| 12-c | Spontaneously mands using what related to the behavior of a peer 2 times | CC.1.4.1.T |
| 12-d | Spontaneously mands using who evoked by an unknown person 2 times | With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. |

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| 12-e | Has a “best friend” (i.e., will repeatedly play with a specific child) | CC.1.5.1.C Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. |
| 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 | |
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| 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 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-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.1.4.1.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) | |

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| 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. |
| 3-a | Imitates 2 fine motor movements (e.g., wiggles fingers, opens and closes fist) | CC.2.8.1.C Recognize, describe, extend, replicate and transfer number and geometric patterns. |
| 3-b | Spontaneously imitates 2 gross motor movements of another person (e.g., arms up) | CC.2.9.1.A Name, describe and draw/build 2-dimensional shapes. |
| 3-c | Imitates side-to-side body rocking | CC.2.9.1.B Identify and draw lines of symmetry. |
| 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. |
| 5-a | Imitates 5 different fine motor movements (e.g., pokes clay with index finger, a pincer grasp) | 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. |
| 5-b | Imitates the gross motor behavior of other children 2 times when prompted (e.g., running) | 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-c | Spontaneously imitates the behavior of others on 2 occasions (e.g., filling containers) | CC.1.5.1.D Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. |
| 5-d | Demonstrates generalization of 10 imitative responses to 3 new people | CC.2.8.1.C Recognize, describe, extend, replicate and transfer number and geometric patterns. CC.2.9.1.A Name, describe and draw/build 2-dimensional shapes. CC.2.9.1.B Identify and draw lines of symmetry. |

MOTOR IMITATION LEVEL 2

| Skill | VB-MAPP Milestones & Supporting Skills | PA Core Standards |
|------------|---|---|
| 6-M | Imitates 10 actions that require selecting a specific object from an array (e.g., selects a drumstick from an array also containing a horn and a bell, and imitates an adult's drumming) | CC.1.2.1.C Describe the connection between two individual, events, ideas, or pieces of information in a text. |
| 6-a | Imitates blowing 2 times (e.g., bubbles, candles, balloons) | CC.1.2.1.I Identify basic similarities in and differences between two texts on the same topic. |
| 6-b | Imitates 5 common gestures (e.g., shrugging shoulders, thumbs up, finger to closed lips) | CC.1.3.1.E Explain major differences between books that tell stories and books that give information, drawing on a wide reading or range of text types. |
| 6-c | Imitates turning a page in a book | CC.1.3.1.H Compare and contrast the adventures and experiences of characters in stories. |
| 6-d | Imitates 5 actions with a specific object selected from an array of 2 (e.g., imitates hugging puppy from an array of a doll and a puppy) | CC.1.3.1.K Read and comprehend literature on grade level, reading independently and proficiently. |
| 6-e | Imitates pulling 5 different items apart (e.g., Duplos, Kid K'Nex, lids on containers) | 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. |

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| | | <p>CC.2.8.1.C Recognize, describe, extend, replicate and transfer number and geometric patterns.</p> <p>CC.2.9.1.A Name, describe and draw/build 2-dimensional shapes.</p> <p>CC.2.4.1.A.4 Represent and interpret data using tables/charts.</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.1.1.1.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.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.1.4.1.M Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.1.O Include thoughts and feelings to describe experiences and events.</p> <p>CC.2.8.1.C Recognize, describe, extend, replicate and transfer number and geometric patterns.</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> |
| 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) | |
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| 8-M | Imitates 10 different three-component sequences of actions when prompted, Do this (e.g., clapping, jumping, touching toes; pick up a doll, place her in a crib and rock the crib) | <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.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.1.4.1.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.F Add drawings or other visual displays when sharing aloud to clarify ideas, thoughts, and feelings.</p> <p>CC.2.8.1.C Recognize, describe, extend, replicate and transfer number and geometric patterns.</p> <p>CC.2.9.1.A Name, describe and draw/build 2-dimensional shapes.</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) | |
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| 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.1.2.1.C Describe the connection between two individual, events, ideas, or pieces of information in a text.</p> <p>CC.1.3.1.D Identify who is telling the story at various points in a text.</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> |
| 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) | |
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| 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. |
| 10-a | Imitates building items or the construction of a toy set (e.g., Legos, a train set, Lincoln Logs) | CC.1.5.1.D Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. |
| 10-b | Imitates 5 sequences of multi-step functional self-care skills (e.g., brushing teeth, washing face, putting on shoes) | CC.2.8.1.C Recognize, describe, extend, replicate and transfer number and geometric patterns. |
| 10-c | Imitates 5 functional activities of daily living skills (e.g., setting the table, sweeping the floor) | CC.2.9.1.A Name, describe and draw/build 2-dimensional shapes. |
| 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 |
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| | 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 |
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| | 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. |

SPONTANEOUS VOCAL BEHAVIOR LEVEL 1

| Skill | VB-MAPP Milestones & Supporting Skills | PA Core Standards |
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| | 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 |
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| 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. |
| 7-a | Selects an item from an array of 5 for 5 different fill-in statements containing a verb (e.g., You sleep in a...) | CC.1.4.1.B Identify and write about one specific topic. CC.2.7.1.A Determine the probability of an event occurring. |
| 7-b | Selects an item from an array of 5 for 5 different spoken associated sets of words (e.g., Shoes and...) | CC.2.7.1.D List or graph the possible results of an experiment. |
| 7-c | Reverses 5 previously acquired associations in an LRFFC format (e.g., Shoes and..., Socks and...) | CC.2.7.1.E Answer questions about predictions and actual outcomes based on data. |
| 7-d | Generalizes 10 known LRFFC responses to different tones of voice, volumes, prosody, etc. | CC.2.8.1.A Use the concept of equality and concrete objects to demonstrate understanding of the commutative and associative properties. |
| 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...) | CC.2.8.1.B Use concrete objects and trial and error to solve number sentences. |
| 7-f | Generalizes 10 known LRFFC responses to 2 different pictures or objects (e.g., two different shoes) | 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.2.3.1.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. |
| 8-a | Selects an item from an array of 8 for 10 fill-in function statements (e.g., You draw with a...) | CC.1.2.1.H Identify the reasons an author gives to support points in a text. |

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| 8-b | Selects an item from an array of 8 for 10 fill-in feature statements (e.g., You find wheels on a...) | CC.1.2.1.I Identify basic similarities in and differences between two texts on the same topic. |
| 8-c | Selects an item from an array of 8 for 10 fill-in class statements (e.g., A kind of animal is a...) | CC.1.3.1.E Explain major differences between books that tell stories and books that give information, drawing on a wide reading or range of text types. |
| 8-d | Selects an item from an array of 8 for 10 different what questions (e.g., What do you eat?) | CC.1.3.1.G Use illustrations and details in a story to describe characters, setting, or events. |
| 8-e | Selects an item from an array of 8 for 10 different what questions (e.g., which one flies?) | CC.1.3.1.H Compare and contrast the adventures and experiences of characters in stories. |
| 8-f | Selects an item from an array of 8 for 10 different which questions (e.g., Who builds a nest?) | CC.1.3.1.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. |
| 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. |
| 9-a | Demonstrates LRFFC class generalization with 5 examples (e.g., 5 different animals) for 10 classes | CC.1.2.1.G Use the illustrations and details in a text to describe its key ideas. |
| 9-b | Emits 10 known LRFFC responses in an array of 10 in less than 1 minute (fluency) | CC.1.2.1.H Identify the reasons an author gives to support points in a text. |
| 9-c | Selects an item given 2 different verbal statements about each item when independently presented (e.g., Find a food. What do you eat?) for 10 different items | CC.1.2.1.I Identify basic similarities in and differences between two texts on the same topic. |
| 9-d | Selects an item from an array of 10 for 10 different LRFFC where questions (e.g., Where do you find the milk?) | CC.1.3.1.G Use illustrations and details in a story to describe characters, setting, or events. |
| 9-e | Demonstrates 10 LRFFC responses in the natural environment | CC.1.3.1.H Compare and contrast the adventures and experiences of characters in stories. CC.1.4.1.B Identify and write about one specific topic. CC.2.7.1.A Determine the probability of an event occurring. CC.2.7.1.B Predict and explain the outcomes of events. CC.2.7.1.D List or graph the possible results of an experiment. CC.2.7.1.E 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. |

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| | | CC.2.3.1.A.1 Compose and distinguish between two and three dimensional shapes based on their attributes. |
| 10-M | Spontaneously facts 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. |
| 10-a | Selects an item from an array of 10 given the class and a function (e.g., Find something you wear on your feet.) for 25 items | CC.2.7.1.A Determine the probability of an event occurring. |
| 10-b | Selects an item from an array of 10 given the class and a feature (e.g., Find an animal with wings.) for 25 items | CC.2.7.1.B Predict and explain the outcomes of events. |
| 10-c | Demonstrates 5 untrained LRFFC responses in the natural environment | CC.2.7.1.D List or graph the possible results of an experiment. |
| 10-d | Generalizes to 25 novel 2-component LRFFC tasks without training (e.g., Do you see a red fruit.) | CC.2.7.1.E Answer questions about predictions and actual outcomes based on data. |
| 10-e | Spontaneously emits 5 LRFFC responses (e.g., gets a broom after hearing, There's dirt on the floor.) | CC.2.8.1.A Use the concept of equality and concrete objects to demonstrate understanding of the commutative and associative properties. |
| | | CC.2.8.1.B Use concrete objects and trial and error to solve number sentences. |
| | | CC.2.8.1.E Use concrete objects, symbols and number to represent mathematical situations. |
| | | CC.2.11.1.A Order whole numbers, 0 to 100, with least to greatest value. |

LISTENER RESPONDING BY FUNCTION, FEATURE, & CLASS LEVEL 3

| Skill | VB-MAPP Milestones & Supporting Skills | PA Core Standards |
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| 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. |
| 11-a | Selects 2 members of a class (e.g., Find two body parts.) from an array of 10, for 25 classes | CC.1.3.1.G Use illustrations and details in a story to describe characters, setting, or events. |
| 11-b | Selects 50 items from a book given any type of LRFFC task | CC.1.4.1.B Identify and write about one specific topic. |
| 11-c | Selects 50 items from the natural environment or in a functional activity (e.g., setting the table) given any type of LRFFC task | CC.1.4.1.P Recount two or more appropriately sequenced events using temporal words to signal event order and provide some sense of closure. |
| 11-d | Demonstrates 200 different LRFFC response, tested or obtained from an accumulated list of known responses | CC.2.7.1.A Determine the probability of an event occurring. |
| 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 | CC.2.7.1.B Predict and explain the outcomes of events. |
| 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.2.7.1.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. |

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| | | <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> |
| 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.1.2.1.B Ask and answer questions about key details in a text.</p> <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 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.1.4.1.B Identify and write about one specific topic.</p> <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> |
| 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>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.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> |
| 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.1.2.1.B Ask and answer questions about key details in a text.</p> <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 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.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.I Support the opinion with reasons related to the opinion.</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.E</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.) | |
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| | | <p>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.</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 | CC.1.2.1.B Ask and answer questions about key details in a text. |
| 14-a | Selects all members of a class from an array of 10 when asked (e.g., Find all the clothing.) for 3 members of 25 classes | CC.1.2.1.I Identify basic similarities in and differences between two texts on the same topic. |
| 14-b | Selects an item from a book given a when question (e.g., When do you need a towel?) for 10 items | CC.1.3.1.C Describe characters, settings, and major events in a story, using key details. |
| 14-c | Selects an item from a book given a how question (e.g., How do you get to school?) for 10 items | CC.1.3.1.G Use illustrations and details in a story to describe characters, setting, or events. |
| 14-d | Selects an item from an array of 10 given a preposition after a verb (e.g., eat with, eat at, write on, write with) for 25 verb-preposition combinations | CC.1.3.1.K Read and comprehend literature on grade level, reading independently and proficiently. |
| 14-e | Selects an item when asked to find something that is different in an array of 5 (e.g., 4 spoons and 1 fork) for 25 items | CC.1.4.1.B Identify and write about one specific topic. |
| 14-f | Selects an item from an array of 10 when asked What is missing? from a picture (e.g., a car without wheels, an airplane without wings) for 25 items | CC.1.4.1.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. |
| 15-M | Demonstrates 1000 different LRFFC responses, tested or obtained from an accumulated list of known responses | CC.1.2.1.I Identify basic similarities in and differences between two texts on the same topic. |
| 15-a | Selects an item from an array of 10 relating to past events (e.g., Where did you go yesterday?) for 5 events | CC.1.3.1.B Ask and answer questions about key details in a text. |
| 15-b | Selects an item relating to future events (e.g., What's happening tomorrow?) for 5 events | CC.1.3.1.K Read and comprehend literature on grade level, reading independently and proficiently. |
| 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?) | CC.1.4.1.B Identify and write about one specific topic. |
| 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 | CC.1.4.1.I Support the opinion with reasons related to the opinion. |
| 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.1.4.1.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.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. |

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| | | 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 |
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| 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) | 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. |
| 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.1.1.1.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.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. |
| 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...) | |

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| | | <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.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.1.5.1.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.E Answer questions about predictions and actual outcomes based on data.</p> <p>CC.2.8.1.B Use concrete objects and trial and error to solve number sentences.</p> <p>CC.2.11.1.A Order whole numbers, 0 to 100, with least to greatest value.</p> |
| 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. |
| 9-a | Completes 10 different verb-noun fill-in-the-blank phrases (e.g., You ride the... You play in...) | CC.1.2.1.B Ask and answer questions about key details in a text. |
| 9-b | Spontaneously emits (no additional verbal prompts) 2 intraverbal responses | CC.1.2.1.F Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. |
| 9-c | Answers 10 different what questions with a verb as the primary SD (e.g., What do you brush?) | CC.1.2.1.G Use the illustrations and details in a text to describe its key ideas. |
| 9-d | Answers 10 different what questions with a noun as the primary SD (e.g., What's in the barn?) | CC.1.2.1.I Use the illustrations and details in a text to describe its key ideas. |
| 9-e | When asked What do you eat (or drink)? provides 2 or more members of each category | 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. |
| 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.1.3.1.A Retell stories, including key details, and demonstrate understanding of their central message or lesson. |
| | | <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.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.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</p> |

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| | | <p>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?) | 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. |
| 10-a | Answers 5 different where questions (e.g., Where are your videos?). | 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. |
| 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.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.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> |

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| | | <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 |
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| 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. |
| 11-a | Completes 10 two-component (noun-verb) fill-ins (e.g., For breakfast you eat... For lunch you eat...) | CC.1.2.1.B Ask and answer questions about key details in a text. |
| 11-b | Answers 25 two-component where questions (e.g., Where do you find the milk? Where's your wagon?) | CC.1.2.1.C Describe the connection between two individual, events, ideas, or pieces of information in a text. |
| 11-c | Answers 25 two-component who questions (e.g., Who takes you to school? Who do you play with?) | |

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| 11-d | Answers 25 what questions involving function (e.g., What do you do with crayons?) | CC.1.2.1.F Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. |
| 11-e | Answers 25 what questions when given the function (e.g., What gets you clean?) | CC.1.2.1.G Use the illustrations and details in a text to describe its key ideas. |
| 11-f | Demonstrates 10 untrained intraverbals (e.g., retells what happened in a video without any specific training) | CC.1.2.1.H Identify the reasons an author gives to support points in a text. |
| 11-g | Demonstrates 5 new intraverbals with just tact training (e.g., tact of computer...Daddy has a computer.) | CC.1.2.1.I Use the illustrations and details in a text to describe its key ideas. |
| 11-h | Answers I don't know to questions that the child cannot answer | 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. |
| 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. |
| 12-a | Provides at least 3 members of 10 classes (e.g., What do you see on a playground?) | CC.1.2.1.B Ask and answer questions about key details in a text. |
| 12-b | Answers 25 multiple choice questions (e.g., Does a fish live in the water or in trees?) | CC.1.2.1.I Use the illustrations and details in a text to describe its key ideas. |
| 12-c | Provides 10 categories when given several members (e.g., a horse, cow, and pig are all...) | CC.1.3.1.A Write informative/ explanatory texts to examine a topic and convey ideas and information. |
| 12-d | Provides the name of 25 items when given a specific feature (e.g., What has wheels?) | CC.1.3.1.C Describe characters, settings, and major events in a story, using key details. |
| 12-e | Provides 2 features of 10 items when given their names (e.g., What's on a fire truck?) | CC.1.3.1.G Use illustrations and details in a story to describe characters, setting, or events. |
| 12-f | Provides an answer to 3 emotion questions (e.g., What makes you sad? What makes you happy?) | CC.1.3.1.K Read and comprehend literature on grade level, reading independently and proficiently. |
| 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.1.4.1.B Identify and write about one specific topic. CC.1.4.1.G Write opinion pieces on familiar topics. CC.1.4.1.H |
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| | | <p>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.</p> |
| 13-M | Answers 2 questions after being read short passages (15+ words) from books, for 25 passages (e.g., Who blew the house down?) | CC.1.2.1.A Identify the main idea and retell key details of text. |
| 13-a | Answers 25 questions with yes or no (e.g., Is a shoe good to eat?) | CC.1.2.1.B Ask and answer questions about key details in a text. |
| 13-b | Describes 5 locations not in view (e.g., Tell me about your bedroom?) | CC.1.2.1.C Describe the connection between two individual, events, ideas, or pieces of information in a text. |
| 13-c | Answers 25 intraverbal questions involving adjectives (e.g., Can you tell me a big animal?) | CC.1.2.1.F Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. |
| 13-d | Answers a question about a single sentence just read, for 10 sentences | CC.1.2.1.G Use the illustrations and details in a text to describe its key ideas. |
| 13-e | Correctly answers the question How old are you? | CC.1.2.1.I Identify basic similarities in and differences between two texts on the same topic. |
| 13-f | Answers 2 time questions with general responses (e.g., What time do you go to bed? ...at nighttime) | 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-g | Completes a story sequence for 5 stories (e.g., Then what happened to the three little pigs?) | CC.1.2.1.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. |
| 13-h | Engages in 5 different conversations that contain at least 3 intraverbal exchanges on a single topic | CC.1.3.1.A Retell stories, including key details, and demonstrate understanding of their central message or lesson. |
| 13-i | Describes 2 attributes about himself (e.g., I have brown hair. I have blue eyes.) | CC.1.3.1.B Ask and answer questions about key details in a text. CC.1.3.1.C Describe characters, settings, and major events in a story, using key details. CC.1.3.1.G Use illustrations and details in a story to describe characters, setting, or events. CC.1.3.1.I Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade level reading and content CC.1.3.1.K Read and comprehend literature on grade level, reading independently and proficiently. |
| | | CC.1.4.1.A |

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| | | <p>Write informative/ explanatory texts to examine a topic and convey ideas and information. CC.1.4.1.B Identify and write about one specific topic. CC.1.4.1.I Support the opinion with reasons related to the opinion. CC.1.4.1.J Create an organizational structure that includes reasons and provides some sense of closure. CC.1.4.1.M Write narratives to develop real or imagined experiences or events. CC.1.4.1.P Recount two or more appropriately sequenced events using temporal words to signal event order and provide some sense of closure. CC.1.4.1.T With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. CC.1.5.1.A Participate in collaborative conversations with peers and adults in small and larger groups. CC.1.5.1.B Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. CC.1.5.1.C Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. CC.1.5.1.D Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. CC.2.7.1.A Determine the probability of an event occurring. CC.2.7.1.B Predict and explain the outcomes of events. CC.2.7.1.D List or graph the possible results of an experiment. CC.2.7.1.E Answer questions about predictions and actual outcomes based on data. CC.2.8.1.A Use the concept of equality and concrete objects to demonstrate understanding of the commutative and associative properties. CC.2.8.1.D Use a rule to find a missing addend or symbol to make a number sentence true, with adult assistance.</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.1.2.1.A Identify the main idea and retell key details of 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.1.2.1.B Ask and answer questions about key details in a text. |
| 14-b | Provides at least 3 members of 25 categories (e.g., What do you find on a playground?) | CC.1.2.1.C Describe the connection between two individual, events, ideas, or pieces of information in a text. |
| 14-c | Answers 5 questions about daily or current events (e.g., Where are you going with dad?) | CC.1.2.1.F Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. |
| 14-d | Intraverbally responds at least 25 times in a day to the verbal questions or statements from peers | CC.1.2.1.G Use the illustrations and details in a text to describe its key ideas. |
| 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.1.2.1.I Identify basic similarities in and differences between 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.1.2.1.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. |
| 14-g | Provides 3 pieces of personal information (e.g., Where do you live? What's your brother's name?) | 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. |
| 14-h | Answers 25 intraverbal questions involving prepositions (e.g., What's under your bed?) | CC.1.2.1.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.1.3.1.A Retell stories, including key details, and demonstrate understanding of their central message or lesson. |
| 14-j | Provides 25 answers to sequence questions (e.g., What do you do after you get to school?) | CC.1.3.1.B Ask and answer questions about key details in a text. |
| 14-k | Answers 10 when questions (e.g., When do you take a bath?) | CC.1.3.1.C Describe characters, settings, and major events in a story, using key details. |
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| | | <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.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.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. 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.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> |
| 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. |
| 15-a | Answers 10 questions about community helpers (e.g., What does a doctor do?) | CC.1.2.1.B Ask and answer questions about key details in a text. |
| 15-b | Answers 25 different questions that contain 4 or more parts of speech (e.g., What tool do you need to pound nails?) | CC.1.2.1.C Describe the connection between two individual, events, ideas, or pieces of information in a text. |
| 15-c | Takes turns adding to a story started by others (e.g., And then he saw a boat...) | CC.1.2.1.F Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. |
| 15-d | Answers 5 different how questions (e.g., How do you fix the hole?) | CC.1.2.1.G Use the illustrations and details in a text to describe its key ideas. |
| 15-e | Provides last name when asked (e.g., Harrison) | CC.1.2.1.I Identify basic similarities in and differences between two texts on the same topic. |
| 15-f | Answers 25 intraverbal questions involving adverbs (e.g., What animal moves 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. |
| 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.1.3.1.A Retell stories, including key details, and demonstrate understanding of their central message or lesson. |
| 15-h | Describes 5 events that happened in the past | CC.1.3.1.B Ask and answer questions about key details in a text. |
| 15-i | Describes 5 events that will happen in the future | CC.1.3.1.C Describe characters, settings, and major events in a story, using key details. |
| 15-j | Summarizes 5 different stories with at least 10 words | |
| 15-k | Suggests a possible solution when presented with a problem | |

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| | | <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.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.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.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.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> |
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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 | <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> |
| 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 | <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> |
| 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 | |

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| 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 | |

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.1.4.1.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 | CC.1.4.1.T With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. |
| 11-b | Responds to 1 group instruction without additional prompts (e.g., Everybody stand up | CC.2.8.1.C Recognize, describe, extend, replicate and transfer number and geometric patterns. |
| 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.1.4.1.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. |
| 12-a | Raises hand to take a turn in a group setting (e.g., Who wants to pick a song?) | CC.1.5.1.F Add drawings or other visual displays when sharing aloud to clarify ideas, thoughts, and feelings. |
| 12-b | Uses classroom materials as designed (e.g., glue, scissors, crayons, paper) | |
| 12-c | Puts away toys and material when prompted to do so | |
| 12-d | Stays on task for 1 minute during an arts and crafts activity when an adult leaves the table | |

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| 13-M | Works independently for 5 minutes in a group, and stays on task for 50% of the period | CC.1.4.1.T |
| 13-a | Gets necessary materials to complete an activity when verbally prompted (e.g., Get some glue.) | 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-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 | |
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| 14-M | Acquires 2 new behaviors in a 15-minute group-teaching format involving 5 or more children | CC.1.3.1.A |
| 14-a | Takes turns and shares items with peers | Retell stories, including key details, and demonstrate understanding of their central message or lesson. |
| 14-b | Discriminates and follows two-component group instructions (e.g., All the boys line up) | CC.1.3.1.J |
| 14-c | Follows safety rules in a classroom (e.g., No running. No pushing.) | 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. |
| 14-d | Leads 2 different group activities involving 3 other children (e.g., red-light, green-light game) | CC.1.4.1.T |
| 14-e | Mands for a specific activity in a group setting (e.g., Let's play tag!) | 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-f | Assists in picking up after an activity with only 1 verbal prompt | |
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| 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 |
| 15-a | Focuses on a task despite disruptions in the room | Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. |
| 15-b | Meets some of his own self-care needs without prompts (e.g., wipes nose, puts on coat) | CC.1.5.1.E |
| 15-c | Verbally interacts with peers 3 times in a table-top group activity | Produce complete sentences when appropriate to task and situation. |
| 15-d | Sits back down when his turn is over without prompts | CC.1.5.1.G |
| 15-e | Keeps hands to self in a group setting | Demonstrate command of the conventions of standard English when speaking based on grade 1 level and content. |
| 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. CC.1.2.1.I Identify basic similarities in and differences between two texts on the same topic. CC.1.3.1.A Retell stories, including key details, and demonstrate understanding of their central message or lesson. CC.1.3.1.C Describe characters, settings, and major events in a story, using key details. CC.1.3.1.H Compare and contrast the adventures and experiences of characters in stories. CC.1.4.1.F Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. <ul style="list-style-type: none"> • Capitalize dates and names of people. • Use end punctuation; use commas in dates and words in series. |

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| | | <ul style="list-style-type: none"> • Spell words drawing on common spelling patterns, phonemic awareness and spelling conventions. CC.1.4.1.L Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. |
| | | CC.1.5.1.B Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. |
| | | CC.1.5.1.C Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. |
| 7-M | Has a total listener vocabulary of 100 words (e.g., Touch nose. Jump. Find keys.) | CC.1.2.1.A |
| 7-a | Uses recognizable words more frequently than jargon | 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.1.2.1.B Ask and answer questions about key details in a text. |
| 7-c | Has a total speaker vocabulary size of 50 words (all verbal operants except echoic) | CC.1.2.1.I Identify basic similarities in and differences between two texts on the same topic. |
| | | CC.1.3.1.A Retell stories, including key details, and demonstrate understanding of their central message or lesson. |
| | | CC.1.3.1.C Describe characters, settings, and major events in a story, using key details. |
| | | CC.1.3.1.H Compare and contrast the adventures and experiences of characters in stories. |
| | | CC.1.5.1.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. |
| 8-M | Emits 10 different 2-word utterances per day of any type except echoic (e.g., mand, tact) | CC.1.2.1.A |
| 8-a | Emits 2-word mands for recurrence (e.g., more tickle) | Identify the main idea and retell key details of text. |
| 8-b | Emits 2-word noun-verb or verb-noun mands or tacts (e.g., Pour juice. Baby crying.) | CC.1.2.1.B Ask and answer questions about key details in a text. |
| 8-c | Adjusts volume of voice on command (e.g., whispers and uses loud voice) | CC.1.2.1.I Identify basic similarities in and differences between two texts on the same topic. |
| 8-d | Echoes 10 different rhythms, intonations, or pitches | CC.1.3.1.A Retell stories, including key details, and demonstrate understanding of their central message or lesson. |
| | | CC.1.3.1.C Describe characters, settings, and major events in a story, using key details. |
| | | CC.1.3.1.F Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. |
| | | CC.1.3.1.H Compare and contrast the adventures and experiences of characters in stories. |
| | | CC.1.4.1.F Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. |
| | | <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.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. |
| 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 |
| 9-a | Consistently emits the initial consonants of words | Read with accuracy and fluency to support comprehension: |
| 9-b | Emits 2-word mands for possession (e.g., My cookie. That’s mine.) | <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-c | Emits 2-word mands or tacts for location (e.g., Come here. There’s Thomas.) | CC.1.2.1.J |
| 9-d | Emits 2-word mands for negation or refusal (e.g., No Barney. No shoes. No more.) | Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that |

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| 9-e | Combines 2 words to make a novel word or phrase (e.g., Miss Betty) | 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. |
| 10-M | Has a total speaker vocabulary of 300 words (all verbal operants except echoic) | CC.1.2.1.A Identify the main idea and retell key details of text. |
| 10-a | Echoes most words or approximations to words on command (generalized echoic repertoire) but still has articulation errors | CC.1.2.1.B Ask and answer questions about key details in a text. |
| 10-b | Strangers can understand at least 50% of the words emitted by the child | CC.1.2.1.F Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. |
| 10-c | Emits a total listener vocabulary size of 400 words | CC.1.2.1.G Use the illustrations and details in a text to describe its key ideas. |
| 10-d | Emits a mean length of utterance (MLU) of 2 1/2 morphemes (e.g., Push car. Where mommy go?) | 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. |

**LINGUISTIC STRUCTURE
LEVEL 3**

| Skill | VB-MAPP Milestones & Supporting Skills | PA Core Standards |
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| 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.1.2.1.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> |
| 11-a | Emits auxiliary (helping) verbs in a tact or mand carrier phrase (e.g., do, have, will, can, was) | <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. |
| 11-b | Phrases emitted by the child in one day contain several different “small” words that were not directly taught, but seem appropriate for the context (e.g., it, that, a, the, an, too, or, but) | <p>CC.1.4.1.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. |
| 11-c | Uses “s” vs. “es” plural markers (e.g., books or glasses) | <p>CC.1.5.1.D Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</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> |
| 11-d | Uses irregular plurals correctly (e.g., foot-feet, mouse-mice, tooth-teeth) | |
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| 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.1.4.1.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. |
| 12-a | Uses is and am appropriately with verbs (e.g., I am eating. The dog is barking.) | <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. |
| 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) | |
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| 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.1.2.1.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.1.3.1.C Describe characters, settings, and major events in a story, using key details.</p> <p>CC.1.3.1.K 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</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.) | |
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| | | <p>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.) | |
| 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.) | |
| | | <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> |
| 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) | |
| 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>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. • Spell words drawing on common spelling patterns, phonemic awareness and spelling conventions. <p>CC.1.5.1.D Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</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> |

READING LEVEL 3

| Skill | VB-MAPP Milestones & Supporting Skills | PA Core Standards |
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| 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. |
| 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?) | |

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| 13-c | Pretends to read a book | <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.E Use various text features and search tools to locate key facts or 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.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</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> |
| 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.1.1.1.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 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.E Use various text features and search tools to locate key facts or 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.1.4.1.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.D Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</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.1.1.1.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. |
| 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 | |

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| 15-d | Discriminates as a listener between numbers and letters (e.g., Which one is a letter?) | <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. <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.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.1.2.1.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</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.F Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p>CC.1.3.1.K Read and comprehend literature on grade level, reading independently and proficiently.</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.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.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.2.11.1.A Order whole numbers, 0 to 100, with least to greatest value.</p> |
| 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 |
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| 11-M | Imitates 5 different writing actions modeled by an adult using a writing instrument and writing surface | <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> |
| 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 | |

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| 11-f | Imitates small and large circular movements with a crayon, marker, or pencil | <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.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.2.9.1.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> |
| 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) | <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> <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.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> |
| 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 | |

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| | | <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> <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 | CC.1.4.1.A Write informative/ explanatory texts to examine a topic and convey ideas and information. |
| 13-a | Copies 4 numbers or letters | CC.1.4.1.B Identify and write about one specific topic. |
| 13-b | Independently combines shapes to make a picture (adult verbal prompts are okay) | CC.1.4.1.E Choose words and phrases for effect. |
| 13-c | Independently draws a person with 4 recognizable body parts (adult verbal prompts are okay) | CC.1.4.1.F Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. |
| 13-d | Traces his own name on paper and stays within 1/2 inch of the letters | <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> |

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| | | <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> |
| 14-M | Legibly spells and writes his own name without copying | <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> <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.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> |
| 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 | <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</p> |
| 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 | |

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| | | <p>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 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 |
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| 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</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) | |

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| | | <p>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.</p> |
| 12-M | Tacts the numbers 1-5 | CC.1.1.1.B |
| 12-a | Distinguishes between 1 and 2 items as a tact (e.g., How many shoes do you have?) | Demonstrate understanding of the organization and basic features of print. <ul style="list-style-type: none"> Recognize the distinguishing features of a sentence. |
| 12-b | Holds up corresponding fingers for numbers 1-5 (e.g., Show me 2 fingers.) | CC.2.7.1.A |
| 12-c | Distinguishes between 1, 2, and 3 items as a listener (e.g., Can you find 3 flowers?) | Determine the probability of an event occurring. |
| 12-d | Counts 2 items with 1:1 correspondence | CC.2.7.1.D List or graph the possible results of an experiment. CC.2.7.1.E Answer questions about predictions and actual outcomes based on data. CC.2.8.1.A Use the concept of equality and concrete objects to demonstrate understanding of the commutative and associative properties. CC.2.8.1.B Use concrete objects and trial and error to solve number sentences. CC.2.8.1.C Recognize, describe, extend, replicate and transfer number and geometric patterns. CC.2.8.1.D Use a rule to find a missing addend or symbol to make a number sentence true, with adult assistance. CC.2.8.1.E Use concrete objects, symbols and number to represent mathematical situations. CC.2.8.1.F Describe and answer questions about data from classroom graphs and charts. CC.2.9.1.B Identify and draw lines of symmetry. CC.2.11.1.A Order whole numbers, 0 to 100, with least to greatest value. |
| 13-M | Counts out 1-5 items from a larger set of items with 1 to 1 correspondence (e.g., Give me 4 cars. Now give me 2 cars.) | CC.1.1.1.C |
| 13-a | Provides age when asked | 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. |
| 13-b | Counts out up to 3 items given the verbal prompt How many? and the related set of items | CC.2.7.1.A |
| 13-c | Identifies as a listener (LDs) the number of items (e.g., Which picture has 2 cars?) | Determine the probability of an event occurring. |
| 13-d | Demonstrates enumeration in counting (final emphasis on correct number) for numbers 1-3 | 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. |

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| | | <p>CC.2.11.1.A Order whole numbers, 0 to 100, with least to greatest value.</p> <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> <p>CC.2.8.1.F Describe and answer questions about data from classroom graphs and charts.</p> <p>CC.2.1.1.B.1 Extend the counting sequence to read and write numerals to represent objects.</p> <p>CC.2.11.1.A Order whole numbers, 0 to 100, with least to greatest value.</p> |
| 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 | |
| | | <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. <p>Add or substitute individual sounds (phonemes) in one-syllable words to make new words.</p> <p>CC.1.2.1.B Ask and answer questions about key details 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.1.4.1.C Develop the topic with two or more facts.</p> <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> <p>CC.2.8.1.F Describe and answer questions about data from classroom graphs and charts.</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.2.1.1.B.3 Use place-value concepts and properties of operations to add and subtract within 100.</p> |
| 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 | |

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| | | <p>CC.2.3.1.A.2 Use the understanding of fractions to partition shapes into halves and quarters.</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> |
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