

# 2<sup>nd</sup> Grade

## VB-MAPP Milestones Alignment to the PA Core Standards

### MAND LEVEL 1

Skill	VB-MAPP Milestones & Supporting Skills List	PA Core Standards
<b>1-M</b>	<b>Emits 2 words, sign, or icons but may require echoic, imitative, or other prompts, but no physical prompts (e.g. cracker, book)</b>	<b>CC.1.5.2.C</b> Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
1-a	Makes eye contact (gaze shift) as a mand for attention or other reinforcers 2 times	
1-b	Moves close to a reinforcing item to indicate the presence of an MO 2 times	
1-c	Pulls an adult to get access to a reinforcing item 2 times	
1-d	Points or gestures towards a reinforce in order to obtain it 2 times	
<b>2-M</b>	<b>Emits 4 different mands without prompts (except What do you want?) – the desired item can be present (e.g. music, slinky, ball)</b>	<b>CC.1.2.2.J</b> Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases. <b>CC.1.3.2.I</b> Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade level reading and content, choosing from a range of strategies and tools. <b>CC.1.5.2.C</b> Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
2-a	Points to 2 different reinforcers in order to obtain them 2 times	
2-b	Nods or says yes or no when offered a reinforce 2 times (not an early target)	
2-c	Emits 2 different mands without echoic prompts- can be with verbal or object prompts	
2-d	Spontaneously emits 1 mand without echoic or imitative prompts- can be with object prompts	
2-e	Generalizes 2 known mands across 2 different people and 2 settings	
<b>3-M</b>	<b>Generalizes 6 mands across 2 people, 2 settings, and 2 different examples of a reinforcers (e.g., mands bubbles)</b>	<b>CC.1.2.2.J</b> Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases. <b>CC.1.5.2.C</b> Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
3-a	Emits 2 spontaneous mands (no verbal prompt); — the object can be present	
3-b	Emits 5 mands without echoic or imitative prompts — can be with verbal or object prompts	
3-c	Generalizes 3 mands across 2 examples of a desired item (e.g., mands slide for 2 different slides)	
3-d	Emits 6 different mands without echoic or imitative prompts — can be with verbal or object prompts	
<b>4-M</b>	<b>Spontaneously emits (no verbal prompts) 5 mands — the desired item can be present</b>	<b>CC.1.3.2.I</b> Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade level reading and content, choosing from a range of strategies and tools. <b>CC.1.5.2.A</b> Participate in collaborative conversations with peers and adults in small and larger groups. <b>CC.1.5.2.C</b> Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
4-a	Mands for attention 2 times with some identifiable type of response (e.g., a tap on the arm)	
4-b	Emits 2 mands without an object present — can be with What do you want?	
4-c	Emits 2 mands without verbal prompts — can be with object prompts	
4-d	Mands for others to attend to the same stimulus that he is attending to 5 times per day	
4-e	Emits 1 mand to remove an undesirable item or activity (e.g.no)	
<b>5-M</b>	<b>Emits 10 different mands without prompts (except, What do you want?) — the desired item can be present (e.g., apple, swing, car, juice)</b>	<b>CC.1.2.2.B</b> Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text. <b>CC.1.2.2.J</b> Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases. <b>CC.1.3.2.D</b> Acknowledge differences in the points of views of characters, including by speaking in a different voice for each character
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	when reading dialogue aloud. <b>CC.1.3.2.I</b> Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade level reading and content, choosing from a range of strategies and tools. <b>CC.1.3.2.J</b> Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases. <b>CC.1.5.2.A</b> Participate in collaborative conversations with peers and adults in small and larger groups. <b>CC.1.5.2.C</b> Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
5-e	Continues to emit a mand 2 times if the reinforcer is not delivered (persistence)	

<b>MAND LEVEL 2</b>		
<b>Skill</b>	<b>VB-MAPP Milestones &amp; Supporting Skills List</b>	<b>PA Core Standards</b>
<b>6-M</b>	<b>Mands for 20 different missing items without prompts (except e.g., What do you need?) (e.g., mands for paper when given a crayon)</b>	<b>CC.1.2.2.B</b> Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text. <b>CC.1.2.2.J</b> Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases. <b>CC.1.3.2.I</b> Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade level reading and content, choosing from a range of strategies and tools. <b>CC.1.5.2.A</b> Participate in collaborative conversations with peers and adults in small and larger groups. <b>CC.1.5.2.C</b> Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
6-a	Spontaneously emits 5 mands without an object present and without verbal prompts	
6-b	Emits 10 different mands without echoic or imitative prompts — object can be present	
6-c	Mands for 5 different missing items without prompts (except a verbal prompt)	
6-d	Generalizes 4 mands to 4 different people	
6-e	Maintains a newly acquired mand for a missing item after 24 hours of no contact with the item	
<b>7-M</b>	<b>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)</b>	<b>CC.1.2.2.J</b> Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases. <b>CC.1.3.2.D</b> Acknowledge differences in the points of views of characters, including by speaking in a different voice for each character when reading dialogue aloud. <b>CC.1.3.2.I</b> Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade level reading and content, choosing from a range of strategies and tools. <b>CC.1.5.2.A</b> Participate in collaborative conversations with peers and adults in small and larger groups. <b>CC.1.5.2.C</b> Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
7-a	Mands 2 times with 2 words in a phrase or sentence (e.g., Drink juice.)	
7-b	Mands for other individuals to emit 2 different actions with verbal prompts (e.g., go, spin)	
7-c	Emits 2 mands to remove undesirable items or activities	
7-d	Demonstrates response generalization for two different mands (e.g., calls a filled cup both cup and drink; calls a dog both dog and Maggie)	
7-e	Mands contain varied intonation appropriate to both positive and negative MOs 5 times	
7-f	Mands for help or assistance 2 times	
7-g	Demonstrates a high frequency of manding (15 in a 5 minute period)	
<b>8-M</b>	<b>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.)</b>	<b>CC.1.3.2.I</b> Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade level reading and content, choosing from a range of strategies and tools. <b>CC.1.5.2.A</b> Participate in collaborative conversations with peers and adults in small and larger groups. <b>CC.1.5.2.C</b> Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
8-a	Mands 5 times with 2 words in a phrase or sentence	
8-b	Mands for information 2 times using what questions (e.g., What's that?)	
8-c	Mands with a pronoun 2 times (e.g., My train. That's yours.)	
8-d	Mands occur with 3 different carrier phrases (e.g., I want... It's my... Can I... That's my...)	
8-e	Mands with yes and no 4 times (e.g., Do you want a ride? Yes.)	
8-f	Mands for information 2 times using where questions (e.g., Where's Elmo?)	
<b>9-M</b>	<b>Spontaneously emits 15 different mands (e.g., Let's play. Open. I want book.)</b>	<b>CC.1.2.2.J</b>

9-a	Spontaneously emits 50 mands per day (can be with objects present, but without verbal prompts)	<p>Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.  <b>CC.1.3.2.J</b>  Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.  <b>CC.1.5.2.A</b>  Participate in collaborative conversations with peers and adults in small and larger groups.  <b>CC.1.5.2.C</b>  Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p>
9-b	Acquires 2 mands from tact or echoic only training (e.g., sees and tacts a live giraffe, and later mands to go back to see the giraffe)	
9-c	Mands for information 25 times using any type of question word	
9-d	Mands with an adjective 5 times (e.g., big chip, red car)	
9-e	Emits 5 mands in 30 seconds (e.g., during a game or fun activity such as water play)	
9-f	Mands contain 3-word phrases 10 times (e.g., That's my horse.)	
<b>10-M</b>	<b>Emits 10 new mands without specific mand training (e.g., spontaneously says Where kitty go? without formal mand training)</b>	<p><b>CC.1.2.2.B</b>  Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.  <b>CC.1.2.2.J</b>  Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.  <b>CC.1.3.2.I</b>  Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade level reading and content, choosing from a range of strategies and tools.  <b>CC.1.3.2.J</b>  Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.  <b>CC.1.5.2.A</b>  Participate in collaborative conversations with peers and adults in small and larger groups.  <b>CC.1.5.2.C</b>  Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p>
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	

<b>MAND LEVEL 3</b>		
<b>Skill</b>	<b>VB-MAPP Milestones &amp; Supporting Skills List</b>	<b>PA Core Standards</b>
<b>11-M</b>	<b>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?)</b>	<p><b>CC.1.2.2.B</b>  Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.  <b>CC.1.3.2.B</b>  Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.  <b>CC.1.3.2.D</b>  Acknowledge differences in the points of views of characters, including by speaking in a different voice for each character when reading dialogue aloud.  <b>CC.1.3.2.I</b>  Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade level reading and content, choosing from a range of strategies and tools.  <b>CC.1.5.2.A</b>  Participate in collaborative conversations with peers and adults in small and larger groups.  <b>CC.1.5.2.C</b>  Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.  <b>CC.2.4.2.A.3</b>  Solve problems and make change using coins and paper currency with appropriate symbols.  <b>CC.2.4.2.A.4</b>  Represent and interpret data using line plots, picture graphs, and bar graphs.  <b>CC.2.1.2.B.1</b></p>
11-a	Mands to peers 5 times	
11-b	Spontaneously mands for attention 5 times (e.g., Teacher! Hey! Excuse me.)	
11-c	The child emits 100 or more different mands in a one week period	
11-d	Mands contain 3-word phrases 10 times (e.g, Can I see?)	
11-e	Mands for a specific quantity of reinforcers 2 times (e.g., two gummy bears)	
<b>12-M</b>	<b>Politely mands to stop an undesirable activity or remove any aversive MO under 5 different circumstances (e.g., Please stop pushing me. No thank you. Excuse me, can you move?)</b>	

12-a	Mands to remove an aversive item or activity 2 times (e.g., Let go. Give it back.)	Use place value concepts to represent amounts of tens and ones and to compare three digit numbers. <b>CC.2.1.2.B.2</b> Use place value concepts to read, write, and skip count to 1000. <b>CC.2.1.2.B.3</b> Use place value understanding and properties of operations to add and subtract within 1000. <b>CC.2.2.2.A.1</b> Represent and solve problems involving addition and subtraction within 100. <b>CC.2.2.2.A.2</b> Use mental strategies to add and subtract within 20.
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.)	
<b>13-M</b>	<b>Mands with 10 different adjectives, prepositions, or adverbs (e.g., My crayon is broken. Don't take it out. Go fast.)</b>	<b>CC.1.2.2.J</b> Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases. <b>CC.1.5.2.A</b> Participate in collaborative conversations with peers and adults in small and larger groups. <b>CC.2.4.2.A.6</b> Extend the concepts of addition and subtraction to problems involving length.
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.)	
<b>14-M</b>	<b>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.)</b>	<b>CC.1.2.2.C</b> Describe the connection between a series of events, concepts, or steps in a procedure within a text. <b>CC.1.3.2.B</b> Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text. <b>CC.1.3.2.D</b> Acknowledge differences in the points of views of characters, including by speaking in a different voice for each character when reading dialogue aloud. <b>CC.1.3.2.I</b> Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade level reading and content, choosing from a range of strategies and tools. <b>CC.1.5.2.A</b> Participate in collaborative conversations with peers and adults in small and larger groups. <b>CC.1.5.2.D</b> Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. <b>CC.2.4.2.A.3</b> Solve problems and make change using coins and paper currency with appropriate symbols.
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.)	
<b>15-M</b>	<b>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...)</b>	<b>CC.1.2.2.J</b> Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases. <b>CC.1.3.2.B</b> Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text. <b>CC.1.5.2.A</b> Participate in collaborative conversations with peers and adults in small and larger groups. <b>CC.1.5.2.C</b> Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. <b>CC.2.4.2.A.3</b> Solve problems and make change using coins and paper currency with appropriate symbols.
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	

## LEVEL 1

Skill	VB-MAPP Milestones & Supporting Skills List	PA Core Standards
<b>1-M</b>	<b>Tacts 2 items with echoic and imitative prompts (e.g., people, pets, characters, or favorite objects)</b>	<b>CC.1.4.2.N</b> Establish a situation and introduce a narrator and/or characters.
1-A	Tacts 1 familiar person, pet, or object with verbal prompts and motivation present (e.g. mama)	
<b>2-M</b>	<b>Tacts any 4 items without echoic or imitative prompts (e.g., people, pets, characters, or other objects)</b>	
<b>3-M</b>	<b>Tacts 6 non-reinforcing items (e.g., shoe, hat, spoon, car, cup, bed)</b>	
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)	
<b>4-M</b>	<b>Spontaneously tacts (no verbal prompts) 2 different items</b>	<b>CC.1.1.2.E</b> Read with accuracy and fluency to support comprehension. <b>CC.1.3.2.G</b> Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot. <b>CC.1.4.2.B</b> Identify and introduce the topic. <b>CC.1.4.2.M</b> Write narratives to develop real or imagined experiences or events. <b>CC.1.4.2.N</b> Establish a situation and introduce a narrator and/or characters. <b>CC.1.5.2.A</b> Participate in collaborative conversations with peers and adults in small and larger groups. <b>CC.1.5.2.B</b> Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
4-A	Looks at family photos and, with verbal prompts, tacts 2 family members	
4-B	Tacts 2 pictures from a book or picture card (2d) (e.g., duck, ball)	
<b>5-M</b>	<b>Tacts 10 items (e.g., common objects, people, body parts, or pictures)</b>	<b>CC.1.1.2.D</b> Know and apply grade level phonics and word analysis skills in decoding words. <b>CC.1.1.2.E</b> Read with accuracy and fluency to support comprehension. <b>CC.1.2.2.A</b> Identify the main idea of a multi-paragraph text as well as the focus of specific paragraphs within the text. <b>CC.1.2.2.F</b> Determine the meaning of words and phrases as they are used in grade level text including multiple-meaning words. <b>CC.1.2.2.G</b> Explain how graphic representations contribute to and clarify a text. <b>CC.1.2.2.I</b> Compare and contrast the most important points presented by two texts on the same topic. <b>CC.1.2.2.J</b> Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases. <b>CC.1.3.2.B</b> Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text. <b>CC.1.3.2.I</b> Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade level reading and content, choosing from a range of strategies and tools. <b>CC.1.3.2.J</b> Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases. <b>CC.1.3.2.K</b> Read and comprehend literature on grade level, reading independently and proficiently. <b>CC.1.4.2.B</b> Identify and introduce the topic. <b>CC.1.4.2.M</b> Write narratives to develop real or imagined experiences or events. <b>CC.1.5.2.A</b> Participate in collaborative conversations with peers and adults in small and larger groups.
5-A	Tacts 5 pictures (2d)	
5-B	Maintains a newly acquired tact after 24 hours without training	
5-C	Generalizes tacts across 3 examples of an item for 5 items (e.g., tacts 3 different spoons)	

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

SKILL	VB-MAPP MILESTONES & SUPPORTING SKILLS LIST	PA CORE STANDARDS
<b>6-M</b>	<b>TACTS 25 ITEMS WHEN ASKED, WHAT'S THAT? (E.G., BOOK, SHOE, CAR, DOG, HAT)</b>	<b>CC.1.1.2.D</b> Know and apply grade level phonics and word analysis skills in decoding words.
6-a	Tacts 4 different people, pets, or characters by their specific name (can include mama and dada)	<b>CC.1.1.2.E</b> Read with accuracy and fluency to support comprehension.
6-b	Tacts 2 actions when asked, for example, What am I doing? (e.g., jumping, clapping)	<b>CC.1.2.2.A</b> Identify the main idea of a multi-paragraph text as well as the focus of specific paragraphs within the text.
6-c	Acquires a new tact in less than 20 training trials	<b>CC.1.2.2.B</b> Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
6-d	Tacts 5 items in a 15 second period (fluency)	<b>CC.1.2.2.F</b> Determine the meaning of words and phrases as they are used in grade level text including multiple-meaning words.
		<b>CC.1.2.2.G</b> Explain how graphic representations contribute to and clarify a text.
		<b>CC.1.2.2.I</b> Compare and contrast the most important points presented by two texts on the same topic.
		<b>CC.1.2.2.J</b> Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.
		<b>CC.1.3.2.D</b> Acknowledge differences in the points of views of characters, including by speaking in a different voice for each character when reading dialogue aloud.
		<b>CC.1.3.2.G</b> Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot.
		<b>CC.1.3.2.I</b> Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade level reading and

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

		<p><b>CC.2.4.2.A.6</b> Extend the concepts of addition and subtraction to problems involving length.</p> <p><b>CC.2.1.2.B.1</b> Use place value concepts to represent amounts of tens and ones and to compare three digit numbers.</p> <p><b>CC.2.1.2.B.2</b> Use place value concepts to read, write, and skip count to 1000.</p> <p><b>CC.2.1.2.B.3</b> Use place value understanding and properties of operations to add and subtract within 1000.</p>
<b>8-M</b>	<b>Tacts 10 actions when asked, for example, What am I doing? (e.g., jumping, sleeping, eating)</b>	<b>CC.1.1.2.E</b> Read with accuracy and fluency to support comprehension.
8-a	Tacts 2 tactile stimuli (e.g., says ball when feeling a ball in a bag)	<b>CC.1.2.2.B</b> Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
8-b	Tacts 5 noun-verb or verb-noun combinations (e.g., dog eating, rolling ball)	<b>CC.1.2.2.C</b> Describe the connection between a series of events, concepts, or steps in a procedure within a text.
8-c	Tacts two or more items from 10 different pages in a book when asked, What do you see here?	<b>CC.1.2.2.I</b> Compare and contrast the most important points presented by two texts on the same topic.
8-d	Glances at a listener while tacting on 5 occasions	<b>CC.1.3.2.E</b> Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
		<p><b>CC.1.3.2.K</b> Read and comprehend literature on grade level, reading independently and proficiently.</p> <p><b>CC.1.4.2.M</b> Write narratives to develop real or imagined experiences or events.</p> <p><b>CC.1.5.2.A</b> Participate in collaborative conversations with peers and adults in small and larger groups.</p>
<b>9-M</b>	<b>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)</b>	<b>CC.1.1.2.E</b> Read with accuracy and fluency to support comprehension.
9-a	Tacts 25 two-component noun-noun relations (e.g., paper and pencil; car and truck)	<b>CC.1.2.2.A</b> Identify the main idea of a multi-paragraph text as well as the focus of specific paragraphs within the text.
9-b	Acquires a new tact in less than 15 training trials	<b>CC.1.2.2.C</b> Describe the connection between a series of events, concepts, or steps in a procedure within a text.
9-c	Spontaneously tacts items in a book, on TV, or in a video 5 times (e.g., Cinderella)	<b>CC.1.2.2.F</b> Determine the meaning of words and phrases as they are used in grade level text including multiple-meaning words.
9-d	Learns 2 new tacts without direct training (e.g., untrained echoic to tact transfer)	<b>CC.1.2.2.G</b> Explain how graphic representations contribute to and clarify a text.
9-e	Shows response generalization for 5 items (i.e., tacts the same stimulus with two different words teacher and Katie; cat and Garfield; dog and Maggie)	<b>CC.1.2.2.I</b> Compare and contrast the most important points presented by two texts on the same topic.
		<p><b>CC.1.2.2.J</b> Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.</p> <p><b>CC.1.2.2.K</b> Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade level reading and content, choosing from a range of strategies and tools.</p> <p><b>CC.1.3.2.E</b> Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p> <p><b>CC.1.3.2.H</b> Compare and contrast two or more versions of the same story by different authors or from different culture.</p> <p><b>CC.1.3.2.I</b> Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade level reading and content, choosing from a range of strategies and tools.</p> <p><b>CC.1.3.2.J</b> Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.</p> <p><b>CC.1.3.2.K</b> Read and comprehend literature on grade level, reading independently and proficiently.</p> <p><b>CC.1.4.2.M</b> Write narratives to develop real or imagined experiences or events.</p> <p><b>CC.1.5.2.A</b> Participate in collaborative conversations with peers and adults in small and larger groups.</p> <p><b>CC.2.2.2.A.3</b> Work with equal groups of objects to gain foundations for multiplication.</p>
<b>10-M</b>	<b>Tacts 200 nouns and/or verbs (or other parts of speech), tested or from an accumulated list of known tacts</b>	<b>CC.1.1.2.D</b>



10-a	Tacts 10 actions (e.g., climbing, playing, coloring, swimming, washing)	Know and apply grade level phonics and word analysis skills in decoding words.
10-b	Tacts 2 gustatory stimuli (e.g., tacts orange by tasting it)	<b>CC.1.1.2.E</b> Read with accuracy and fluency to support comprehension.
10-c	Tacts 20 items in a 1 minute fluency test	<b>CC.1.2.2.A</b> Identify the main idea of a multi-paragraph text as well as the focus of specific paragraphs within the text.
10-d	Tacts 2 different colors (e.g., red, blue)	<b>CC.1.2.2.B</b> Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
10-e	Tacts 2 different shapes (e.g., circle, star)	<b>CC.1.1.2.D</b> Know and apply grade level phonics and word analysis skills in decoding words. <b>CC.1.2.2.F</b> Determine the meaning of words and phrases as they are used in grade level text including multiple-meaning words. <b>CC.1.2.2.G</b> Explain how graphic representations contribute to and clarify a text. <b>CC.1.2.2.I</b> Compare and contrast the most important points presented by two texts on the same topic. <b>CC.1.2.2.J</b> Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases. <b>CC.1.3.2.E</b> Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. <b>CC.1.3.2.F</b> Describe how words and phrases supply rhythm and meaning in a story, poem, or song. <b>CC.1.3.2.I</b> Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade level reading and content, choosing from a range of strategies and tools. <b>CC.1.3.2.J</b> Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases. <b>CC.1.3.2.K</b> Read and comprehend literature on grade level, reading independently and proficiently. <b>CC.1.4.2.B</b> Identify and introduce the topic. <b>CC.1.4.2.M</b> Write narratives to develop real or imagined experiences or events. <b>CC.1.5.2.A</b> Participate in collaborative conversations with peers and adults in small and larger groups. <b>CC.1.5.2.C</b> Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. <b>CC.1.5.2.D</b> Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. <b>CC.2.3.2.A.1</b> Analyze and draw two- and three-dimensional shapes having specified attributes. <b>CC.2.3.2.A.2</b> Use the understanding of fractions to partition shapes into halves, quarters, and thirds. <b>CC.2.4.2.A.1</b> Measure and estimate lengths in standard units using appropriate tools. <b>CC.2.4.2.A.2</b> Tell and write time to the nearest five minutes using both analog and digital clocks. <b>CC.2.4.2.A.3</b> Solve problems and make change using coins and paper currency with appropriate symbols. <b>CC.2.4.2.A.4</b> Represent and interpret data using line plots, picture graphs, and bar graphs. <b>CC.2.4.2.A.6</b> Extend the concepts of addition and subtraction to problems involving length. <b>CC.2.2.2.A.2</b> Use mental strategies to add and subtract within 20.

## TACT LEVEL 3

Skill	VB-MAPP Milestones & Supporting Skills List	PA Core Standards
<b>11-M</b>	<b>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)</b>	<b>CC.1.1.2.D</b> Know and apply grade level phonics and word analysis skills in decoding words. <b>CC.1.1.2.E</b> Read with accuracy and fluency to support comprehension.
11-a	Tacts 2 olfactory stimuli (e.g., cookies, popcorn, flowers)	<b>CC.1.2.2.A</b> Identify the main idea of a multi-paragraph text as well as the focus of specific paragraphs within the text.
11-b	Acquires 5 new tacts in a week without direct training	<b>CC.1.2.2.B</b> Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
11-c	Tacts 2 people (not family members) by their first names	<b>CC.1.2.2.H</b> Describe how reasons support specific points the author makes in a text.
11-d	Tacts 5 categories or classes (e.g., animals, drinks, toys)	<b>CC.1.2.2.I</b> Compare and contrast the most important points presented by two texts on the same topic.
11-e	Tacts 5 locations (e.g., kitchen, bedroom, playground, grandma's house)	<b>CC.1.2.2.J</b> Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.
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)	<b>CC.1.2.2.K</b> Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade level reading and content, choosing from a range of strategies and tools.
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)	<b>CC.1.3.2.F</b> Describe how words and phrases supply rhythm and meaning in a story, poem, or song.
11-h	Tacts 2 specific features or parts of 25 items or people (e.g., wheels and doors on a car)	<b>CC.1.3.2.G</b> Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot.
11-i	Generalization occurs to new examples of an item or action on the first trial, for 5 items	<b>CC.1.3.2.J</b> Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.
		<b>CC.1.4.2.M</b> Write narratives to develop real or imagined experiences or events. <b>CC.1.4.2.N</b> Establish a situation and introduce a narrator and/or characters. <b>CC.1.5.2.A</b> Participate in collaborative conversations with peers and adults in small and larger groups. <b>CC.2.3.2.A.1</b> Analyze and draw two- and three-dimensional shapes having specified attributes. <b>CC.2.3.2.A.2</b> Use the understanding of fractions to partition shapes into halves, quarters, and thirds. <b>CC.2.4.2.A.1</b> Measure and estimate lengths in standard units using appropriate tools. <b>CC.2.4.2.A.2</b> Tell and write time to the nearest five minutes using both analog and digital clocks. <b>CC.2.4.2.A.3</b> Solve problems and make change using coins and paper currency with appropriate symbols. <b>CC.2.4.2.A.4</b> Represent and interpret data using line plots, picture graphs, and bar graphs. <b>CC.2.4.2.A.6</b> Extend the concepts of addition and subtraction to problems involving length. <b>CC.2.1.2.B.2</b> Use place value concepts to read, write, and skip count to 1000. <b>CC.2.1.2.B.3</b> Use place value understanding and properties of operations to add and subtract within 1000. <b>CC.2.2.2.A.3</b> Work with equal groups of objects to gain foundations for multiplication.
<b>12-M</b>	<b>Tacts 4 different prepositions (e.g., in, out, on, under) and 4 pronouns (e.g., I, you, me, mine)</b>	<b>CC.1.1.2.E</b> Read with accuracy and fluency to support comprehension.
12-a	Tacts the class of 25 items (e.g., an adult points to a dog and says A dog is an...) (part intraverbal)	<b>CC.1.2.2.C</b> Describe the connection between a series of events, concepts, or steps in a procedure within a text.
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)	<b>CC.1.2.2.G</b> Explain how graphic representations contribute to and clarify a text.
12-d	Tacts 2 prepositional relations (e.g., Where is Oscar? ...in the garbage can) (part intraverbal)	<b>CC.1.2.2.H</b> Describe how reasons support specific points the author makes in a text.
12-e	Tacts people with 2 different pronouns (e.g., Who has the hat on? ...you do) (part intraverbal)	<b>CC.1.2.2.K</b> Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade level reading and content, choosing from a range of strategies and tools.
12-f	Spontaneously tacts the function, feature, or class of an item for 5 items (e.g., That goes in the swimming pool.)	<b>CC.1.3.2.E</b> Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
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)	<b>CC.1.3.2.J</b> Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.
		<b>CC.1.4.2.C</b> Develop the topic with facts and/or definitions.
		<b>CC.1.5.2.A</b> Participate in collaborative conversations with peers and adults in small and larger groups.
		<b>CC.2.3.2.A.1</b> Analyze and draw two- and three-dimensional shapes having specified attributes.
		<b>CC.2.3.2.A.2</b> Use the understanding of fractions to partition shapes into halves, quarters, and thirds.
		<b>CC.2.4.2.A.1</b> Measure and estimate lengths in standard units using appropriate tools.
		<b>CC.2.4.2.A.3</b> Solve problems and make change using coins and paper currency with appropriate symbols.
		<b>CC.2.4.2.A.4</b> Represent and interpret data using line plots, picture graphs, and bar graphs.
		<b>CC.2.1.2.B.2</b> Use place value concepts to read, write, and skip count to 1000.
		<b>CC.2.1.2.B.3</b> Use place value understanding and properties of operations to add and subtract within 1000.
		<b>CC.2.2.2.A.3</b> Work with equal groups of objects to gain foundations for multiplication.
<b>13-M</b>	<b>Tacts 4 different adjectives, excluding colors and shapes (e.g., big, little, long, short) and 4 adverbs (e.g., fast, slow, quietly, gently)</b>	<b>CC.1.1.2.E</b> Read with accuracy and fluency to support comprehension.
13-a	Tacts people by gender using 4 different terms (girl, boy, man, woman)	<b>CC.1.2.2.C</b> Describe the connection between a series of events, concepts, or steps in a procedure within a text.
13-b	Spontaneously tacts the behavior of others 2 times (e.g., He's crying.)	<b>CC.1.2.2.I</b> Compare and contrast the most important points presented by two texts on the same topic.
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)	<b>CC.1.3.2.G</b> Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot.
13-d	Spontaneously tacts with 2 different adjectives	<b>CC.1.3.2.H</b> Compare and contrast two or more versions of the same story by different authors or from different culture.
13-e	Spontaneously tacts with 2 different adverbs	<b>CC.1.4.2.P</b> Organize a short sequence of events, using temporal words to signal event order; provide a sense of closure.
13-f	Spontaneously tacts possession of items 2 times (e.g., mine, yours)	<b>CC.1.5.2.A</b> Participate in collaborative conversations with peers and adults in small and larger groups.
		<b>CC.1.3.2.D</b> Acknowledge differences in the points of views of characters, including by speaking in a different voice for each character when reading dialogue aloud.
		<b>CC.1.3.2.B</b> Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
		<b>CC.1.2.2.I</b> Compare and contrast the most important points presented by two texts on the same topic.
		<b>CC.2.3.2.A.1</b> Analyze and draw two- and three-dimensional shapes having specified attributes.
		<b>CC.2.3.2.A.2</b> Use the understanding of fractions to partition shapes into halves, quarters, and thirds.
		<b>CC.2.4.2.A.1</b> Measure and estimate lengths in standard units using appropriate tools.
		<b>CC.2.4.2.A.4</b> Represent and interpret data using line plots, picture graphs, and bar graphs.
		<b>CC.2.4.2.A.6</b>

		<p>Extend the concepts of addition and subtraction to problems involving length.  <b>CC.2.1.2.B.1</b>  Use place value concepts to represent amounts of tens and ones and to compare three digit numbers.  <b>CC.2.1.2.B.3</b>  Use place value understanding and properties of operations to add and subtract within 1000.</p>
<b>14-M</b>	<b>Tacts with complete sentences containing 4 or more words, 20 times</b>	<b>CC.1.1.2.E</b>
14-a	Tacts people by relationship using 4 different terms (e.g., sister, brother, grandmother, uncle) (part intraverbal if questions are used)	<p>Read with accuracy and fluency to support comprehension.  <b>CC.1.2.2.C</b>  Describe the connection between a series of events, concepts, or steps in a procedure within a text.</p>
14-b	Tacts 5 adjective-noun combinations in a complete sentence (e.g., That is a big dog.)	<b>CC.1.3.2.D</b>
	Tacts 5 verb-adverb combinations in a complete sentence (e.g., He is singing loud.)	<p>Acknowledge differences in the points of views of characters, including by speaking in a different voice for each character when reading dialogue aloud.  <b>CC.1.3.2.K</b>  Read and comprehend literature on grade level, reading independently and proficiently.</p>
	Tacts 5 preposition-noun combinations in a complete sentence (The dog's in the house.)	<b>CC.1.4.2.B</b>
	Tacts 5 subject-verb-noun combinations in a complete sentence (e.g., The girl is pulling the wagon.)	<p>Identify and introduce the topic.  <b>CC.1.5.2.A</b>  Participate in collaborative conversations with peers and adults in small and larger groups.  <b>CC.1.5.2.D</b>  Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p>
<b>15-M</b>	<b>Has a total tact vocabulary of 1000 words (nouns, verbs, adjectives, etc.), tested or from an accumulated list of known tacts</b>	<b>CC.1.1.2.D</b>
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)	<p>Know and apply grade level phonics and word analysis skills in decoding words.  <b>CC.1.1.2.E</b>  Read with accuracy and fluency to support comprehension.  <b>CC.1.2.2.A</b>  Identify the main idea of a multi-paragraph text as well as the focus of specific paragraphs within the text.</p>
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)	<b>CC.1.2.2.B</b>
15-c	Tacts 5 community helpers (e.g., policeman, fireman, nurse, doctor, garbage man)	<p>Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.  <b>CC.1.2.2.C</b>  Describe the connection between a series of events, concepts, or steps in a procedure within a text.</p>
15-d	Tacts with 2 different negation words 5 times (e.g., That's not a cat.)	<b>CC.1.2.2.F</b>
15-e	Tacts 5 social, community, or group events (e.g., parade, party, emergency)	<p>Determine the meaning of words and phrases as they are used in grade level text including multiple-meaning words.  <b>CC.1.2.2.G</b>  Explain how graphic representations contribute to and clarify a text.</p>
15-f	Spontaneously tacts 2 different social circumstances (e.g., They are busy. They are arguing.)	<b>CC.1.2.2.I</b>
15-g	Spontaneously emits untrained tacts in sentences containing at least 5 words, 5 times	<p>Compare and contrast the most important points presented by two texts on the same topic.  <b>CC.1.2.2.J</b>  Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.  <b>CC.1.3.2.B</b>  Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.  <b>CC.1.3.2.D</b>  Acknowledge differences in the points of views of characters, including by speaking in a different voice for each character when reading dialogue aloud.  <b>CC.1.3.2.E</b>  Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.  <b>CC.1.3.2.F</b>  Describe how words and phrases supply rhythm and meaning in a story, poem, or song.  <b>CC.1.3.2.G</b>  Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot.  <b>CC.1.3.2.H</b>  Compare and contrast two or more versions of the same story by different authors or from different culture.  <b>CC.1.3.2.I</b>  Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade level reading and content, choosing from a range of strategies and tools.  <b>CC.1.3.2.J</b>  Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.  <b>CC.1.3.2.K</b>  Read and comprehend literature on grade level, reading independently and proficiently.  <b>CC.1.4.2.B</b></p>

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

Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
<b>1-M</b>	<b>Attends to a speaker's voice by making eye contact with the speaker 5 times</b>	<b>CC.1.2.2.B</b>
1-a	Turns head to locate the source of a sound (e.g., bell, squeaky toy, a cell phone ringing)	Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text. <b>CC.1.5.2.A</b>
		Participate in collaborative conversations with peers and adults in small and larger groups. <b>CC.1.5.2.C</b>
		Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
<b>2-M</b>	<b>Responds to hearing his own name 5 times (e.g., looks at the speaker)</b>	<b>CC.1.5.2.A</b>
2-a	Smiles at the sound of the caretaker's voice 2 times	Participate in collaborative conversations with peers and adults in small and larger groups.
<b>3-M</b>	<b>Looks at, touches, or points to the correct family member, pet, or other reinforcer when presented in an array of 2,</b>	<b>CC.1.1.2.D</b>

	<b>for 5 different reinforcers (e.g., Where's Elmo? Where's mommy?)</b>	Know and apply grade level phonics and word analysis skills in decoding words. <b>CC.1.2.2.I</b> Compare and contrast the most important points presented by two texts on the same topic.
3-a	Interrupts a play activity when his name is called	<b>CC.1.3.2.D</b> Acknowledge differences in the points of views of characters, including by speaking in a different voice for each character when reading dialogue aloud.
3-b	Responds to no, hot, stop or other commands in the appropriate context	<b>CC.1.4.2.M</b> Write narratives to develop real or imagined experiences or events.
3-c	Attends to an object or picture when named (without discrimination) 5 times	<b>CC.1.4.2.N</b> Establish a situation and introduce a narrator and/or characters.
3-d	Responds to 2 simple (1 part) verbal instructions in context (e.g., sit down, when by a chair)	<b>CC.1.5.2.A</b> Participate in collaborative conversations with peers and adults in small and larger groups.
3-e	Discriminates between 2 family members and/or pets when named (e.g., Where's daddy?)	<b>CC.2.3.2.A.1</b> Analyze and draw two- and three-dimensional shapes having specified attributes.
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)	<b>CC.1.1.2.D</b> Know and apply grade level phonics and word analysis skills in decoding words.
		<b>CC.1.2.2.B</b> Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
<b>4-M</b>	<b>Performs 4 different motor actions on command without a visual prompt (e.g., Can you jump? Show me clapping.)</b>	<b>CC.1.2.2.I</b> Compare and contrast the most important points presented by two texts on the same topic.
4-a	Selects the correct item from an array of 2 for 10 different objects or pictures	<b>CC.1.2.2.J</b> Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.
4-b	Maintains eye contact to a speaker for 2 seconds	<b>CC.1.2.2.K</b> Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade level reading and content, choosing from a range of strategies and tools.
4-c	Touches 2 body parts (e.g., Touch your nose. Where's your ears?)	<b>CC.2.2.2.A.3</b> Work with equal groups of objects to gain foundations for multiplication.
4-d	Performs 2 motor actions (e.g., Show me clapping. Can you spin around?)	<b>CC.1.1.2.D</b> Know and apply grade level phonics and word analysis skills in decoding words.
4-e	Selects the correct item from an array of 3 when named, for 10 different items (e.g. dog, hat, book)	<b>CC.1.2.2.A</b> Identify the main idea of a multi-paragraph text as well as the focus of specific paragraphs within the text.
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)	<b>CC.1.2.2.B</b> Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
		<b>CC.1.2.2.F</b> Determine the meaning of words and phrases as they are used in grade level text including multiple-meaning words.
<b>5-M</b>	<b>Selects the correct item from an array of 4, for 20 different objects or pictures (e.g., Show me cat. Touch shoe.)</b>	<b>CC.1.2.2.G</b> Explain how graphic representations contribute to and clarify a text.
5-a	Identifies (LD) 5 items in a 10 second period (fluency test)	<b>CC.1.2.2.I</b> Compare and contrast the most important points presented by two texts on the same topic.
5-b	Demonstrates 6 different motor actions on command without a visual prompt	<b>CC.1.2.2.J</b> Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.
5-c	Maintains an acquired listener skill after 24 hours without training	<b>CC.1.3.2.B</b> Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
5-d	Spontaneously emits (no direct prompts to respond) a listener response (LD) 2 times	<b>CC.1.3.2.H</b> Compare and contrast two or more versions of the same story by different authors or from different culture.
5-e	Generalizes known listener tasks across 3 different people, 3 settings, and 3 times of day	<b>CC.1.3.2.I</b> Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade level reading and content, choosing from a range of strategies and tools.
		<b>CC.1.3.2.J</b> Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.
		<b>CC.1.3.2.K</b> Read and comprehend literature on grade level, reading independently and proficiently.
		<b>CC.1.4.2.B</b> Identify and introduce the topic.
		<b>CC.1.4.2.M</b> Write narratives to develop real or imagined experiences or events.
		<b>CC.1.5.2.A</b> Participate in collaborative conversations with peers and adults in small and larger groups.
		<b>CC.1.5.2.B</b> Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
		<b>CC.1.5.2.C</b> Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen

		<p>understanding of a topic or issue.</p> <p><b>CC.2.3.2.A.1</b> Analyze and draw two- and three-dimensional shapes having specified attributes.</p> <p><b>CC.2.3.2.A.2</b> Use the understanding of fractions to partition shapes into halves, quarters, and thirds.</p> <p><b>CC.2.4.2.A.2</b> Tell and write time to the nearest five minutes using both analog and digital clocks.</p> <p><b>CC.2.4.2.A.3</b> Solve problems and make change using coins and paper currency with appropriate symbols.</p> <p><b>CC.2.4.2.A.4</b> Represent and interpret data using line plots, picture graphs, and bar graphs.</p> <p><b>CC.2.2.2.A.2</b> Use mental strategies to add and subtract within 20.</p> <p><b>CC.2.2.2.A.3</b> Work with equal groups of objects to gain foundations for multiplication.</p>
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## LISTENER RESPONDING LEVEL 2

Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
<b>6-M</b>	<b>Selects the correct item from a messy array of 6, for 40 different objects or pictures (e.g., Find cat. Touch ball.)</b>	<b>CC.1.1.2.D</b> Know and apply grade level phonics and word analysis skills in decoding words.
6-a	Selects the correct item from a messy array of 5, for 25 different items (e.g., book, car, dog, shoe)	<b>CC.1.2.2.I</b> Compare and contrast the most important points presented by two texts on the same topic.
6-b	Acquires a new listener skill in less than 25 training trials	<b>CC.1.2.2.J</b> Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.
6-c	Discriminates among 6 people, pets, or characters by name (e.g., Find Oscar.)	<b>CC.1.3.2.G</b> Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot.
6-d	Generalizes in a listener task across 3 examples of 25 different items	<b>CC.1.4.2.M</b> Write narratives to develop real or imagined experiences or events.
		<b>CC.1.4.2.N</b> Establish a situation and introduce a narrator and/or characters.
		<b>CC.1.5.2.A</b> Participate in collaborative conversations with peers and adults in small and larger groups.
		<b>CC.2.3.2.A.1</b> Analyze and draw two- and three-dimensional shapes having specified attributes.
		<b>CC.2.3.2.A.2</b> Use the understanding of fractions to partition shapes into halves, quarters, and thirds.
		<b>CC.2.4.2.A.1</b> Measure and estimate lengths in standard units using appropriate tools.
		<b>CC.2.4.2.A.2</b> Tell and write time to the nearest five minutes using both analog and digital clocks.
		<b>CC.2.4.2.A.3</b> Solve problems and make change using coins and paper currency with appropriate symbols.
		<b>CC.2.4.2.A.4</b> Represent and interpret data using line plots, picture graphs, and bar graphs.
		<b>CC.2.4.2.A.6</b> Extend the concepts of addition and subtraction to problems involving length.
		<b>CC.2.2.2.A.3</b> Work with equal groups of objects to gain foundations for multiplication.
<b>7-M</b>	<b>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)</b>	<b>CC.1.1.2.D</b> Know and apply grade level phonics and word analysis skills in decoding words.
7-a	Goes to 3 specified people on command (e.g., Go to Debbie)	<b>CC.1.2.2.B</b> Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

7-b	Points to a named item in a book for 5 items (e.g., Where's the fire truck?)	<b>CC.1.2.2.I</b> Compare and contrast the most important points presented by two texts on the same topic. <b>CC.1.3.2.H</b> Compare and contrast two or more versions of the same story by different authors or from different culture. <b>CC.1.3.2.I</b> Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade level reading and content, choosing from a range of strategies and tools. <b>CC.1.3.2.J</b> Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases. <b>CC.1.3.2.K</b> Read and comprehend literature on grade level, reading independently and proficiently. <b>CC.1.4.2.M</b> Write narratives to develop real or imagined experiences or events. <b>CC.1.4.2.N</b> Establish a situation and introduce a narrator and/or characters. <b>CC.1.5.2.A</b> Participate in collaborative conversations with peers and adults in small and larger groups. <b>CC.1.5.2.B</b> Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. <b>CC.2.3.2.A.1</b> Analyze and draw two- and three-dimensional shapes having specified attributes. <b>CC.2.3.2.A.2</b> Use the understanding of fractions to partition shapes into halves, quarters, and thirds. <b>CC.2.4.2.A.2</b> Tell and write time to the nearest five minutes using both analog and digital clocks. <b>CC.2.4.2.A.3</b> Solve problems and make change using coins and paper currency with appropriate symbols. <b>CC.2.4.2.A.4</b> Represent and interpret data using line plots, picture graphs, and bar graphs. <b>CC.2.4.2.A.6</b> Extend the concepts of addition and subtraction to problems involving length.
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)	
<b>8-M</b>	<b>Performs 10 specific motor actions on command (e.g., Show me clapping. Can you hop?)</b>	<b>CC.1.1.2.D</b> Know and apply grade level phonics and word analysis skills in decoding words. <b>CC.1.2.2.I</b> Compare and contrast the most important points presented by two texts on the same topic. <b>CC.1.3.2.K</b> Read and comprehend literature on grade level, reading independently and proficiently. <b>CC.1.4.2.M</b> Write narratives to develop real or imagined experiences or events. <b>CC.2.4.2.A.2</b> Tell and write time to the nearest five minutes using both analog and digital clocks.
8-a	Goes to 3 specified locations on command (e.g., Go to the kitchen. Show me your bedroom.)	
8-b	Selects the correct item from an array of 8 containing 2 similar stimuli (e.g., same color), for 20 items	
8-c	Selects an item when given the sound that the item makes for 5 items (e.g., barking: dog, siren: fire truck)	
8-d	Selects 2 items from an array of 8 for 5 sets of items (noun-noun) (e.g., Where's the baby and the bottle?)	
<b>9-M</b>	<b>Follows 25 two-component noun-verb and/or verb-noun instructions (e.g., Show me the baby sleeping. Push the swing.)</b>	<b>CC.1.1.2.D</b> Know and apply grade level phonics and word analysis skills in decoding words. <b>CC.1.2.2.C</b> Describe the connection between a series of events, concepts, or steps in a procedure within a text. <b>CC.1.2.2.J</b> Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases. <b>CC.1.3.2.I</b> Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade level reading and content, choosing from a range of strategies and tools. <b>CC.1.3.2.J</b> Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases. <b>CC.1.4.2.M</b> Write narratives to develop real or imagined experiences or events. <b>CC.1.5.2.B</b> Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. <b>CC.2.2.2.A.2</b> Use mental strategies to add and subtract within 20.
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?)	
<b>10-M</b>	<b>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</b>	<b>CC.1.1.2.D</b> Know and apply grade level phonics and word analysis skills in decoding words. <b>CC.1.2.2.A</b> Identify the main idea of a multi-paragraph text as well as the focus of specific paragraphs within the text.
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	<b>CC.1.2.2.B</b> Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text. <b>CC.1.2.2.F</b> Determine the meaning of words and phrases as they are used in grade level text including multiple-meaning words. <b>CC.1.2.2.G</b> Explain how graphic representations contribute to and clarify a text. <b>CC.1.2.2.I</b> Compare and contrast the most important points presented by two texts on the same topic. <b>CC.1.2.2.J</b> Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases. <b>CC.1.2.2.K</b> Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade level reading and content, choosing from a range of strategies and tools. <b>CC.1.3.2.J</b> Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases. <b>CC.1.4.2.B</b> Identify and introduce the topic. <b>CC.1.5.2.C</b> Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. <b>CC.1.5.2.D</b> Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. <b>CC.2.3.2.A.1</b> Analyze and draw two- and three-dimensional shapes having specified attributes.
10-c	Discriminates between 2 shapes from an array of 4 different shapes	
10-d	Generalizes in a noun-verb listener task with a new object for 5 different actions (e.g., after receiving training on spinning and rolling a pencil, the child correctly spins and rolls a straw on the first trial)	
10-e	Generalizes in a noun-verb listener task with a new action for 5 objects (e.g., can spin any item)	

## LISTENER RESPONDING LEVEL 3

Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
<b>11-M</b>	<b>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.)</b>	<b>CC.1.1.2.D</b> Know and apply grade level phonics and word analysis skills in decoding words. <b>CC.1.2.2.G</b> Explain how graphic representations contribute to and clarify a text. <b>CC.1.2.2.I</b> Compare and contrast the most important points presented by two texts on the same topic. <b>CC.1.5.2.A</b> Participate in collaborative conversations with peers and adults in small and larger groups. <b>CC.2.3.2.A.1</b> Analyze and draw two- and three-dimensional shapes having specified attributes. <b>CC.2.3.2.A.2</b> Use the understanding of fractions to partition shapes into halves, quarters, and thirds. <b>CC.2.4.2.A.1</b> Measure and estimate lengths in standard units using appropriate tools. <b>CC.2.4.2.A.4</b> Represent and interpret data using line plots, picture graphs, and bar graphs. <b>CC.2.4.2.A.6</b> Extend the concepts of addition and subtraction to problems involving length. <b>CC.2.1.2.B.1</b> Use place value concepts to represent amounts of tens and ones and to compare three digit numbers. <b>CC.2.1.2.B.3</b> Use place value understanding and properties of operations to add and subtract within 1000. <b>CC.2.2.2.A.3</b> Work with equal groups of objects to gain foundations for multiplication.
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.)	
<b>12-M</b>	<b>Follows 2 instructions involving 6 different prepositions (e.g., Stand behind the chair.) and 4 different pronouns (e.g.,</b>	<b>CC.1.2.2.I</b>

	<b>Touch my ear.)</b>	Compare and contrast the most important points presented by two texts on the same topic. <b>CC.1.5.2.A</b> Participate in collaborative conversations with peers and adults in small and larger groups. <b>CC.2.3.2.A.2</b> Use the understanding of fractions to partition shapes into halves, quarters, and thirds. <b>CC.2.4.2.A.4</b> Represent and interpret data using line plots, picture graphs, and bar graphs.
12-a	Follows instructions to take an item to 5 different locations (e.g., Take the tray to the sink.)	
12-b	Goes to 5 different locations and retrieves specific objects (e.g., Go to the kitchen and get a cup.)	
12-c	Selects items from an array of similar stimuli based on an adjective (e.g., Touch the little bird?)	
12-d	Discriminates between the genders for girl and boy and man and woman (e.g., Where's the girl?)	
12-e	Discriminates between males and females given a pronoun (e.g., he and she)	
12-f	Demonstrates actions modified by 2 different adverbs (e.g., Walk slow. Walk fast.)	
<b>13-M</b>	<b>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)</b>	<b>CC.1.2.2.I</b> Compare and contrast the most important points presented by two texts on the same topic. <b>CC.1.2.2.J</b> Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases. <b>CC.1.3.2.G</b> Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot. <b>CC.1.4.2.K</b> Use a variety of words and phrases to appeal to the audience. <b>CC.1.4.2.M</b> Write narratives to develop real or imagined experiences or events. <b>CC.1.4.2.N</b> Establish a situation and introduce a narrator and/or characters. <b>CC.1.5.2.A</b> Participate in collaborative conversations with peers and adults in small and larger groups. <b>CC.2.3.2.A.2</b> Use the understanding of fractions to partition shapes into halves, quarters, and thirds. <b>CC.2.4.2.A.1</b> Measure and estimate lengths in standard units using appropriate tools. <b>CC.2.4.2.A.4</b> Represent and interpret data using line plots, picture graphs, and bar graphs. <b>CC.2.4.2.A.6</b> Extend the concepts of addition and subtraction to problems involving length.
13-a	Demonstrates 3 pretend emotions on command (e.g., Show me a sad face. Make a happy face.)	
13-b	Identifies (LDs) 10 items based on a subject, adjective, and noun (e.g., Show me the girl's red hair.)	
13-c	Performs 10 actions based on a subject, preposition, and noun (e.g., Put the horse in the barn.)	
13-d	Identifies (LDs) 10 items based on a verb, pronoun, and noun (e.g., Brush his hair.)	
13-e	Generalizes a pronoun and a preposition to a new situation (e.g., uses his correctly with a new friend)	
<b>14-M</b>	<b>Follows 3-step directions for 10 different directions (e.g., Get your coat, hang it up, and sit down.)</b>	<b>CC.1.2.2.C</b> Describe the connection between a series of events, concepts, or steps in a procedure within a text. <b>CC.1.4.2.B</b> Identify and introduce the topic. <b>CC.1.4.2.P</b> Organize a short sequence of events, using temporal words to signal event order; provide a sense of closure. <b>CC.1.5.2.A</b> Participate in collaborative conversations with peers and adults in small and larger groups. <b>CC.2.1.2.B.1</b> Use place value concepts to represent amounts of tens and ones and to compare three digit numbers. <b>CC.2.1.2.B.2</b> Use place value concepts to read, write, and skip count to 1000. <b>CC.2.1.2.B.3</b> Use place value understanding and properties of operations to add and subtract within 1000. <b>CC.2.2.2.A.2</b> Use mental strategies to add and subtract within 20. <b>CC.2.2.2.A.3</b> Work with equal groups of objects to gain foundations for multiplication.
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	
<b>15-M</b>	<b>Has a total listener repertoire of 1200 words (nouns, verbs, adjectives, etc.), tested or from an accumulated list of known words</b>	<b>CC.1.1.2.D</b> Know and apply grade level phonics and word analysis skills in decoding words. <b>CC.1.2.2.A</b> Identify the main idea of a multi-paragraph text as well as the focus of specific paragraphs within the text. <b>CC.1.2.2.B</b> Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text. <b>CC.1.2.2.C</b> Describe the connection between a series of events, concepts, or steps in a procedure within a text. <b>CC.1.2.2.F</b> Determine the meaning of words and phrases as they are used in grade level text including multiple-meaning words. <b>CC.1.2.2.G</b>
15-a	Discriminates among items given negation words for 10 tasks (e.g., Which one is not a food?)	
15-b	Discriminates 5 attributes of peers in a small group (e.g., Who is wearing blue shoes? Who has red hair? Who is wearing glasses?)	
15-c	Correctly responds to 10 singular vs. plural tasks (e.g., Touch the dog. vs. Touch the dogs.)	
15-d	Generalizes 5 adjectives to new nouns (e.g., says, Sticky fly stuff when first encounters a fly trap)	
15-e	Generalizes 5 adverbs to new verbs (e.g., says, Lava moves slow when first encountering lava)	

		<p>Explain how graphic representations contribute to and clarify a text.  <b>CC.1.2.2.I</b>  Compare and contrast the most important points presented by two texts on the same topic.  <b>CC.1.2.2.J</b>  Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.  <b>CC.1.2.2.K</b>  Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade level reading and content, choosing from a range of strategies and tools.  <b>CC.1.3.2.H</b>  Compare and contrast two or more versions of the same story by different authors or from different culture.  <b>CC.1.3.2.I</b>  Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade level reading and content, choosing from a range of strategies and tools.  <b>CC.1.3.2.J</b>  Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.  <b>CC.1.3.2.K</b>  Read and comprehend literature on grade level, reading independently and proficiently.  <b>CC.1.4.2.B</b>  Identify and introduce the topic.  <b>CC.1.4.2.M</b>  Write narratives to develop real or imagined experiences or events.  <b>CC.1.5.2.A</b>  Participate in collaborative conversations with peers and adults in small and larger groups.  <b>CC.1.5.2.C</b>  Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.  <b>CC.2.3.2.A.1</b>  Analyze and draw two- and three-dimensional shapes having specified attributes.  <b>CC.2.3.2.A.2</b>  Use the understanding of fractions to partition shapes into halves, quarters, and thirds.  <b>CC.2.4.2.A.4</b>  Represent and interpret data using line plots, picture graphs, and bar graphs.  <b>CC.2.1.2.B.1</b>  Use place value concepts to represent amounts of tens and ones and to compare three digit numbers.  <b>CC.2.1.2.B.2</b>  Use place value concepts to read, write, and skip count to 1000.  <b>CC.2.1.2.B.3</b>  Use place value understanding and properties of operations to add and subtract within 1000.  <b>CC.2.2.2.A.3</b>  Work with equal groups of objects to gain foundations for multiplication.</p>
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## VISUAL PERCEPTUAL SKILLS AND MATCHING-TO-SAMPLE LEVEL 1

Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
<b>1-M</b>	<b>1-M Visually tracks moving stimuli for 2 seconds, 5 times</b>	<b>CC.1.2.2.I</b> Compare and contrast the most important points presented by two texts on the same topic.
1-a	Visually attends to faces and people 5 times	
1-b	Visually attends to reinforcing objects 5 times	
<b>2-M</b>	<b>Grasps small objects with thumb and index finger (pincer grasp) 5 times</b>	<b>CC.1.2.2.F</b> Determine the meaning of words and phrases as they are used in grade level text including multiple-meaning words.
2-a	Reaches for and successfully grabs objects 5 times	

2-b	Uses index finger to poke things or for other uses 5 times	<b>CC.1.2.2.G</b> Explain how graphic representations contribute to and clarify a text. <b>CC.1.2.2.I</b> Compare and contrast the most important points presented by two texts on the same topic. <b>CC.1.4.2.A</b> Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. <b>CC.1.4.2.F</b> Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. <b>CC.1.4.2.E</b> Choose words and phrases for effect. <b>CC.1.4.2.H</b> Identify the topic and state an opinion. <b>CC.1.4.2.N</b> Establish a situation and introduce a narrator and/or characters. <b>CC.1.4.2.O</b> Include thoughts and feeling to describe experience and events to show the response of characters to situations. <b>CC.1.4.2.P</b> Organize a short sequence of events, using temporal words to signal event order; provide a sense of closure. <b>CC.1.4.2.Q</b> Choose words and phrases for effect. <b>CC.1.4.2.R</b> Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. <b>CC.1.4.2.X</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences. <b>CC.1.5.2.F</b> Add drawings or other visual displays to presentations when appropriate to clarify ideas, thoughts, and feelings.
2-c	Manipulates toys and objects in a variety of ways for 10 seconds, 5 times	
<b>3-M</b>	<b>3-M Visually attends to a toy or book for 30 seconds (not a self-stim item)</b>	<b>CC.1.2.2.I</b> Compare and contrast the most important points presented by two texts on the same topic. <b>CC.1.3.2.G</b> Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot. <b>CC.2.2.2.A.2</b> Use mental strategies to add and subtract within 20.
3-a	Transfers objects from one hand to another 5 times	
3-b	Looks for an object that has fallen out of sight 5 times	<b>CC.1.4.2.J</b> Create an organizational structure that includes reasons and includes a concluding statement. <b>CC.2.1.2.B.3</b> Use place value understanding and properties of operations to add and subtract within 1000. <b>CC.2.2.2.A.1</b> Represent and solve problems involving addition and subtraction within 100.
<b>4-M</b>	<b>Places 3 items in a container, stacks 3 blocks, or places 3 rings on a peg for 2 of these or similar activities</b>	
4-a	Dumps things out of containers, or pulls items out of cupboards 5 times	<b>CC.1.2.2.E</b> Use various text features and search tools to locate key facts or information in a text efficiently. <b>CC.1.2.2.I</b> Compare and contrast the most important points presented by two texts on the same topic. <b>CC.1.3.2.H</b> Compare and contrast two or more versions of the same story by different authors or from different culture. <b>CC.1.4.2.B</b> Identify and introduce the topic. <b>CC.1.4.2.M</b> Write narratives to develop real or imagined experiences or events. <b>CC.1.5.2.B</b> Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. <b>CC.2.2.2.A.3</b> Work with equal groups of objects to gain foundations for multiplication.
4-b	Pushes and/or pulls objects 5 times	
<b>5-M</b>	<b>Matches any 10 identical items (e.g., inset puzzles, toys, objects, or pictures)</b>	
5-a	Visually attends to toys or books for 1 minute, 2 times	
5-b	Successfully uses a spoon 5 times during a meal	
5-c	Completes a 3-piece in-set puzzle without physical prompts	
5-d	Attempts to scribble with any writing instrument	
5-e	Puts two similar items together 2 times (e.g., picks up a matching toy)	

## VISUAL PERCEPTUAL SKILLS AND MATCHING-TO-SAMPLE LEVEL 2

Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
<b>6-M</b>	<b>Matches identical objects or pictures in a messy array of 6, for 25 items</b>	<b>CC.1.1.2.D</b> Know and apply grade level phonics and word analysis skills in decoding words.
6-a	Connects 2 items or toys together (e.g. Duplos)	<b>CC.1.2.2.C</b> Describe the connection between a series of events, concepts, or steps in a procedure within a text.
6-b	Nests identical objects in a stack 2 times (e.g., bowls, cups, plates)	<b>CC.1.2.2.E</b> Use various text features and search tools to locate key facts or information in a text efficiently.
6-c	Turns 2 pages in a book	<b>CC.1.2.2.I</b> Compare and contrast the most important points presented by two texts on the same topic.
6-d	Completes 3 different inset puzzles containing 3-4 pieces without prompts	<b>CC.1.3.2.H</b> Compare and contrast two or more versions of the same story by different authors or from different culture.
6-e	Stacks 4 blocks without help	<b>CC.1.3.2.K</b> Read and comprehend literature on grade level, reading independently and proficiently.
6-f	Matches identical objects or pictures in a neat array of 3, for 10 items (e.g., matches a hat to a hat)	<b>CC.1.4.2.B</b> Identify and introduce the topic.
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)	<b>CC.2.3.2.A.1</b> Analyze and draw two- and three-dimensional shapes having specified attributes.
6-h	Places 5 items where they belong or in an appropriate context (e.g., puts a cup in the sink)	<b>CC.2.3.2.A.2</b> Use the understanding of fractions to partition shapes into halves, quarters, and thirds.
		<b>CC.2.4.2.A.3</b> Solve problems and make change using coins and paper currency with appropriate symbols.
		<b>CC.2.4.2.A.4</b> Represent and interpret data using line plots, picture graphs, and bar graphs.
		<b>CC.2.1.2.B.1</b> Use place value concepts to represent amounts of tens and ones and to compare three digit numbers.
		<b>CC.2.1.2.B.2</b> Use place value concepts to read, write, and skip count to 1000.
		<b>CC.2.1.2.B.3</b> Use place value understanding and properties of operations to add and subtract within 1000.
		<b>CC.2.2.2.A.1</b> Represent and solve problems involving addition and subtraction within 100.
		<b>CC.2.2.2.A.2</b> Use mental strategies to add and subtract within 20.
		<b>CC.2.2.2.A.3</b> Work with equal groups of objects to gain foundations for multiplication.
<b>7-M</b>	<b>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</b>	<b>CC.1.2.2.J</b> Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.
7-a	Completes 5 different puzzles containing 6 or more pieces without prompts	<b>CC.1.3.2.H</b> Compare and contrast two or more versions of the same story by different authors or from different culture.
7-b	Matches identical objects or pictures in a messy array of 8, for 25 objects	<b>CC.1.2.2.E</b> Use various text features and search tools to locate key facts or information in a text efficiently.
7-c	Matches identical pictures that have different backgrounds in a messy array of 8, for 25 pictures	<b>CC.1.2.2.H</b> Describe how reasons support specific points the author makes in a text.
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)	<b>CC.2.3.2.A.1</b> Analyze and draw two- and three-dimensional shapes having specified attributes.
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)	<b>CC.2.3.2.A.2</b> Use the understanding of fractions to partition shapes into halves, quarters, and thirds.
7-f	Completes identical matches in an array of 8, for 10 matches in less than 20 seconds (fluency)	<b>CC.2.4.2.A.4</b> Represent and interpret data using line plots, picture graphs, and bar graphs.
		<b>CC.2.4.2.A.6</b> Extend the concepts of addition and subtraction to problems involving length.
<b>8-M</b>	<b>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</b>	<b>CC.1.1.2.D</b> Know and apply grade level phonics and word analysis skills in decoding words.
8-a	Generalizes to 5 new identical matching tasks without formal	<b>CC.1.2.2.E</b> Use various text features and search tools to locate key facts or information in a text efficiently.

8-b	Matches identical objects or pictures to corresponding items in a book for 25 items	<p><b>CC.1.2.2.H</b> Describe how reasons support specific points the author makes in a text.</p> <p><b>CC.1.2.2.I</b> Compare and contrast the most important points presented by two texts on the same topic.</p> <p><b>CC.1.2.2.K</b> Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade level reading and content, choosing from a range of strategies and tools.</p> <p><b>CC.1.3.2.H</b> Compare and contrast two or more versions of the same story by different authors or from different culture.</p> <p><b>CC.1.3.2.K</b> Read and comprehend literature on grade level, reading independently and proficiently.</p> <p><b>CC.1.4.2.B</b> Identify and introduce the topic.</p> <p><b>CC.1.4.2.M</b> Write narratives to develop real or imagined experiences or events.</p> <p><b>CC.1.5.2.B</b> Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p><b>CC.2.3.2.A.2</b> Use the understanding of fractions to partition shapes into halves, quarters, and thirds.</p> <p><b>CC.2.4.2.A.3</b> Solve problems and make change using coins and paper currency with appropriate symbols.</p> <p><b>CC.2.4.2.A.4</b> Represent and interpret data using line plots, picture graphs, and bar graphs.</p> <p><b>CC.2.1.2.B.1</b> Use place value concepts to represent amounts of tens and ones and to compare three digit numbers.</p> <p><b>CC.2.1.2.B.2</b> Use place value concepts to read, write, and skip count to 1000.</p> <p><b>CC.2.1.2.B.3</b> Use place value understanding and properties of operations to add and subtract within 1000.</p> <p><b>CC.2.2.2.A.1</b> Represent and solve problems involving addition and subtraction within 100.</p> <p><b>CC.2.2.2.A.2</b> Use mental strategies to add and subtract within 20.</p> <p><b>CC.2.2.2.A.3</b> Work with equal groups of objects to gain foundations for multiplication.</p>
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)	
<b>9-M</b>	<b>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)</b>	<p><b>CC.1.1.2.D</b> Know and apply grade level phonics and word analysis skills in decoding words.</p> <p><b>CC.1.2.2.E</b> Use various text features and search tools to locate key facts or information in a text efficiently.</p> <p><b>CC.1.2.2.F</b> Determine the meaning of words and phrases as they are used in grade level text including multiple-meaning words.</p> <p><b>CC.1.2.2.G</b> Explain how graphic representations contribute to and clarify a text.</p> <p><b>CC.1.2.2.H</b> Describe how reasons support specific points the author makes in a text.</p> <p><b>CC.1.2.2.I</b> Compare and contrast the most important points presented by two texts on the same topic.</p> <p><b>CC.1.3.2.H</b> Compare and contrast two or more versions of the same story by different authors or from different culture.</p> <p><b>CC.1.3.2.K</b> Read and comprehend literature on grade level, reading independently and proficiently.</p> <p><b>CC.1.4.2.M</b> Write narratives to develop real or imagined experiences or events.</p> <p><b>CC.1.5.2.B</b> Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p><b>CC.2.3.2.A.1</b> Analyze and draw two- and three-dimensional shapes having specified attributes.</p> <p><b>CC.2.3.2.A.2</b> Use the understanding of fractions to partition shapes into halves, quarters, and thirds.</p> <p><b>CC.2.4.2.A.2</b> Tell and write time to the nearest five minutes using both analog and digital clocks.</p> <p><b>CC.2.4.2.A.3</b></p>
9-a	Matches different colored, but otherwise exactly the same, objects or pictures in a messy array of 8 for 25 items (e.g., a red Ford Mustang to a blue Ford Mustang)	
9-b	Matches non-identical objects or pictures in a messy array of 8 containing 2 similar stimuli, for 25 items	
9-c	Matches non-identical objects or pictures to corresponding items in a book for 25 items	
9-d	Matches non-identical objects or pictures to corresponding items in the natural environment for 25 items	
9-e	Demonstrates spontaneous functional matching-to-sample in the natural environment 2 times (e.g., finds a matching shoe)	

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

## VISUAL PERCEPTUAL SKILLS AND MATCHING-TO-SAMPLE

## LEVEL 3

Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
<b>11-M</b>	<b>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)</b>	<b>CC.2.3.2.A.2</b> Use the understanding of fractions to partition shapes into halves, quarters, and thirds.
11-a	Completes 5 different interlocking puzzles with 10 pieces	
11-b	Completes a 4-component block design with a 2D sample and 3D blocks for 4 designs	
11-c	Uses glue to make things stick together without physical prompts 2 times	
11-d	Matches a picture of a location to a non-identical picture of the same location for 10 locations (e.g., matches one playground to another non-identical playground)	
<b>12-M</b>	<b>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)</b>	<b>CC.1.2.2.C</b> Describe the connection between a series of events, concepts, or steps in a procedure within a text. <b>CC.1.2.2.E</b> Use various text features and search tools to locate key facts or information in a text efficiently. <b>CC.1.2.2.I</b> Compare and contrast the most important points presented by two texts on the same topic. <b>CC.1.3.2.H</b> Compare and contrast two or more versions of the same story by different authors or from different culture. <b>CC.1.4.2.D</b> Group information and provide a concluding statement or section. <b>CC.2.3.2.A.1</b> Analyze and draw two- and three-dimensional shapes having specified attributes. <b>CC.2.3.2.A.2</b> Use the understanding of fractions to partition shapes into halves, quarters, and thirds. <b>CC.2.4.2.A.2</b> Tell and write time to the nearest five minutes using both analog and digital clocks. <b>CC.2.4.2.A.3</b> Solve problems and make change using coins and paper currency with appropriate symbols. <b>CC.2.4.2.A.4</b> Represent and interpret data using line plots, picture graphs, and bar graphs. <b>CC.2.4.2.A.6</b> Extend the concepts of addition and subtraction to problems involving length. <b>CC.2.1.2.B.1</b> Use place value concepts to represent amounts of tens and ones and to compare three digit numbers. <b>CC.2.1.2.B.2</b> Use place value concepts to read, write, and skip count to 1000. <b>CC.2.1.2.B.3</b> Use place value understanding and properties of operations to add and subtract within 1000. <b>CC.2.2.2.A.1</b> Represent and solve problems involving addition and subtraction within 100. <b>CC.2.2.2.A.2</b> Use mental strategies to add and subtract within 20. <b>CC.2.2.2.A.3</b> Work with equal groups of objects to gain foundations for multiplication.
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)	
<b>13-M</b>	<b>Completes 20 different block designs, parquetry, shape puzzles, or similar tasks with at least 8 different pieces</b>	<b>CC.1.2.2.C</b> Describe the connection between a series of events, concepts, or steps in a procedure within a text. <b>CC.1.2.2.I</b> Compare and contrast the most important points presented by two texts on the same topic. <b>CC.1.4.2.B</b> Identify and introduce the topic. <b>CC.1.4.2.M</b> Write narratives to develop real or imagined experiences or events. <b>CC.1.5.2.B</b> Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. <b>CC.2.3.2.A.1</b> Analyze and draw two- and three-dimensional shapes having specified attributes.
13-a	Uses scissors to cut out 5 different patterns or items without physical prompts	
13-b	Sets a table for two people with 6 dishes and utensils	
13-c	Place 3 sets of items in order by size (seriation)	
13-d	Imitates a model block structure or similar assembly of objects with at least 6 parts	



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

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

# INDEPENDENT PLAY

## LEVEL 1

Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
<b>1-M</b>	<b>Manipulates and explores objects for 1 minute (e.g., looks at a toy, turns it over, presses buttons)</b>	<b>CC.1.3.2.K</b> Read and comprehend literature on grade level, reading independently and proficiently.
1-a	Has a favorite comfort item that he might sleep with or carry (e.g., a blanket, stuffed animal)	
1-b	Reaches for objects of interest (e.g., keys, cup, ball)	
1-c	Transfers items from one hand to another	
1-d	Looks at a toy when it is picked up by an adult	
<b>2-M</b>	<b>Shows variation in play by independently interacting with 5 different items (e.g., plays with rings, then a ball, then a block)</b>	<b>CC.1.5.2.D</b> Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. <b>CC.1.5.2.E</b> Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. <b>CC.1.5.2.G</b> Demonstrate command of the conventions of standard English when speaking based on grade 2 level and content.
2-a	Points to a toy or object of interest	
2-b	Drops items to watch them fall, or demonstrates other interests in cause-and-effect	
2-c	Opens cupboard doors, toy boxes, or reaches in a toy container	
2-d	Repeats a play behavior that produces an auditory sound (e.g., squeezes toys, bangs items)	
2-e	Makes eye contact with others 3 times during play	
<b>3-M</b>	<b>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)</b>	<b>CC.1.2.2.J</b> Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.
3-a	Brings a toy or object of interest to an adult	
3-b	Dumps containers of items on floor	
3-c	Transfers items in or out of a container	
3-d	Generalizes known play behaviors to a novel environment	
3-e	Carries toys or objects from one place to another	
<b>4-M</b>	<b>Independently engages in movement play for 2 minutes (e.g., swinging, dancing, rocking, jumping, climbing)</b>	<b>CC.1.5.2.D</b> Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. <b>CC.1.5.2.E</b> Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. <b>CC.1.5.2.G</b> Demonstrate command of the conventions of standard English when speaking based on grade 2 level and content.
4-a	Enters a playhouse or similar play structure without adult verbal prompting	
4-b	Learns to work a toy correctly after an adult demonstrates its use (e.g., push buttons on a pop-up toy)	
4-c	Mands to an adult for assistance with an item (e.g., child holds up something he can't open)	
4-d	Spontaneously dances when music is played	
4-e	Enjoys being pulled or pushed in a wagon, on a tricycle, or other toy vehicle	
<b>5-M</b>	<b>Independently engages in cause-and-effect play for 2 minutes (e.g., dumping containers, playing with pop-up toys, pulling toys, etc.)</b>	<b>CC.1.2.2.C</b> Describe the connection between a series of events, concepts, or steps in a procedure within a text. <b>CC.1.4.2.C</b> Develop the topic with facts and/or definitions. <b>CC.1.4.2.J</b> Create an organizational structure that includes reasons and includes a concluding statement. <b>CC.2.3.2.A.2</b> Use the understanding of fractions to partition shapes into halves, quarters, and thirds. <b>CC.2.4.2.A.3</b> Solve problems and make change using coins and paper currency with appropriate symbols. <b>CC.2.1.2.B.3</b> Use place value understanding and properties of operations to add and subtract within 1000. <b>CC.2.2.2.A.1</b> Represent and solve problems involving addition and subtraction within 100. <b>CC.2.2.2.A.2</b>
5-a	Takes pieces of a set apart (e.g., Duplos, Bristle blocks)	
5-b	Spontaneously pulls and pushes items around	
5-c	Carries a large play object to a new location (e.g., a toy car garage)	
5-d	Emits sounds or words associated with toys (e.g., says vroom vroom with a car)	
5-e	Connects things or puts them together (e.g., a car on a track, Duplos)	

		Use mental strategies to add and subtract within 20. CC.2.2.A.3 Work with equal groups of objects to gain foundations for multiplication.
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## INDEPENDENT PLAY LEVEL 2

Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
<b>6-M</b>	<b>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)</b>	CC.1.5.2.D Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. CC.1.5.2.E Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. CC.1.5.2.G Demonstrate command of the conventions of standard English when speaking based on grade 2 level and content.
6-a	Carries 2 or more toys while walking	CC.2.3.2.A.2 Use the understanding of fractions to partition shapes into halves, quarters, and thirds.
6-b	Independently plays with in-set puzzles for 1 minute	CC.2.4.2.A.3 Solve problems and make change using coins and paper currency with appropriate symbols.
6-c	Engages in sensory play for 2 minutes (e.g., scoops sand, or rice from a tray, plays in shaving cream)	CC.2.4.2.A.4 Represent and interpret data using line plots, picture graphs, and bar graphs.
6-d	Splashes water and plays with objects in a swimming or wading pool	CC.2.1.2.B.3 Use place value understanding and properties of operations to add and subtract within 1000.
6-e	Plays with sets of toys that have multiple parts for 2 minutes (e.g., farm animals, farm ball)	CC.2.2.A.1 Represent and solve problems involving addition and subtraction within 100. CC.2.2.2.A.2 Use mental strategies to add and subtract within 20. CC.2.2.2.A.3 Work with equal groups of objects to gain foundations for multiplication.
<b>7-M</b>	<b>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)</b>	CC.1.2.2.I Compare and contrast the most important points presented by two texts on the same topic. CC.1.2.2.J Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases. CC.1.3.2.K Read and comprehend literature on grade level, reading independently and proficiently.
7-a	Scribbles on a Magna Doodle, white board, or paper	CC.1.4.2.B Identify and introduce the topic.
7-b	Waits while an activity is being set up	CC.1.4.2.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.
7-c	Independently plays for 2 minutes without adult interaction	CC.1.5.2.F Add drawings or other visual displays to presentations when appropriate to clarify ideas, thoughts, and feelings.
7-d	Sorts or separates preferred toy items from others in a bin (e.g., pulls out the Thomas trains)	CC.1.5.2.D Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
7-e	Spontaneously imitates an adult's use of objects (e.g., brushing hair)	CC.1.5.2.E Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
<b>8-M</b>	<b>Plays with everyday items in creative ways 2 times (e.g., uses a bowl as a drum or a box as an imaginary car)</b>	CC.1.5.2.G Demonstrate command of the conventions of standard English when speaking based on grade 2 level and content.
8-a	Independently plays on a playground for 2 minutes without adult prompts	
8-b	Observes, then imitates other children on play structures (e.g., going down a slide)	
8-c	Strings large beads, laces, or similar fine motor leisure activities for 1 minute	
8-d	Plays with 2 toy sets as designed (e.g., hammer and tool bench set, kitchen set)	
<b>9-M</b>	<b>Independently engages in play on structures and playground equipment for a total of 5 minutes (e.g., going down a slide, swinging)</b>	CC.1.5.2.D Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent

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)	sentences. <b>CC.1.5.2.E</b> Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. <b>CC.1.5.2.G</b> Demonstrate command of the conventions of standard English when speaking based on grade 2 level and content.
9-b	Completes 5 inset puzzles with 5 or more pieces	
9-c	Repeatedly plays with specific components of a play structure (e.g., goes down a slide several times, goes back and forth on a rope bridge)	
9-d	Spontaneously kicks a ball forward	
<b>10-M</b>	<b>Assembles toys that have multiple parts for 5 different sets of materials</b>	<b>CC.1.5.2.D</b> Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. <b>CC.1.5.2.E</b> Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. <b>CC.1.5.2.G</b> Demonstrate command of the conventions of standard English when speaking based on grade 2 level and content. <b>CC.2.4.2.A.3</b> Solve problems and make change using coins and paper currency with appropriate symbols. <b>CC.2.4.2.A.4</b> Represent and interpret data using line plots, picture graphs, and bar graphs.
10-a	Plays with toy sets as designed (e.g., birthday set, tea set)	
10-b	Allows others to play in close proximity	
10-c	Demonstrates interest in a peer's completed project (e.g., a sand castle, Lego structure)	
10-d	Mands to peers to not disturb his structure or toy assembly	
10-e	Improvises when parts are missing (e.g., still plays with a car that is missing a wheel)	
10-f	Helps to pick up toys after an activity with adult prompts	

## INDEPENDENT PLAY LEVEL 3

Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
<b>11-M</b>	<b>Spontaneously engages in pretend or imaginary play on 5 occasions (e.g., dressing up, a pretend party with stuffed animals, pretends to cook)</b>	<b>CC.1.5.2.D</b> Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. <b>CC.1.5.2.E</b> Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. <b>CC.1.5.2.G</b> Demonstrate command of the conventions of standard English when speaking based on grade 2 level and content. <b>CC.2.1.2.B.3</b> Use place value understanding and properties of operations to add and subtract within 1000.
11-a	Navigates a riding toy around obstructions (e.g., moving a tricycle or big wheel around a pole)	
11-b	Demonstrates 1 to 1 correspondence in play activities (e.g., places plastic eggs in an egg carton, a doll in a bed with a bottle)	
11-c	Will get toys and play independently for 2 minutes	
11-d	Sings, hums, or recites a few words to familiar songs while engaged in an activity	
<b>12-M</b>	<b>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)</b>	<b>CC.1.2.2.C</b> Describe the connection between a series of events, concepts, or steps in a procedure within a text. <b>CC.1.3.2.K</b> Read and comprehend literature on grade level, reading independently and proficiently. <b>CC.1.4.2.B</b> Identify and introduce the topic.
12-a	Brings an assembly activity to completion (e.g., builds a structure out of blocks, strings beads to make a necklace and wears it)	
12-b	Colors in a picture in a coloring book or on paper	
12-c	Independently sits and looks at a book for 5 minutes	
12-d	Accepts direction from a peer when playing in the same area	
<b>13-M</b>	<b>Independently engages in arts and crafts type activities for 5 minutes (e.g., drawing, coloring, painting, cutting, pasting)</b>	<b>CC.1.4.2.X</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. <b>CC.1.5.2.A</b> Participate in collaborative conversations with peers and adults in small and larger groups. <b>CC.1.5.2.F</b> Add drawings or other visual displays to presentations when appropriate to clarify ideas, thoughts, and feelings. <b>CC.2.3.2.A.1</b> Analyze and draw two- and three-dimensional shapes having specified attributes.
13-a	Uses arts and crafts materials as intended (e.g., cuts with scissors, uses glue)	
13-b	Waits for a turn at an activity (e.g., waits for another child to get off a swing, or a turn at an activity table)	
13-c	Independently draws recognizable items	
13-d	Shows a completed project to an adult or peer (e.g., an art project)	
13-e	Colors items mostly within their boundaries in a coloring book	

<b>14-M</b>	<b>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)</b>	<b>CC.1.3.2.B</b> Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text. <b>CC.1.4.2.M</b> Write narratives to develop real or imagined experiences or events. <b>CC.1.4.2.N</b> Establish a situation and introduce a narrator and/or characters. <b>CC.1.4.2.X</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.
14-a	Demonstrates an appropriate response when an activity is interrupted or stopped (e.g., the child will stop playing when told to do so by an adult)	
14-b	Follows safety rules (e.g., does not throw objects at other children or climb too high on play structures)	
14-c	Will pretend to write a note	
14-d	Independently gets, sets-up, completes, and (with prompts) puts away a play activity	
<b>15-M</b>	<b>Independently draws or writes in pre-academic activity books for 5 minutes (e.g., dot-to-dot, matching games, mazes, tracing letters and numbers)</b>	<b>CC.1.2.2.E</b> Use various text features and search tools to locate key facts or information in a text efficiently. <b>CC.1.3.2.B</b> Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text. <b>CC.1.4.2.X</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences. <b>CC.2.3.2.A.1</b> Analyze and draw two- and three-dimensional shapes having specified attributes. <b>CC.2.4.2.A.3</b> Solve problems and make change using coins and paper currency with appropriate symbols. <b>CC.2.4.2.A.6</b> Extend the concepts of addition and subtraction to problems involving length. <b>CC.2.1.2.B.2</b> Use place value concepts to read, write, and skip count to 1000. <b>CC.2.1.2.B.3</b> Use place value understanding and properties of operations to add and subtract within 1000. <b>CC.2.2.2.A.2</b> Use mental strategies to add and subtract within 20.
15-a	Demonstrates a willingness to try physical activities that are more challenging (e.g., ride a bike with training wheels, in-line skates, hitting a golf ball with a club)	
15-b	Spontaneously assists in daily activities (e.g., setting the table, planting seeds in a garden, sorting socks)	
15-c	Will engage in a non-preferred activity to earn a preferred activity	
15-d	Plays computer or video games and properly operates the equipment	
15-e	Will independently solve problems encountered in play (e.g., pulling on a toy that is stuck)	

## SOCIAL BEHAVIOR AND SOCIAL PLAY LEVEL 1

<b>Skill</b>	<b>VB-MAPP Milestones &amp; Supporting Skills</b>	<b>PA Core Standards</b>
<b>1-M</b>	<b>Makes eye contact as a type of mand 5 times</b>	<b>CC.1.5.2.A</b> Participate in collaborative conversations with peers and adults in small and larger groups. <b>CC.1.5.2.C</b> Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
1-a	Smiles when hearing familiar voices 3 times (e.g., his mom or dad's voice)	
1-b	Looks at the faces of familiar people at least 3 times	
1-c	Orients towards or makes eye contact with familiar people 5 times	
<b>2-M</b>	<b>Indicates that he wants to be held or physically played with 2 times (e.g., climbs up on his mom's lap)</b>	<b>CC.1.5.2.D</b> Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. <b>CC.1.5.2.E</b> Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. <b>CC.1.5.2.G</b> Demonstrate command of the conventions of standard English when speaking based on grade 2 level and content.
2-a	Smiles or laughs during physical play 5 times	
2-b	Participates and smiles in reciprocal social play 2 times (e.g., patty cake, peek-a-boo)	
2-c	Seeks out adult attention using eye gaze, sounds, or gestures 3 times (e.g., pointing)	
<b>3-M</b>	<b>Spontaneously makes eye contact with other children 5 times</b>	<b>CC.1.5.2.A</b> Participate in collaborative conversations with peers and adults in small and larger groups.
3-a	Takes a desired item from an adult 3 times (e.g., takes a toy when offered)	
3-b	Reacts positively to being approached by other children 2 times (can be siblings)	
3-c	Responds to greetings from others with 2 seconds of eye contact 2 times	

<b>4-M</b>	<b>Spontaneously engages in parallel play near other children for a total of 2 minutes (e.g., sits in the sandbox near other children)</b>	<b>CC.1.5.2.A</b> Participate in collaborative conversations with peers and adults in small and larger groups.
4-a	Approaches other children 2 times with an adult prompt	
4-b	Appropriately stands close by other children in group activities 2 times	
4-c	Imitates a wave “bye-bye” to others when prompted 2 times	
4-d	Sits next to other children in group activities 2 times when prompted by an adult	
<b>5-M</b>	<b>Spontaneously follows peers or imitates their motor behavior 2 times (e.g., follows a peer into a playhouse)</b>	<b>CC.1.3.2.J</b> Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.
5-a	Spontaneously follows another child 2 times	
5-b	Spontaneously imitates the behavior of another child 2 times	
5-c	Laughs or smiles when others engage in silly, fun, or entertaining behavior 2 times	

## SOCIAL BEHAVIOR AND SOCIAL PLAY LEVEL 2

Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
<b>6-M</b>	<b>Initiates a physical interaction with a peer 2 times (e.g., a push in a wagon, hand holding, Ring Around the Rosy)</b>	<b>CC.1.4.2.K</b> Use a variety of words and phrases to appeal to the audience.
6-a	Looks at a peer when he talks 2 times	
6-b	Chases peers in play with adult prompts 2 times	
6-c	Sits with peers in a group activity (e.g., music) without disruptive behavior for 2 minutes	
6-d	Engages in physical play with peers (e.g., rolling down a hill) with adult prompts 2 times	
6-e	Spontaneously imitates 5 different behaviors of peers	
<b>7-M</b>	<b>Spontaneously mands to peers 5 times (e.g., My turn. Push me. Look! Come on.)</b>	<b>CC.1.2.2.F</b> Determine the meaning of words and phrases as they are used in grade level text including multiple-meaning words.
7-a	Mands to peers with adult prompts 5 times (e.g., Ask Katie for a cookie.)	<b>CC.1.2.2.G</b> Explain how graphic representations contribute to and clarify a text.
7-b	Echoes a peer’s sounds or words with adult prompts 2 times (e.g., What did he say?)	<b>CC.1.5.2.A</b> Participate in collaborative conversations with peers and adults in small and larger groups.
7-c	Spontaneously joins other children in a play activity 2 times (e.g., a playhouse)	<b>CC.1.5.2.C</b> Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
7-d	Spontaneously offers a reinforcer to a peer 1 time	
<b>8-M</b>	<b>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)</b>	<b>CC.1.2.2.J</b> Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.
8-a	Spontaneously greets others with a wave or vocal response 1 time	<b>CC.1.5.2.A</b> Participate in collaborative conversations with peers and adults in small and larger groups.
8-b	Spontaneously imitates a peer’s actions with objects 2 times (e.g., blowing a pinwheel)	
8-c	Responds to the mands of peers with adult prompts 2 times (e.g., Give him the car.)	
8-d	Spontaneously echoes a peer’s words 2 times	
<b>9-M</b>	<b>Spontaneously responds to the mands from peers 5 times (e.g., Pull me in the wagon. I want the train.)</b>	<b>CC.1.2.2.A</b>

9-a	Spontaneously copies a peer's assembly of toys or other items 1 time (e.g., Duplo)	Identify the main idea of a multi-paragraph text as well as the focus of specific paragraphs within the text. <b>CC.1.4.2.K</b> Use a variety of words and phrases to appeal to the audience. <b>CC.1.5.2.A</b> Participate in collaborative conversations with peers and adults in small and larger groups. <b>CC.1.5.2.C</b> Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
9-b	Responds appropriately to mands from peers for an object 2 times (e.g., Give me the truck.)	
9-c	Responds appropriately to mands from peers for an action 2 times (e.g., Push me.)	
9-d	Responds to the mands of peers to stop a behavior 1 time (e.g., Stop pushing me.)	
9-e	Spontaneously mands for help from adults 1 time	
9-f	Tacts items for the benefit of peers with adult prompts, 2 times (e.g., There's your car.)	
<b>10-M</b>	<b>Spontaneously mands to peers to participate in games, social play, etc., 2 times (e.g., Come on you guys. Let's dig a hole.)</b>	<b>CC.1.5.2.A</b> Participate in collaborative conversations with peers and adults in small and larger groups. <b>CC.1.5.2.C</b> Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
10-a	Spontaneously mands to peers to follow directions 2 times (e.g., Put the bike here.)	
10-b	Spontaneously mands for others to attend to what he is attending to (e.g., Look at this!)	
10-c	Spontaneously mands for others to attend to his behavior 2 times (e.g., Watch me.)	
10-d	Mands for attention from peers 2 times (e.g., Hey Johnny!)	
10-e	Spontaneously imitates a peer riding on a tricycle, toy car, or other riding toy 2 times	

## SOCIAL BEHAVIOR AND SOCIAL PLAY LEVEL 3

Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
<b>11-M</b>	<b>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)</b>	<b>CC.1.5.2.A</b> Participate in collaborative conversations with peers and adults in small and larger groups.
11-a	Participates in cooperation activities with adult prompts 2 times (e.g., parachute holding)	
11-b	Appropriately mands to peers to stop an undesirable behavior 2 times	
11-c	Waits for a turn with a reinforcer without negative behavior 2 times	
11-d	Accepts an invitation to join a social play activity with a peer 2 times	
11-e	Mands to peers with a WH question 2 times (e.g., Where the shovel? What's your name?)	
<b>12-M</b>	<b>Spontaneously mands to peers with a WH question 5 times (e.g., Where are you going? What's that? Who are you being?)</b>	<b>CC.1.3.2.B</b> Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text. <b>CC.1.3.2.J</b> Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases. <b>CC.1.5.2.A</b> Participate in collaborative conversations with peers and adults in small and larger groups. <b>CC.1.5.2.C</b> Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
12-a	Spontaneously imitates a peer's behavior in a pretend play activity 2 times	
12-b	Spontaneously mands using where for the location of a missing peer 2 times	
12-c	Spontaneously mands using what related to the behavior of a peer 2 times	
12-d	Spontaneously mands using who evoked by an unknown person 2 times	
12-e	Has a "best friend" (i.e., will repeatedly play with a specific child)	
12-f	Engages in at least 3 verbal exchanges with a peer	
<b>13-M</b>	<b>Intraverbally responds to 5 different questions or statements from peers (e.g., verbally responds to What do you want to play?)</b>	<b>CC.1.2.2.F</b> Determine the meaning of words and phrases as they are used in grade level text including multiple-meaning words. <b>CC.1.2.2.G</b> Explain how graphic representations contribute to and clarify a text. <b>CC.1.5.2.A</b> Participate in collaborative conversations with peers and adults in small and larger groups. <b>CC.1.5.2.C</b> Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
13-a	Spontaneously uses please and thank you with an adult or peer 2 times	
13-b	Demonstrates any reciprocal verbal exchanges with a peer 2 times	
13-c	Follows directions given by a peer in a social play activity 2 times	
13-d	Gives directions to a peer in a social play activity 2 times	



13-e	Spontaneously offers a reinforcer (sharing) to a peer 2 times	understanding of a topic or issue.
<b>14-M</b>	<b>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)</b>	<b>CC.1.4.2.K</b> Use a variety of words and phrases to appeal to the audience.
14-a	Participates in a social play game directed by a peer (e.g., red light/green light) 2 times	
14-b	Spontaneously mands for a new or unfamiliar child's name 1 time	
14-c	Takes turns and shares reinforcers with peers without prompts 2 times	
14-d	Laughs or smiles at the jokes or humor of peers 2 times	
14-e	Asks questions about the interests of peers 1 time	
<b>15-M</b>	<b>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)</b>	<b>CC.1.2.2.A</b> Identify the main idea of a multi-paragraph text as well as the focus of specific paragraphs within the text. <b>CC.1.2.2.F</b> Determine the meaning of words and phrases as they are used in grade level text including multiple-meaning words. <b>CC.1.2.2.G</b> Explain how graphic representations contribute to and clarify a text. <b>CC.1.3.2.B</b> Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text. <b>CC.1.5.2.A</b> Participate in collaborative conversations with peers and adults in small and larger groups. <b>CC.1.5.2.C</b> Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
15-a	Engages in at least 3 verbal exchanges with a peer 2 times	
15-b	Engages in a verbal exchange with two or more peers in one setting 2 times	
15-c	Demonstrates coping behavior when a peer takes a reinforcer 2 times	
15-d	Attends to a peer telling a story for 10 seconds, 2 times	
15-e	Narrates the activity of a peer with at least 2 tacts, 2 times	
15-f	Spontaneously provides sympathy to a peer when hurt 2 times	
15-g	Negotiates time with a reinforcer with a peer 2 times	

## MOTOR IMITATION LEVEL 1

Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
<b>1-M</b>	<b>Imitates 2 gross motor movements when prompted with, Do this (e.g., clapping, raising arms)</b>	<b>CC.1.5.2.D</b> Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
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)	<b>CC.1.5.2.E</b> Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. <b>CC.1.5.2.G</b> Demonstrate command of the conventions of standard English when speaking based on grade 2 level and content.
<b>2-M</b>	<b>Imitates 4 gross motor movements when prompted with, Do this</b>	<b>CC.1.4.2.B</b> Identify and introduce the topic.
2-a	Imitates 2 actions with an object (e.g., pounding with a toy hammer, rolling a ball)	
2-b	Spontaneously imitates 2 different fun activities (e.g., peek-a boo, patty cake)	
2-c	Makes eye contact while imitating 3 times	
<b>3-M</b>	<b>Imitates 8 motor movements, 2 of which involve objects (e.g., shaking a maraca, tapping sticks together)</b>	<b>CC.1.5.2.D</b> Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
3-a	Imitates 2 fine motor movements (e.g., wiggles fingers, opens and closes fist)	
3-b	Spontaneously imitates 2 gross motor movements of another person (e.g., arms up)	<b>CC.1.5.2.E</b> Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
3-c	Imitates side-to-side body rocking	<b>CC.1.5.2.G</b> Demonstrate command of the conventions of standard English when speaking based on grade 2 level and content.
3-d	Generalizes known imitation responses to 2 additional people (e.g., claps for 2 new adults)	

<b>4-M</b>	<b>Spontaneously imitates the motor behaviors of others on 5 occasions</b>	<b>CC.1.5.2.D</b> Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
4-a	Imitates pointing at people or objects	
4-b	Imitates transferring an object from one hand to another	<b>CC.1.5.2.E</b> Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
4-c	Imitates 5 actions that produce an outcome (e.g., pushing buttons on a pop-up toy)	<b>CC.1.5.2.G</b> Demonstrate command of the conventions of standard English when speaking based on grade 2 level and content.
4-d	Imitates 2 head movements (e.g., nods yes and no)	
<b>5-M</b>	<b>Imitates 20 motor movements of any type (e.g., fine motor, gross motor, imitation with objects)</b>	<b>CC.1.2.2.F</b> Determine the meaning of words and phrases as they are used in grade level text including multiple-meaning words.
5-a	Imitates 5 different fine motor movements (e.g., pokes clay with index finger, a pincer grasp)	<b>CC.1.2.2.G</b> Explain how graphic representations contribute to and clarify a text.
5-b	Imitates the gross motor behavior of other children 2 times when prompted (e.g., running)	<b>CC.1.2.2.J</b> Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.
5-c	Spontaneously imitates the behavior of others on 2 occasions (e.g., filling containers)	
5-d	Demonstrates generalization of 10 imitative responses to 3 new people	

## MOTOR IMITATION LEVEL 2

Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
<b>6-M</b>	<b>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)</b>	<b>CC.1.2.2.C</b> Describe the connection between a series of events, concepts, or steps in a procedure within a text.
6-a	Imitates blowing 2 times (e.g., bubbles, candles, balloons)	<b>CC.1.2.2.I</b> Compare and contrast the most important points presented by two texts on the same topic.
6-b	Imitates 5 common gestures (e.g., shrugging shoulders, thumbs up, finger to closed lips)	<b>CC.1.3.2.K</b> Read and comprehend literature on grade level, reading independently and proficiently.
6-c	Imitates turning a page in a book	
6-d	Imitates 5 actions with a specific object selected from an array of 2 (e.g., imitates hugging puppy from an array of a doll and a puppy)	
6-e	Imitates pulling 5 different items apart (e.g., Duplos, Kid K'Nex, lids on containers)	
<b>7-M</b>	<b>Imitates 20 different fine motor actions when prompted, Do this (e.g., wiggling fingers, pinching, making a fist, making a butterfly)</b>	<b>CC.1.1.2.D</b> Know and apply grade level phonics and word analysis skills in decoding words.
7-a	Imitates 3 play behaviors in the natural environment (e.g., pushing a car down a ramp)	<b>CC.1.2.2.C</b> Describe the connection between a series of events, concepts, or steps in a procedure within a text.
7-b	Imitates 5 two-step behaviors (e.g., touch head and touch shoulders)	<b>CC.1.2.2.J</b> Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.
7-c	Spontaneously imitates a behavior observed on a TV or video (e.g., dancing, hopping)	<b>CC.1.3.2.D</b> Acknowledge differences in the points of views of characters, including by speaking in a different voice for each character when reading dialogue aloud.
7-d	Imitates 5 facial expressions (e.g., kissing, opening mouth, shutting eyes, scrunching nose)	<b>CC.1.4.2.M</b> Write narratives to develop real or imagined experiences or events.
7-e	Maintains a newly acquired imitative behavior after 24 hours without training	<b>CC.1.4.2.O</b> Include thoughts and feeling to describe experience and events to show the response of characters to situations.
7-f	Imitates a new behavior correctly on the first trial	<b>CC.1.5.2.B</b> Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
7-g	Imitates 5 examples of finger play (e.g., pretend walking on two fingers, finger dancing)	
<b>8-M</b>	<b>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)</b>	<b>CC.1.1.2.D</b> Know and apply grade level phonics and word analysis skills in decoding words.

8-a	Imitates 5 actions in a 10-second fluency test	<b>CC.1.2.2.A</b> Identify the main idea of a multi-paragraph text as well as the focus of specific paragraphs within the text. <b>CC.1.2.2.C</b> Describe the connection between a series of events, concepts, or steps in a procedure within a text. <b>CC.1.2.2.J</b> Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases. <b>CC.1.4.2.B</b> Identify and introduce the topic. <b>CC.1.4.2.M</b> Write narratives to develop real or imagined experiences or events. <b>CC.1.5.2.F</b> Add drawings or other visual displays to presentations when appropriate to clarify ideas, thoughts, and feelings. <b>CC.2.3.2.A.1</b> Analyze and draw two- and three-dimensional shapes having specified attributes. <b>CC.2.1.2.B.1</b> Use place value concepts to represent amounts of tens and ones and to compare three digit numbers. <b>CC.2.1.2.B.2</b> Use place value concepts to read, write, and skip count to 1000. <b>CC.2.1.2.B.3</b> Use place value understanding and properties of operations to add and subtract within 1000. <b>CC.2.2.2.A.1</b> Represent and solve problems involving addition and subtraction within 100. <b>CC.2.2.2.A.2</b> Use mental strategies to add and subtract within 20.
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)	
<b>9-M</b>	<b>Spontaneously imitates 5 functional skills in the natural environment (e.g., eating with a spoon, putting on a coat, removing shoes)</b>	<b>CC.1.2.2.C</b> Describe the connection between a series of events, concepts, or steps in a procedure within a text.
9-a	Imitates a socio-dramatic play activity modeled by peers on 2 occasions	
9-b	Spontaneously imitates 5 behaviors in a group activity (e.g., sits when other children sit)	
9-c	Imitates 10 two-component actions (e.g., pretend pouring and drinking)	
9-d	Imitates the same behavior going fast and slow for 5 behaviors (e.g., arms up fast then slow)	
<b>10-M</b>	<b>Imitates (or attempts to with approximations) any novel motor action modeled by an adult with and without objects (i.e., a “generalized imitative repertoire”)</b>	<b>CC.1.2.2.C</b> Describe the connection between a series of events, concepts, or steps in a procedure within a text. <b>CC.1.5.2.B</b> Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. <b>CC.2.2.2.A.1</b> Represent and solve problems involving addition and subtraction within 100. <b>CC.2.2.2.A.2</b> Use mental strategies to add and subtract within 20.
10-a	Imitates building items or the construction of a toy set (e.g., Legos, a train set, Lincoln Logs)	
10-b	Imitates 5 sequences of multi-step functional self-care skills (e.g., brushing teeth, washing face, putting on shoes)	
10-c	Imitates 5 functional activities of daily living skills (e.g., setting the table, sweeping the floor)	
10-d	Demonstrates delayed imitation of adult behavior in pretend play (e.g., driving a car, typing)	
10-e	Imitates 50 different motor behaviors on command	

## ECHOIC LEVEL 1

Skill	VB-MAPP Milestones & Supporting Skills	
	Intentionally left blank	<b>CC.1.5.2.D</b> Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. <b>CC.1.5.2.E</b> Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. <b>CC.1.5.2.G</b>

Demonstrate command of the conventions of standard English when speaking based on grade 2 level and content.

## ECHOIC LEVEL 2

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

## SPONTANEOUS VOCAL BEHAVIOR LEVEL 1

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

## LISTENER RESPONDING BY FUNCTION, FEATURE, & CLASS LEVEL 2

Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
<b>6-M</b>	<b>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...</b>	<b>CC.1.5.2.D</b> Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. <b>CC.1.5.2.E</b> Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. <b>CC.1.5.2.G</b> Demonstrate command of the conventions of standard English when speaking based on grade 2 level and content.
6-a	Selects an animal from an array of 3 for 5 different sounds made by animals (e.g., Meow says a...)	
6-b	Selects an object from an array of 3 for 5 different sounds made by objects (e.g., Toot, toot goes the...)	
6-c	Selects an item from an array of 3 for 5 different song fill-ins corresponding with the items (e.g., The wheels on the...)	
<b>7-M</b>	<b>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...)</b>	<b>CC.1.2.2.I</b> Compare and contrast the most important points presented by two texts on the same topic. <b>CC.1.4.2.B</b> Identify and introduce the topic.
7-a	Selects an item from an array of 5 for 5 different fill-in statements containing a verb (e.g., You sleep in a...)	

7-b	Selects an item from an array of 5 for 5 different spoken associated sets of words (e.g., Shoes and...)	CC.2.3.2.A.1
7-c	Reverses 5 previously acquired associations in an LRFFC format (e.g., Shoes and..., Socks and...)	Analyze and draw two- and three-dimensional shapes having specified attributes.
7-d	Generalizes 10 known LRFFC responses to different tones of voice, volumes, prosody, etc.	CC.2.4.2.A.3
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...)	Solve problems and make change using coins and paper currency with appropriate symbols.
7-f	Generalizes 10 known LRFFC responses to 2 different pictures or objects (e.g., two different shoes)	CC.2.4.2.A.4
		Represent and interpret data using line plots, picture graphs, and bar graphs.
		CC.2.4.2.A.6
		Extend the concepts of addition and subtraction to problems involving length.
<b>8-M</b>	<b>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?)</b>	CC.1.2.2.B
8-a	Selects an item from an array of 8 for 10 fill-in function statements (e.g., You draw with a...)	Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
8-b	Selects an item from an array of 8 for 10 fill-in feature statements (e.g., You find wheels on a...)	CC.1.2.2.H
8-c	Selects an item from an array of 8 for 10 fill-in class statements (e.g., A kind of animal is a...)	Describe how reasons support specific points the author makes in a text.
8-d	Selects an item from an array of 8 for 10 different what questions (e.g., What do you eat?)	CC.1.2.2.I
8-e	Selects an item from an array of 8 for 10 different what questions (e.g., which one flies?)	Compare and contrast the most important points presented by two texts on the same topic.
8-f	Selects an item from an array of 8 for 10 different which questions (e.g., Who builds a nest?)	CC.1.3.2.G
		Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot.
		CC.1.3.2.K
		Read and comprehend literature on grade level, reading independently and proficiently.
		CC.1.4.2.B
		Identify and introduce the topic.
		CC.2.4.2.A.1
		Measure and estimate lengths in standard units using appropriate tools.
		CC.2.4.2.A.3
		Solve problems and make change using coins and paper currency with appropriate symbols.
		CC.2.4.2.A.4
		Represent and interpret data using line plots, picture graphs, and bar graphs.
		CC.2.2.2.A.3
		Work with equal groups of objects to gain foundations for multiplication.
<b>9-M</b>	<b>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</b>	CC.1.2.2.F
9-a	Demonstrates LRFFC class generalization with 5 examples (e.g., 5 different animals) for 10 classes	Determine the meaning of words and phrases as they are used in grade level text including multiple-meaning words.
9-b	Emits 10 known LRFFC responses in an array of 10 in less than 1 minute (fluency)	CC.1.2.2.G
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	Explain how graphic representations contribute to and clarify a text.
9-d	Selects an item from an array of 10 for 10 different LRFFC where questions (e.g., Where do you find the milk?)	CC.1.2.2.H
9-e	Demonstrates 10 LRFFC responses in the natural environment	Describe how reasons support specific points the author makes in a text.
		CC.1.2.2.I
		Compare and contrast the most important points presented by two texts on the same topic.
		CC.1.3.2.G
		Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot.
		CC.1.4.2.B
		Identify and introduce the topic.
		CC.2.3.2.A.1
		Analyze and draw two- and three-dimensional shapes having specified attributes.
		CC.2.4.2.A.4
		Represent and interpret data using line plots, picture graphs, and bar graphs.
		CC.2.2.2.A.2
		Use mental strategies to add and subtract within 20.
		CC.2.2.2.A.3
		Work with equal groups of objects to gain foundations for multiplication.
<b>10-M</b>	<b>Spontaneously tacts the item on 50% of the LRFFC trials (e.g., says Dog given the verbal statement Find an animal and a visual array containing a picture of a dog)</b>	CC.1.2.2.K
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	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade level reading and content, choosing from a range of strategies and tools.
10-b	Selects an item from an array of 10 given the class and a feature (e.g., Find an animal with wings.) for 25 items	
10-c	Demonstrates 5 untrained LRFFC responses in the natural environment	
10-d	Generalizes to 25 novel 2-component LRFFC tasks without training (e.g., Do you see a red fruit.)	
10-e	Spontaneously emits 5 LRFFC responses (e.g., gets a broom after hearing, There's dirt on the floor.)	

## LISTENER RESPONDING BY FUNCTION, FEATURE, & CLASS LEVEL 3

Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
<b>11-M</b>	<b>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</b>	<b>CC.1.2.2.H</b> Describe how reasons support specific points the author makes in a text. <b>CC.1.3.2.G</b> Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot. <b>CC.1.4.2.B</b> Identify and introduce the topic. <b>CC.1.4.2.P</b> Organize a short sequence of events, using temporal words to signal event order; provide a sense of closure. <b>CC.2.3.2.A.1</b> Analyze and draw two- and three-dimensional shapes having specified attributes. <b>CC.2.4.2.A.4</b> Represent and interpret data using line plots, picture graphs, and bar graphs. <b>CC.2.1.2.B.1</b> Use place value concepts to represent amounts of tens and ones and to compare three digit numbers. <b>CC.2.1.2.B.3</b> Use place value understanding and properties of operations to add and subtract within 1000. <b>CC.2.2.2.A.3</b> Work with equal groups of objects to gain foundations for multiplication.
11-a	Selects 2 members of a class (e.g., Find two body parts.) from an array of 10, for 25 classes	
11-b	Selects 50 items from a book given any type of LRFFC task	
11-c	Selects 50 items from the natural environment or in a functional activity (e.g., setting the table) given any type of LRFFC task	
11-d	Demonstrates 200 different LRFFC response, tested or obtained from an accumulated list of known responses	
11-e	Selects a picture for the next step in a sequence (e.g., First you turn on the water in the tub, then you...) for 10 sequences	
11-f	Selects a picture from an array of 10 given a general time question (e.g., when asked, What time do you go to bed? the child selects a picture of nighttime) for 5 items	
<b>12-M</b>	<b>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?)</b>	<b>CC.1.2.2.B</b> Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text. <b>CC.1.2.2.H</b> Describe how reasons support specific points the author makes in a text. <b>CC.1.2.2.I</b> Compare and contrast the most important points presented by two texts on the same topic. <b>CC.1.3.2.G</b> Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot. <b>CC.1.4.2.B</b> Identify and introduce the topic. <b>CC.2.4.2.A.1</b> Measure and estimate lengths in standard units using appropriate tools.
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	
<b>13-M</b>	<b>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?)</b>	<b>CC.1.2.2.B</b> Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text. <b>CC.1.2.2.H</b> Describe how reasons support specific points the author makes in a text. <b>CC.1.2.2.I</b> Compare and contrast the most important points presented by two texts on the same topic. <b>CC.1.3.2.G</b> Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot. <b>CC.1.3.2.K</b> Read and comprehend literature on grade level, reading independently and proficiently. <b>CC.1.4.2.B</b> Identify and introduce the topic. <b>CC.1.4.2.C</b> Develop the topic with facts and/or definitions.
13-a	Selects an item from a book after being read a short passage (10+ words) and given an LRFFC question (e.g., Who blew the house down?)	
13-b	Selects an item from an array of 10 given a preposition and any LRFFC question (e.g., What's above a roof?) for 25 items	
13-c	Selects an item from an array of 10 given a pronoun and any LRFFC question (e.g., Which toys are his?) for 25 items	
13-d	Selects an item from an array of 10 given an adverb and any LRFFC question (e.g., Which animal runs fast?) for 25 items	
13-e	Selects 10 community helpers from a book when asked what they do (e.g., Who helps you when you are sick?)	
13-f	Selects 2 different items from an array of 10 given 2 different classes or functions (e.g., Can you find a fruit and a meat?) for 25 sets	
13-g	Selects a location from an array of 10 given 2 items from that location (e.g., You buy meat and bread at the...store) for 10 locations	

13-h	Selects an item in the natural environment that contains 3 similar stimuli when given an LRFFC question for 25 tasks (e.g., Get something to sweep with. Find something to make this stick.)	
<b>14-M</b>	<b>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</b>	<b>CC.1.2.2.B</b> Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text. <b>CC.1.2.2.I</b> Compare and contrast the most important points presented by two texts on the same topic. <b>CC.1.3.2.G</b> Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot. <b>CC.1.3.2.K</b> Read and comprehend literature on grade level, reading independently and proficiently. <b>CC.1.4.2.B</b> Identify and introduce the topic. <b>CC.1.4.2.C</b> Develop the topic with facts and/or definitions. <b>CC.1.4.2.M</b> Write narratives to develop real or imagined experiences or events.
14-a	Selects all members of a class from an array of 10 when asked (e.g., Find all the clothing.) for 3 members of 25 classes	
14-b	Selects an item from a book given a when question (e.g., When do you need a towel?) for 10 items	
14-c	Selects an item from a book given a how question (e.g., How do you get to school?) for 10 items	
14-d	Selects an item from an array of 10 given a preposition after a verb (e.g., eat with, eat at, write on, write with) for 25 verb-preposition combinations	
14-e	Selects an item when asked to find something that is different in an array of 5 (e.g., 4 spoons and 1 fork) for 25 items	
14-f	Selects an item from an array of 10 when asked What is missing? from a picture (e.g., a car without wheels, an airplane without wings) for 25 items	
<b>15-M</b>	<b>Demonstrates 1000 different LRFFC responses, tested or obtained from an accumulated list of known responses</b>	<b>CC.1.2.2.I</b> Compare and contrast the most important points presented by two texts on the same topic. <b>CC.1.3.2.B</b> Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text. <b>CC.1.3.2.K</b> Read and comprehend literature on grade level, reading independently and proficiently. <b>CC.1.4.2.B</b> Identify and introduce the topic. <b>CC.1.4.2.C</b> Develop the topic with facts and/or definitions. <b>CC.1.4.2.M</b> Write narratives to develop real or imagined experiences or events. <b>CC.2.2.2.A.2</b> Use mental strategies to add and subtract within 20.
15-a	Selects an item from an array of 10 relating to past events (e.g., Where did you go yesterday?) for 5 events	
15-b	Selects an item relating to future events (e.g., What's happening tomorrow?) for 5 events	
15-c	Selects an item from an array of 10 when asked Which one can't...? in an LRFFC format for 10 items (e.g., Which one can't fly?)	
15-d	Selects an item from an array of 10 when asked Which one is not? in an LRFFC format (e.g., Which one is not a musical instrument?) for 25 functions, features, or classes	
15-e	Selects items from a page in a book or in the natural environment based on 4 verbal components (e.g., verb, adjective, preposition, pronoun) for 25 LRFFC tasks (e.g., Whose bed did Goldilocks sleep in?)	

## INTRAVERBAL LEVEL 2

Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
<b>6-M</b>	<b>Completes 10 different fill-in-the-blank phrases of any type (e.g., song fill-ins, social games and fun fill-ins, animal or object sounds)</b>	<b>CC.1.2.2.B</b> Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text. <b>CC.1.4.2.M</b> Write narratives to develop real or imagined experiences or events.
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...)	<b>CC.1.5.2.A</b> Participate in collaborative conversations with peers and adults in small and larger groups.
6-c	Completes 5 different song fill-ins (e.g., The wheels on the... Twinkle, twinkle little...)	<b>CC.1.5.2.C</b>
6-d	Completes 2 different verbal fill-ins involving fun activities (e.g., Peek-a-... Ready, set... )	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. <b>CC.2.1.2.B.2</b> Use place value concepts to read, write, and skip count to 1000.
<b>7-M</b>	<b>Provides first name when asked, What is your name? (T)</b>	<b>CC.1.2.2.I</b> Compare and contrast the most important points presented by two texts on the same topic.
7-a	Completes 5 different in-context fill-ins (e.g., You sleep in your... while at his bed)	<b>CC.1.2.2.J</b>
7-b	Correctly responds to 5 in-context fill-ins when they are reversed (e.g., In your bed you go to...)	Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.
7-c	Completes 5 different out of context fill-in-the-blank phrases (e.g., You wash your...)	<b>CC.1.4.2.M</b>
7-d	Generalizes 10 known intraverbal responses to a different adult and setting	Write narratives to develop real or imagined experiences or events.

		<p><b>CC.1.5.2.A</b> Participate in collaborative conversations with peers and adults in small and larger groups.</p>
<b>8-M</b>	<b>Completes 25 different fill-in-the-blank phrases (not including songs) (e.g., You eat... You sleep in a... Shoes and...)</b>	<p><b>CC.1.2.2.A</b> Identify the main idea of a multi-paragraph text as well as the focus of specific paragraphs within the text.</p>
8-a	Completes 2 <i>eat</i> and 2 <i>drink</i> classification fill-ins (e.g., <i>You eat... You drink...</i> )	<p><b>CC.1.2.2.B</b> Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p>
8-b	Completes 5 different noun-noun association fill-in-the-blank phrases (e.g., mommy and...)	<p><b>CC.1.2.2.I</b> Compare and contrast the most important points presented by two texts on the same topic.</p>
8-c	Completes 5 song fill-ins with 2 or more words (e.g., Old McDonald... had a farm)	<p><b>CC.1.2.2.J</b> Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.</p>
8-d	Generalizes 10 intraverbal responses to new carrier phrases (e.g., We bounce a... Let's bounce a...)	<p><b>CC.1.3.2.B</b> Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p><b>CC.1.5.2.A</b> Participate in collaborative conversations with peers and adults in small and larger groups.</p> <p><b>CC.1.5.2.C</b> Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p><b>CC.2.3.2.A.2</b> Use the understanding of fractions to partition shapes into halves, quarters, and thirds.</p> <p><b>CC.2.4.2.A.2</b> Tell and write time to the nearest five minutes using both analog and digital clocks.</p> <p><b>CC.2.4.2.A.4</b> Represent and interpret data using line plots, picture graphs, and bar graphs.</p> <p><b>CC.2.1.2.B.2</b> Use place value concepts to read, write, and skip count to 1000.</p>
<b>9-M</b>	<b>Answers 25 different what questions (e.g., What do you brush?)</b>	<p><b>CC.1.2.2.A</b> Identify the main idea of a multi-paragraph text as well as the focus of specific paragraphs within the text.</p>
9-a	Completes 10 different verb-noun fill-in-the-blank phrases (e.g., You ride the... You play in...)	<p><b>CC.1.2.2.B</b> Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p>
9-b	Spontaneously emits (no additional verbal prompts) 2 intraverbal responses	<p><b>CC.1.2.2.F</b> Determine the meaning of words and phrases as they are used in grade level text including multiple-meaning words.</p>
9-c	Answers 10 different what questions with a verb as the primary SD (e.g., What do you brush?)	<p><b>CC.1.2.2.G</b> Explain how graphic representations contribute to and clarify a text.</p>
9-d	Answers 10 different what questions with a noun as the primary SD (e.g., What's in the barn?)	<p><b>CC.1.2.2.I</b> Compare and contrast the most important points presented by two texts on the same topic.</p>
9-e	When asked What do you eat (or drink)? provides 2 or more members of each category	<p><b>CC.1.2.2.J</b> Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.</p>
9-f	Provides 5 novel responses to previously acquired questions (response generalization) (e.g., when asked to name an animal the child answers bear for the first time without receiving training on bear)	<p><b>CC.1.3.2.B</b> Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p><b>CC.1.3.2.G</b> Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot.</p> <p><b>CC.1.3.2.J</b> Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.</p> <p><b>CC.1.5.2.A</b> Participate in collaborative conversations with peers and adults in small and larger groups.</p> <p><b>CC.1.5.2.C</b> Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p><b>CC.1.5.2.D</b> Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p><b>CC.2.4.2.A.2</b> Tell and write time to the nearest five minutes using both analog and digital clocks.</p> <p><b>CC.2.4.2.A.3</b> Solve problems and make change using coins and paper currency with appropriate symbols.</p> <p><b>CC.2.4.2.A.4</b> Represent and interpret data using line plots, picture graphs, and bar graphs.</p> <p><b>CC.2.4.2.A.6</b> Extend the concepts of addition and subtraction to problems involving length.</p> <p><b>CC.2.2.2.A.3</b> Work with equal groups of objects to gain foundations for multiplication.</p>



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

## INTRAVERBAL LEVEL 3

<b>Skill</b>	<b>VB-MAPP Milestones &amp; Supporting Skills</b>	<b>PA Core Standards</b>
<b>11-M</b>	<b>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!)</b>	<b>CC.1.2.2.A</b> Identify the main idea of a multi-paragraph text as well as the focus of specific paragraphs within the text.
11-a	Completes 10 two-component (noun-verb) fill-ins (e.g., For breakfast you eat... For lunch you eat...)	<b>CC.1.2.2.C</b> Describe the connection between a series of events, concepts, or steps in a procedure within a text.
11-b	Answers 25 two-component where questions (e.g., Where do you find the milk? Where's your wagon?)	<b>CC.1.2.2.F</b> Determine the meaning of words and phrases as they are used in grade level text including multiple-meaning words.
11-c	Answers 25 two-component who questions (e.g., Who takes you to school? Who do you play with?)	<b>CC.1.2.2.G</b> Explain how graphic representations contribute to and clarify a text.
11-d	Answers 25 what questions involving function (e.g., What do you do with crayons?)	<b>CC.1.2.2.H</b> Describe how reasons support specific points the author makes in a text.
11-e	Answers 25 what questions when given the function (e.g., What gets you clean?)	<b>CC.1.2.2.I</b> Compare and contrast the most important points presented by two texts on the same topic.
11-f	Demonstrates 10 untrained intraverbals (e.g., retells what happened in a video without any specific training)	
11-g	Demonstrates 5 new intraverbals with just tact training (e.g., tact of computer...Daddy has a computer.)	

11-h	Answers I don't know to questions that the child cannot answer	<p><b>CC.1.2.2.J</b> Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.</p> <p><b>CC.1.3.2.B</b> Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p><b>CC.1.3.2.F</b> Describe how words and phrases supply rhythm and meaning in a story, poem, or song.</p> <p><b>CC.1.3.2.I</b> Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade level reading and content, choosing from a range of strategies and tools.</p> <p><b>CC.1.3.2.J</b> Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.</p> <p><b>CC.1.3.2.K</b> Read and comprehend literature on grade level, reading independently and proficiently.</p> <p><b>CC.1.4.2.M</b> Write narratives to develop real or imagined experiences or events.</p> <p><b>CC.1.5.2.A</b> Participate in collaborative conversations with peers and adults in small and larger groups.</p> <p><b>CC.1.5.2.C</b> Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p><b>CC.2.1.2.B.2</b> Use place value concepts to read, write, and skip count to 1000.</p>
<b>12-M</b>	<b>Demonstrates 300 different intraverbal responses, tested or obtained from an accumulated list of known intraverbals</b>	<p><b>CC.1.2.2.A</b> Identify the main idea of a multi-paragraph text as well as the focus of specific paragraphs within the text.</p> <p><b>CC.1.2.2.B</b> Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p>
12-a	Provides at least 3 members of 10 classes (e.g., What do you see on a playground?)	<p><b>CC.1.2.2.I</b> Compare and contrast the most important points presented by two texts on the same topic.</p>
12-b	Answers 25 multiple choice questions (e.g., Does a fish live in the water or in trees?)	<p><b>CC.1.3.2.B</b> Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p>
12-c	Provides 10 categories when given several members (e.g., a horse, cow, and pig are all...)	<p><b>CC.1.3.2.D</b> Acknowledge differences in the points of views of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p>
12-d	Provides the name of 25 items when given a specific feature (e.g., What has wheels?)	<p><b>CC.1.3.2.F</b> Describe how words and phrases supply rhythm and meaning in a story, poem, or song.</p>
12-e	Provides 2 features of 10 items when given their names (e.g., What's on a fire truck?)	<p><b>CC.1.3.2.G</b> Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot.</p>
12-f	Provides an answer to 3 emotion questions (e.g., What makes you sad? What makes you happy?)	<p><b>CC.1.3.2.K</b> Read and comprehend literature on grade level, reading independently and proficiently.</p>
12-g	Provides at least 25 3+ word responses to questions (e.g., when asked What do you like to play? the child responds I like to play with cars)	<p><b>CC.1.4.2.B</b> Identify and introduce the topic.</p> <p><b>CC.1.4.2.C</b> Develop the topic with facts and/or definitions.</p> <p><b>CC.1.4.2.G</b> Write opinion pieces on familiar topics or texts.</p> <p><b>CC.1.4.2.H</b> Identify the topic and state an opinion.</p> <p><b>CC.1.4.2.K</b> Use a variety of words and phrases to appeal to the audience.</p> <p><b>CC.1.4.2.M</b> Write narratives to develop real or imagined experiences or events.</p> <p><b>CC.1.4.2.Q</b> Choose words and phrases for effect.</p> <p><b>CC.1.5.2.A</b> Participate in collaborative conversations with peers and adults in small and larger groups.</p> <p><b>CC.1.5.2.C</b> Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p><b>CC.1.5.2.D</b> Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p><b>CC.2.4.2.A.3</b></p>

		<p>Solve problems and make change using coins and paper currency with appropriate symbols.  <b>CC.2.4.2.A.4</b>  Represent and interpret data using line plots, picture graphs, and bar graphs.  <b>CC.2.2.2.A.3</b>  Work with equal groups of objects to gain foundations for multiplication.</p>
<b>13-M</b>	<b>Answers 2 questions after being read short passages (15+ words) from books, for 25 passages (e.g., Who blew the house down?)</b>	<p><b>CC.1.2.2.A</b>  Identify the main idea of a multi-paragraph text as well as the focus of specific paragraphs within the text.  <b>CC.1.2.2.B</b>  Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.  <b>CC.1.2.2.C</b>  Describe the connection between a series of events, concepts, or steps in a procedure within a text.  <b>CC.1.2.2.F</b>  Determine the meaning of words and phrases as they are used in grade level text including multiple-meaning words.  <b>CC.1.2.2.G</b>  Explain how graphic representations contribute to and clarify a text.  <b>CC.1.2.2.I</b>  Compare and contrast the most important points presented by two texts on the same topic.  <b>CC.1.2.2.J</b>  Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.  <b>CC.1.2.2.L</b>  Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.  <b>CC.1.3.2.B</b>  Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.  <b>CC.1.3.2.E</b>  Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.  <b>CC.1.3.2.G</b>  Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot.  <b>CC.1.3.2.I</b>  Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade level reading and content, choosing from a range of strategies and tools.  <b>CC.1.3.2.K</b>  Read and comprehend literature on grade level, reading independently and proficiently.  <b>CC.1.4.2.A</b>  Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.  <b>CC.1.4.2.B</b>  Identify and introduce the topic.  <b>CC.1.4.2.C</b>  Develop the topic with facts and/or definitions.  <b>CC.1.4.2.I</b>  Support the opinion with reasons that include details connected to the opinion.  <b>CC.1.4.2.J</b>  Create an organizational structure that includes reasons and includes a concluding statement.  <b>CC.1.4.2.M</b>  Write narratives to develop real or imagined experiences or events.  <b>CC.1.4.2.P</b>  Organize a short sequence of events, using temporal words to signal event order; provide a sense of closure.  <b>CC.1.5.2.A</b>  Participate in collaborative conversations with peers and adults in small and larger groups.  <b>CC.1.5.2.B</b>  Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.  <b>CC.1.5.2.C</b>  Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.  <b>CC.1.5.2.D</b>  Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.  <b>CC.2.4.2.A.3</b>  Solve problems and make change using coins and paper currency with appropriate symbols.  <b>CC.2.4.2.A.4</b>  Represent and interpret data using line plots, picture graphs, and bar graphs.  <b>CC.2.2.2.A.1</b></p>
13-a	Answers 25 questions with yes or no (e.g., Is a shoe good to eat?)	
13-b	Describes 5 locations not in view (e.g., Tell me about your bedroom?)	
13-c	Answers 25 intraverbal questions involving adjectives (e.g., Can you tell me a big animal?)	
13-d	Answers a question about a single sentence just read, for 10 sentences	
13-e	Correctly answers the question How old are you?	
13-f	Answers 2 time questions with general responses (e.g., What time do you go to bed? ...at nighttime)	
13-g	Completes a story sequence for 5 stories (e.g., Then what happened to the three little pigs?)	
13-h	Engages in 5 different conversations that contain at least 3 intraverbal exchanges on a single topic	
13-i	Describes 2 attributes about himself (e.g., I have brown hair. I have blue eyes.)	

		Represent and solve problems involving addition and subtraction within 100.
<b>14-M</b>	<b>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.)</b>	<b>CC.1.2.2.A</b> Identify the main idea of a multi-paragraph text as well as the focus of specific paragraphs within the text.
14-a	Answers 25 different who, what, or where questions that contain 3 or more elements (e.g., What color is a fire truck?)	<b>CC.1.2.2.B</b> Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
14-b	Provides at least 3 members of 25 categories (e.g., What do you find on a playground?)	<b>CC.1.2.2.C</b> Describe the connection between a series of events, concepts, or steps in a procedure within a text.
14-c	Answers 5 questions about daily or current events (e.g., Where are you going with dad?)	<b>CC.1.2.2.F</b> Determine the meaning of words and phrases as they are used in grade level text including multiple-meaning words.
14-d	Intraverbally responds at least 25 times in a day to the verbal questions or statements from peers	<b>CC.1.2.2.G</b> Explain how graphic representations contribute to and clarify a text.
14-e	Shows generalization by giving the same answer to 10 questions presented in 3 different ways (e.g., answers my house to Where do you live? Where is your dog? and Where do play?)	<b>CC.1.2.2.I</b> Compare and contrast the most important points presented by two texts on the same topic.
14-f	Will say 3 things about a single item for 25 items (e.g., It's a crayon. It's red. You draw with it.)	<b>CC.1.2.2.J</b> Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.
14-g	Provides 3 pieces of personal information (e.g., Where do you live? What's your brother's name?)	<b>CC.1.2.2.K</b> Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade level reading and content, choosing from a range of strategies and tools.
14-h	Answers 25 intraverbal questions involving prepositions (e.g., What's under your bed?)	<b>CC.1.2.2.L</b> 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?)	<b>CC.1.3.2.B</b> Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
14-j	Provides 25 answers to sequence questions (e.g., What do you do after you get to school?)	<b>CC.1.3.2.E</b> Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
14-k	Answers 10 when questions (e.g., When do you take a bath?)	<b>CC.1.3.2.G</b> Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot.
		<b>CC.1.3.2.H</b> Compare and contrast two or more versions of the same story by different authors or from different culture.
		<b>CC.1.3.2.K</b> Read and comprehend literature on grade level, reading independently and proficiently.
		<b>CC.1.4.2.B</b> Identify and introduce the topic.
		<b>CC.1.4.2.C</b> Develop the topic with facts and/or definitions.
		<b>CC.1.4.2.J</b> Create an organizational structure that includes reasons and includes a concluding statement.
		<b>CC.1.4.2.M</b> Write narratives to develop real or imagined experiences or events.
		<b>CC.1.4.2.P</b> Organize a short sequence of events, using temporal words to signal event order; provide a sense of closure.
		<b>CC.1.5.2.B</b> Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
		<b>CC.1.5.2.C</b> Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
		<b>CC.1.5.2.D</b> Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
		<b>CC.2.4.2.A.2</b> Tell and write time to the nearest five minutes using both analog and digital clocks.
		<b>CC.2.4.2.A.3</b> Solve problems and make change using coins and paper currency with appropriate symbols.
		<b>CC.2.2.2.A.1</b> Represent and solve problems involving addition and subtraction within 100.
		<b>CC.2.2.2.A.3</b> Work with equal groups of objects to gain foundations for multiplication.
<b>15-M</b>	<b>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?)</b>	<b>CC.1.2.2.A</b> Identify the main idea of a multi-paragraph text as well as the focus of specific paragraphs within the text.
15-a	Answers 10 questions about community helpers (e.g., What does a doctor do?)	<b>CC.1.2.2.B</b> Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

15-b	Answers 25 different questions that contain 4 or more parts of speech (e.g., What tool do you need to pound nails?)	CC.1.2.2.C Describe the connection between a series of events, concepts, or steps in a procedure within a text.
15-c	Takes turns adding to a story started by others (e.g., And then he saw a boat...)	CC.1.2.2.F Determine the meaning of words and phrases as they are used in grade level text including multiple-meaning words.
15-d	Answers 5 different how questions (e.g., How do you fix the hole?)	CC.1.2.2.G Explain how graphic representations contribute to and clarify a text.
15-e	Provides last name when asked (e.g., Harrison)	CC.1.2.2.I Compare and contrast the most important points presented by two texts on the same topic.
15-f	Answers 25 intraverbal questions involving adverbs (e.g., What animal moves slow?)	CC.1.2.2.J Acquire and use grade-appropriate conversational, general academic, and domain-specific 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.1.3.2.B Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
15-h	Describes 5 events that happened in the past	CC.1.3.2.F Describe how words and phrases supply rhythm and meaning in a story, poem, or song.
15-i	Describes 5 events that will happen in the future	CC.1.3.2.H Compare and contrast two or more versions of the same story by different authors or from different culture.
15-j	Summarizes 5 different stories with at least 10 words	CC.1.3.2.I Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade level reading and content, choosing from a range of strategies and tools.
15-k	Suggests a possible solution when presented with a problem	CC.1.3.2.K Read and comprehend literature on grade level, reading independently and proficiently. CC.1.4.2.A Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. CC.1.4.2.C Develop the topic with facts and/or definitions. CC.1.4.2.J Create an organizational structure that includes reasons and includes a concluding statement. CC.1.4.2.M Write narratives to develop real or imagined experiences or events. CC.1.5.2.A Participate in collaborative conversations with peers and adults in small and larger groups. CC.1.5.2.C Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. CC.1.5.2.D Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. CC.2.4.2.A.2 Tell and write time to the nearest five minutes using both analog and digital clocks. CC.2.4.2.A.3 Solve problems and make change using coins and paper currency with appropriate symbols. CC.2.2.2.A.3 Work with equal groups of objects to gain foundations for multiplication.

## CLASSROOM ROUTINES & GROUP SKILLS LEVEL 2

Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
<b>6-M</b>	<b>Sits at a group snack or lunch table without negative behavior for 3 minutes</b>	CC.1.5.2.A Participate in collaborative conversations with peers and adults in small and larger groups.
6-a	Adjusts to separation from parents (e.g., does not cry when parents leave)	
6-b	Sits at a snack or lunch table when physically prompted for 1 minute	
6-c	Lines up with other children when physically prompted	
6-d	Demonstrates general compliance for all classroom aides	

<b>7-M</b>	<b>Puts away personal items, lines up, and comes to a table with only 1 verbal prompt</b>	<b>CC.1.5.2.D</b> Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
7-a	Does not attempt to move away from a peer when seated next to him	<b>CC.1.5.2.E</b> Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
7-b	Puts away personal items (e.g., coat, backpack, lunch box) with gestural and verbal prompts	<b>CC.1.5.2.G</b> Demonstrate command of the conventions of standard English when speaking based on grade 2 level and content.
7-c	Goes to and sits at a table with other children with only verbal prompts	
7-d	Cooperates with hand washing with physical assistance	
7-e	Does not engage in negative behavior toward a peer when seated next to him	
<b>8-M</b>	<b>Transitions between classroom activities with no more than 1 gestural or verbal prompt</b>	<b>CC.1.5.2.D</b> Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
8-a	Goes to a circle group and sits with only verbal prompts	<b>CC.1.5.2.E</b> Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
8-b	Goes to and sits at a table or work station with only verbal prompts	<b>CC.1.5.2.G</b> Demonstrate command of the conventions of standard English when speaking based on grade 2 level and content.
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	
<b>9-M</b>	<b>Sits in a small group for 5 minutes without disruptive behavior or attempting to leave the group</b>	<b>CC.1.5.2.A</b> 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)	
<b>10-M</b>	<b>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</b>	<b>CC.1.5.2.A</b> 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
<b>11-M</b>	<b>Uses the toilet and washes hands with only verbal prompts</b>	<b>CC.1.4.2.M</b> Write narratives to develop real or imagined experiences or events.
11-a	Sits or stands at an arts and crafts or activity table for 5 minutes without disruptive behavior	
11-b	Responds to 1 group instruction without additional prompts (e.g., Everybody stand up)	
11-c	Works independently on a task or activity for 1 minute without prompts or reinforcement	
11-d	Comes to the front of the group with 1 verbal prompt	
<b>12-M</b>	<b>Responds to 5 different group instructions or questions without direct prompts in a group of 3 or more children</b>	<b>CC.1.4.2.M</b>

	<b>(e.g., Everybody stand up. Does anyone have a red shirt on?)</b>	Write narratives to develop real or imagined experiences or events. <b>CC.1.5.2.F</b> Add drawings or other visual displays to presentations when appropriate to clarify ideas, thoughts, and feelings.
12-a	Raises hand to take a turn in a group setting (e.g., Who wants to pick a song?)	
12-b	Uses classroom materials as designed (e.g., glue, scissors, crayons, paper)	
12-c	Puts away toys and material when prompted to do so	
12-d	Stays on task for 1 minute during an arts and crafts activity when an adult leaves the table	
<b>13-M</b>	<b>Works independently for 5 minutes in a group, and stays on task for 50% of the period</b>	<b>CC.1.5.2.D</b> Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
13-a	Gets necessary materials to complete an activity when verbally prompted (e.g., Get some glue.)	<b>CC.1.5.2.E</b> Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
13-b	Independently transitions between classroom activities with only group verbal prompts	<b>CC.1.5.2.G</b> Demonstrate command of the conventions of standard English when speaking based on grade 2 level and content.
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	
<b>14-M</b>	<b>Acquires 2 new behaviors in a 15-minute group-teaching format involving 5 or more children</b>	<b>CC.1.3.2.B</b> Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
14-a	Takes turns and shares items with peers	<b>CC.1.5.2.A</b> Participate in collaborative conversations with peers and adults in small and larger groups.
14-b	Discriminates and follows two-component group instructions (e.g., All the boys line up)	
14-c	Follows safety rules in a classroom (e.g., No running. No pushing.)	
14-d	Leads 2 different group activities involving 3 other children (e.g., red-light, green-light game)	
14-e	Mands for a specific activity in a group setting (e.g., Let's play tag!)	
14-f	Assists in picking up after an activity with only 1 verbal prompt	
<b>15-M</b>	<b>Sits in a 20-minute group session involving 5 children without disruptive behaviors, and answers 5 intraverbal questions</b>	<b>CC.1.5.2.A</b> Participate in collaborative conversations with peers and adults in small and larger groups.
15-a	Focuses on a task despite disruptions in the room	
15-b	Meets some of his own self-care needs without prompts (e.g., wipes nose, puts on coat)	
15-c	Verbally interacts with peers 3 times in a table-top group activity	
15-d	Sits back down when his turn is over without prompts	
15-e	Keeps hands to self in a group setting	
15-f	Raises hand to indicate he knows the answer to a question during a group	
15-g	Completes 2 independent worksheets without prompts at a table with 3 other children	
15-h	Sits in a school assembly for 20 minutes without disruptive behavior	

**LINGUISTIC STRUCTURE  
LEVEL 2**

Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
<b>6-M</b>	<b>The child's articulation of 10 tacts can be understood by familiar adults who cannot see the item tacted</b>	<p><b>CC.1.2.2.A</b> Identify the main idea of a multi-paragraph text as well as the focus of specific paragraphs within the text.</p> <p><b>CC.1.2.2.B</b> Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p><b>CC.1.2.2.I</b> Compare and contrast the most important points presented by two texts on the same topic.</p> <p><b>CC.1.3.2.B</b> Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p><b>CC.1.4.2.F</b> Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p><b>CC.1.4.2.L</b> Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p><b>CC.1.5.2.A</b> Participate in collaborative conversations with peers and adults in small and larger groups.</p> <p><b>CC.1.5.2.B</b> Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p><b>CC.1.5.2.C</b> Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p>
<b>7-M</b>	<b>Has a total listener vocabulary of 100 words (e.g., Touch nose. Jump. Find keys.)</b>	<b>CC.1.2.2.A</b> Identify the main idea of a multi-paragraph text as well as the focus of specific paragraphs within the text.
7-a	Uses recognizable words more frequently than jargon	<b>CC.1.2.2.B</b> Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
7-b	Emits 2-3 word carrier phrases without "understanding" each word (e.g., It's a cat. Go for a ride?)	<b>CC.1.2.2.I</b> Compare and contrast the most important points presented by two texts on the same topic.
7-c	Has a total speaker vocabulary size of 50 words (all verbal operants except echoic)	<b>CC.1.3.2.B</b> Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
		<b>CC.1.5.2.A</b> Participate in collaborative conversations with peers and adults in small and larger groups.
<b>8-M</b>	<b>Emits 10 different 2-word utterances per day of any type except echoic (e.g., mand, tact)</b>	<b>CC.1.2.2.A</b> Identify the main idea of a multi-paragraph text as well as the focus of specific paragraphs within the text.
8-a	Emits 2-word mands for recurrence (e.g., more tickle)	<b>CC.1.2.2.B</b> Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
8-b	Emits 2-word noun-verb or verb-noun mands or tacts (e.g., Pour juice. Baby crying.)	<b>CC.1.2.2.I</b> Compare and contrast the most important points presented by two texts on the same topic.
8-c	Adjusts volume of voice on command (e.g., whispers and uses loud voice)	<b>CC.1.3.2.B</b> Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
8-d	Echoes 10 different rhythms, intonations, or pitches	<b>CC.1.4.2.F</b> Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.
		<b>CC.1.4.2.L</b> Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.
		<b>CC.1.5.2.A</b> Participate in collaborative conversations with peers and adults in small and larger groups.
		<b>CC.1.5.2.B</b> Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
		<b>CC.1.5.2.C</b> Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
<b>9-M</b>	<b>Emits functional prosody (i.e., rhythm, stress, intonation) on 5 occasions in one day (e.g., puts emphasis or stress on certain words at appropriate times such as, It's MINE!)</b>	<b>CC.1.1.2.E</b> Read with accuracy and fluency to support comprehension.
9-a	Consistently emits the initial consonants of words	<b>CC.1.2.2.J</b> Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.
9-b	Emits 2-word mands for possession (e.g., My cookie. That's mine.)	<b>CC.1.3.2.D</b> Acknowledge differences in the points of views of characters, including by speaking in a different voice for each character when reading dialogue aloud.
9-c	Emits 2-word mands or tacts for location (e.g., Come here. There's Thomas.)	<b>CC.1.4.2.L</b> Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.
9-d	Emits 2-word mands for negation or refusal (e.g., No Barney. No shoes. No more.)	<b>CC.1.4.2.Q</b>
9-e	Combines 2 words to make a novel word or phrase (e.g., Miss Betty)	



		<p>Choose words and phrases for effect.  <b>CC.1.5.2.B</b>  Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.  <b>CC.1.5.2.D</b>  Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.  <b>CC.2.1.2.B.2</b>  Use place value concepts to read, write, and skip count to 1000.</p>
<b>10-M</b>	<b>Has a total speaker vocabulary of 300 words (all verbal operants except echoic)</b>	
10-a	Echoes most words or approximations to words on command (generalized echoic repertoire) but still has articulation errors	<p><b>CC.1.2.2.A</b>  Identify the main idea of a multi-paragraph text as well as the focus of specific paragraphs within the text.  <b>CC.1.2.2.B</b>  Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.  <b>CC.1.2.2.F</b>  Determine the meaning of words and phrases as they are used in grade level text including multiple-meaning words.  <b>CC.1.2.2.G</b>  Explain how graphic representations contribute to and clarify a text.  <b>CC.1.2.2.I</b>  Compare and contrast the most important points presented by two texts on the same topic.  <b>CC.1.2.2.J</b>  Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.  <b>CC.1.3.2.B</b>  Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.  <b>CC.1.3.2.I</b>  Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade level reading and content, choosing from a range of strategies and tools.  <b>CC.1.4.2.F</b>  Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.  <b>CC.1.4.2.L</b>  Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.  <b>CC.1.5.2.A</b>  Participate in collaborative conversations with peers and adults in small and larger groups.  <b>CC.1.5.2.B</b>  Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.  <b>CC.1.5.2.C</b>  Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.  <b>CC.1.5.2.D</b>  Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.  <b>CC.2.1.2.B.2</b>  Use place value concepts to read, write, and skip count to 1000.</p>
10-b	Strangers can understand at least 50% of the words emitted by the child	
10-c	Emits a total listener vocabulary size of 400 words	
10-d	Emits a mean length of utterance (MLU) of 2 1/2 morphemes (e.g., Push car. Where mommy go?)	

**LINGUISTIC STRUCTURE  
LEVEL 3**

Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
<b>11-M</b>	<b>Emits noun inflections by combining 10 root nouns with suffixes for plurals (e.g., dog vs. dogs) and 10 root nouns with suffixes for possession (e.g., dog’s collar vs. cat’s collar)</b>	CC.1.2.2.F Determine the meaning of words and phrases as they are used in grade level text including multiple-meaning words. CC.1.2.2.G
11-a	Emits auxiliary (helping) verbs in a tact or mand carrier phrase (e.g., do, have, will, can, was)	Explain how graphic representations contribute to and clarify a text.
11-b	Phrases emitted by the child in one day contain several different “small” words that were not directly taught, but seem appropriate for the context (e.g., it, that, a, the, an, too, or, but)	CC.1.4.2.F Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. CC.1.4.2.L
11-c	Uses “s” vs. “es” plural markers (e.g., books or glasses)	Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.
11-d	Uses irregular plurals correctly (e.g., foot-feet, mouse-mice, tooth-teeth)	CC.1.4.2.R Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. CC.1.5.2.B
		Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. CC.1.5.2.G Demonstrate command of the conventions of standard English when speaking based on grade 2 level and content.
<b>12-M</b>	<b>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)</b>	CC.1.4.2.F Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. CC.1.4.2.L
12-a	Uses is and am appropriately with verbs (e.g., I am eating. The dog is barking.)	Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.
12-b	Emits conjunctions to combine words and phrases (e.g., and, or, but)	CC.1.4.2.R Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.
12-c	Emits some irregular past tense verbs appropriately (e.g., dug, ran, built)	CC.1.5.2.B
12-d	Emits 2-word noun-verb or verb-noun mands or tacts (e.g., Pour juice. Baby crying.)	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
12-e	Emits present participle inflection with “verb-ing” (e.g., running, playing, swimming)	CC.1.5.2.G Demonstrate command of the conventions of standard English when speaking based on grade 2 level and content.
<b>13-M</b>	<b>Emits 10 different noun phrases containing at least 3 words, with 2 modifiers (e.g., adjectives, prepositions, pronouns) (e.g., He’s my puppet. I want chocolate ice cream.)</b>	CC.1.2.2.A Identify the main idea of a multi-paragraph text as well as the focus of specific paragraphs within the text. CC.1.2.2.B
13-a	Speaks in 3-5 word sentences	Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
13-b	Emits prepositional phrases (e.g., on the table, in the house), but may not discriminate between prepositional pairs (e.g., on vs. under; in vs. out)	CC.1.2.2.F Determine the meaning of words and phrases as they are used in grade level text including multiple-meaning words. CC.1.2.2.G
13-c	Emits adjectives to modify nouns (e.g., blue train, chocolate cookie)	Explain how graphic representations contribute to and clarify a text.
13-d	Emits contractions in a mand, tact, or intraverbal context (e.g., can’t, don’t, won’t)	CC.1.2.2.I Compare and contrast the most important points presented by two texts on the same topic.
13-e	Emits pronouns to modify nouns (e.g., My shoes. Your cup.)	CC.1.2.2.J Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases. CC.1.3.2.K
		Read and comprehend literature on grade level, reading independently and proficiently.
		CC.1.4.2.F Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. CC.1.4.2.K
		Use a variety of words and phrases to appeal to the audience.
		CC.1.4.2.L Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. CC.1.4.2.R
		Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.
		CC.1.5.2.B Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. CC.1.5.2.G
		Demonstrate command of the conventions of standard English when speaking based on grade 2 level and content.
<b>14-M</b>	<b>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.)</b>	CC.1.2.2.A Identify the main idea of a multi-paragraph text as well as the focus of specific paragraphs within the text. CC.1.4.2.F
14-a	Adjectives usually precede nouns when appropriate (e.g., a big boat vs. a boat big)	Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.
14-b	Verbs agree with the subjects in person (e.g., he was laughing vs. he were laughing)	CC.1.4.2.L
14-c	Verbs agree with the subjects in number (e.g., Joey is home vs. Joey are home)	Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.
14-d	Emits adjective inflections with the comparative suffixes “er” and “est” (e.g., good, better, best)	CC.1.4.2.R Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.

14-e	Emits adverbs to modify verbs (e.g., Go fast. It's slow.)	CC.1.5.2.B Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. CC.1.5.2.G Demonstrate command of the conventions of standard English when speaking based on grade 2 level and content.
<b>15-M</b>	<b>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.)</b>	CC.1.2.2.C Describe the connection between a series of events, concepts, or steps in a procedure within a text. CC.1.2.2.F Determine the meaning of words and phrases as they are used in grade level text including multiple-meaning words. CC.1.2.2.G Explain how graphic representations contribute to and clarify a text. CC.1.2.2.J Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases. CC.1.3.2.B Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text. CC.1.3.2.F Describe how words and phrases supply rhythm and meaning in a story, poem, or song. CC.1.4.2.F Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. CC.1.4.2.L Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. CC.1.4.2.R Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. CC.1.5.2.B Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. CC.1.5.2.D Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. CC.1.5.2.G Demonstrate command of the conventions of standard English when speaking based on grade 2 level and content. CC.2.4.2.A.2 Tell and write time to the nearest five minutes using both analog and digital clocks. CC.2.4.2.A.3 Solve problems and make change using coins and paper currency with appropriate symbols.
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)	

## READING LEVEL 3

Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
<b>11-M</b>	<b>Attends to a book when a story is being read to him for 75% of the time</b>	CC.1.2.2.A Identify the main idea of a multi-paragraph text as well as the focus of specific paragraphs within the text. CC.1.2.2.B Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text. CC.1.2.2.C Describe the connection between a series of events, concepts, or steps in a procedure within a text. CC.1.2.2.E Use various text features and search tools to locate key facts or information in a text efficiently. CC.1.2.2.G Explain how graphic representations contribute to and clarify a text. CC.1.3.2.E
11-a	Turns pages and looks at books for 30 seconds	
11-b	Mands to be read stories from books	
11-c	Touches pictures in books that correspond to the story (e.g., Where's the big bad wolf?)	

		<p>Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p> <p><b>CC.1.3.2.I</b> Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade level reading and content, choosing from a range of strategies and tools.</p> <p><b>CC.1.3.2.K</b> Read and comprehend literature on grade level, reading independently and proficiently.</p> <p><b>CC.2.3.2.A.1</b> Analyze and draw two- and three-dimensional shapes having specified attributes.</p> <p><b>CC.2.4.2.A.2</b> Tell and write time to the nearest five minutes using both analog and digital clocks.</p> <p><b>CC.2.4.2.A.4</b> Represent and interpret data using line plots, picture graphs, and bar graphs.</p> <p><b>CC.2.1.2.B.1</b> Use place value concepts to represent amounts of tens and ones and to compare three digit numbers.</p> <p><b>CC.2.1.2.B.2</b> Use place value concepts to read, write, and skip count to 1000.</p> <p><b>CC.2.1.2.B.3</b> Use place value understanding and properties of operations to add and subtract within 1000.</p> <p><b>CC.2.2.2.A.1</b> Represent and solve problems involving addition and subtraction within 100.</p>
<b>12-M</b>	<b>Selects (LDs) the correct uppercase letter from an array of 5 letters, for 10 different letters</b>	<b>CC.1.1.2.D</b>
12-a	Completes an ABC inset puzzle without prompts	Know and apply grade level phonics and word analysis skills in decoding words. <b>CC.1.2.2.E</b>
12-b	Recites 5 letters from the alphabet with a starting prompt (e.g., A B...)	Use various text features and search tools to locate key facts or information in a text efficiently. <b>CC.1.2.2.F</b>
12-c	Has a favorite book, and can provide the name of it by seeing the pictures on the cover	Determine the meaning of words and phrases as they are used in grade level text including multiple-meaning words. <b>CC.1.2.2.G</b>
12-d	Tacts pictures in books while an adult reads the story	Explain how graphic representations contribute to and clarify a text. <b>CC.1.2.2.I</b>
12-e	Matches to sample all uppercase letters	Compare and contrast the most important points presented by two texts on the same topic. <b>CC.1.2.2.L</b>
		<p>Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</p> <p><b>CC.1.3.2.B</b> Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p><b>CC.1.3.2.K</b> Read and comprehend literature on grade level, reading independently and proficiently.</p> <p><b>CC.2.3.2.A.1</b> Analyze and draw two- and three-dimensional shapes having specified attributes.</p> <p><b>CC.2.4.2.A.2</b> Tell and write time to the nearest five minutes using both analog and digital clocks.</p> <p><b>CC.2.4.2.A.4</b> Represent and interpret data using line plots, picture graphs, and bar graphs.</p>
<b>13-M</b>	<b>Tacts 10 uppercase letters on command</b>	<b>CC.1.1.2.D</b>
13-a	Recites (or sings) the whole alphabet with only a verbal prompt to do so	Know and apply grade level phonics and word analysis skills in decoding words. <b>CC.1.1.2.E</b>
13-b	Mands for what written words say (e.g., What word is that?)	Read with accuracy and fluency to support comprehension. <b>CC.1.2.2.E</b>
13-c	Pretends to read a book	Use various text features and search tools to locate key facts or information in a text efficiently. <b>CC.1.2.2.F</b>
13-d	Discriminates as a listener (LDs) his own name from an array of 3 written names	Determine the meaning of words and phrases as they are used in grade level text including multiple-meaning words. <b>CC.1.2.2.G</b>
13-e	Looks at the written words, rather than just the pictures when stories are being read to him	Explain how graphic representations contribute to and clarify a text. <b>CC.1.2.2.I</b>
		<p>Compare and contrast the most important points presented by two texts on the same topic.</p> <p><b>CC.1.2.2.L</b> Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</p> <p><b>CC.1.3.2.I</b> Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade level reading and content, choosing from a range of strategies and tools.</p> <p><b>CC.1.3.2.K</b> Read and comprehend literature on grade level, reading independently and proficiently.</p>

		<p><b>CC.2.4.2.A.1</b> Measure and estimate lengths in standard units using appropriate tools.</p> <p><b>CC.2.4.2.A.2</b> Tell and write time to the nearest five minutes using both analog and digital clocks.</p> <p><b>CC.2.4.2.A.4</b> Represent and interpret data using line plots, picture graphs, and bar graphs.</p> <p><b>CC.2.1.2.B.3</b> Use place value understanding and properties of operations to add and subtract within 1000.</p> <p><b>CC.2.2.2.A.1</b> Represent and solve problems involving addition and subtraction within 100.</p>
<b>14-M</b>	<b>Reads his own name</b>	<b>CC.1.1.2.D</b>
14-a	Discriminates among most uppercase letters (but may confuse some; e.g., M and N; P and R)	Know and apply grade level phonics and word analysis skills in decoding words.
14-b	Matches 5 word cards to the same word written on paper	<b>CC.1.2.2.E</b> Use various text features and search tools to locate key facts or information in a text efficiently.
14-c	Provides the letter name given 5 sounds, and 5 sounds given a letter name	<b>CC.1.3.2.B</b> Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
14-d	Intraverbally recalls 3 stories that have been read to him	<b>CC.2.4.2.A.1</b> Measure and estimate lengths in standard units using appropriate tools.
14-e	Demonstrates LD and tact generalization for 3 different variations of the uppercase letters	<b>CC.2.4.2.A.2</b> Tell and write time to the nearest five minutes using both analog and digital clocks.
		<b>CC.2.4.2.A.4</b> Represent and interpret data using line plots, picture graphs, and bar graphs.
<b>15-M</b>	<b>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)</b>	<b>CC.1.1.2.D</b>
15-a	Indicates if 2 words rhyme or not for 10 different rhymes (e.g., cat and hat vs. cat and book)	Know and apply grade level phonics and word analysis skills in decoding words.
15-b	Tacts most uppercase letters (may confuse those that look similar; e.g., M and N; P and R)	<b>CC.1.1.2.E</b> Read with accuracy and fluency to support comprehension.
15-c	Matches 10 lower case letters to uppercase letters	<b>CC.1.2.2.I</b> Compare and contrast the most important points presented by two texts on the same topic.
15-d	Discriminates as a listener between numbers and letters (e.g., Which one is a letter?)	<b>CC.1.2.2.E</b> Use various text features and search tools to locate key facts or information in a text efficiently.
15-e	Spells his own name without prompts	<b>CC.1.2.2.L</b> Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.
15-f	Selects (LDs) the correct written word from an array of 3 words, for 5 different words	<b>CC.1.3.2.K</b> Read and comprehend literature on grade level, reading independently and proficiently.
		<b>CC.2.4.2.A.1</b> Measure and estimate lengths in standard units using appropriate tools.
		<b>CC.2.4.2.A.2</b> Tell and write time to the nearest five minutes using both analog and digital clocks.
		<b>CC.2.4.2.A.4</b> Represent and interpret data using line plots, picture graphs, and bar graphs.
		<b>CC.2.4.2.A.6</b> Extend the concepts of addition and subtraction to problems involving length.

## WRITING LEVEL 3

Skill	VB MAPP Milestones & Task Analysis	PA CORE STANDARDS
<b>11-M</b>	<b>Imitates 5 different writing actions modeled by an adult using a writing instrument and writing surface</b>	<b>CC.1.4.2.A</b>
11-a	Uses a writing instrument to mark on paper, white board, or Magna Doodle when prompted	Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.
11-b	Independently scribbles on paper, a white board, Magna Doodle, etc.	<b>CC.1.4.2.B</b> Identify and introduce the topic.
11-c	Demonstrates right or left hand dominance	<b>CC.1.4.2.C</b> Develop the topic with facts and/or definitions.
11-d	Imitates back and forth horizontal movements with a crayon, marker, or pencil	<b>CC.1.4.2.E</b> Choose words and phrases for effect.
11-e	Imitates up and down vertical movements with a crayon, marker, or pencil	<b>CC.1.4.2.F</b> Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.
11-f	Imitates small and large circular movements with a crayon, marker, or pencil	<b>CC.1.4.2.H</b>
11-g	Imitates diagonal and curved movements with a crayon, marker, or pencil	

		<p>Identify the topic and state an opinion.  <b>CC.1.4.2.J</b>  Create an organizational structure that includes reasons and includes a concluding statement.  <b>CC.1.4.2.K</b>  Use a variety of words and phrases to appeal to the audience.  <b>CC.1.4.2.L</b>  Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.  <b>CC.1.4.2.M</b>  Write narratives to develop real or imagined experiences or events.  <b>CC.1.4.2.N</b>  Establish a situation and introduce a narrator and/or characters.  <b>CC.1.4.2.O</b>  Include thoughts and feeling to describe experience and events to show the response of characters to situations.  <b>CC.1.4.2.P</b>  Organize a short sequence of events, using temporal words to signal event order; provide a sense of closure.  <b>CC.1.4.2.Q</b>  Choose words and phrases for effect.  <b>CC.1.4.2.R</b>  Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.  <b>CC.1.4.2.X</b>  Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.  <b>CC.1.5.2.F</b>  Add drawings or other visual displays to presentations when appropriate to clarify ideas, thoughts, and feelings.  <b>CC.2.3.2.A.1</b>  Analyze and draw two- and three-dimensional shapes having specified attributes.  <b>CC.2.4.2.A.2</b>  Tell and write time to the nearest five minutes using both analog and digital clocks.  <b>CC.2.4.2.A.4</b>  Represent and interpret data using line plots, picture graphs, and bar graphs.  <b>CC.2.1.2.B.1</b>  Use place value concepts to represent amounts of tens and ones and to compare three digit numbers.  <b>CC.2.1.2.B.2</b>  Use place value concepts to read, write, and skip count to 1000.  <b>CC.2.1.2.B.3</b>  Use place value understanding and properties of operations to add and subtract within 1000.  <b>CC.2.2.2.A.1</b>  Represent and solve problems involving addition and subtraction within 100.</p>
<b>12-M</b>	<b>Independently traces within ¼ inch of the lines of 5 different geometrical shapes (e.g. circle, square, triangle, rectangle, star)</b>	<b>CC.1.4.2.A</b> Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.
12-a	Demonstrates a proper grip on a writing instrument	<b>CC.1.4.2.C</b> Develop the topic with facts and/or definitions.
12-b	Imitates drawing a square and triangle	<b>CC.1.4.2.E</b> Choose words and phrases for effect.
12-c	Traces 3 different shapes and stays within 1 inch of the lines	<b>CC.1.4.2.F</b> Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.
12-d	Copies 3 different shapes when given a sample	<b>CC.1.4.2.H</b> Identify the topic and state an opinion.
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	<b>CC.1.4.2.J</b> Create an organizational structure that includes reasons and includes a concluding statement.
12-f	Copies 5 different lines and shapes together	<b>CC.1.4.2.K</b> Use a variety of words and phrases to appeal to the audience. <b>CC.1.4.2.L</b> Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. <b>CC.1.4.2.N</b> Establish a situation and introduce a narrator and/or characters. <b>CC.1.4.2.O</b> Include thoughts and feeling to describe experience and events to show the response of characters to situations. <b>CC.1.4.2.P</b> Organize a short sequence of events, using temporal words to signal event order; provide a sense of closure. <b>CC.1.4.2.Q</b> Choose words and phrases for effect.

		<p><b>CC.1.4.2.R</b> Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p><b>CC.1.4.2.X</b> Write routinely over extended time frames (time for research, reflection, 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><b>CC.1.5.2.F</b> Add drawings or other visual displays to presentations when appropriate to clarify ideas, thoughts, and feelings.</p> <p><b>CC.2.3.2.A.1</b> Analyze and draw two- and three-dimensional shapes having specified attributes.</p> <p><b>CC.2.4.2.A.2</b> Tell and write time to the nearest five minutes using both analog and digital clocks.</p> <p><b>CC.2.4.2.A.4</b> Represent and interpret data using line plots, picture graphs, and bar graphs..</p>
<b>13-M</b>	<b>Copies 10 letters or numbers legibly</b>	
13-a	Copies 4 numbers or letters	<p><b>CC.1.4.2.A</b> Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.</p> <p><b>CC.1.4.2.B</b> Identify and introduce the topic.</p> <p><b>CC.1.4.2.C</b> Develop the topic with facts and/or definitions.</p> <p><b>CC.1.4.2.E</b> Choose words and phrases for effect.</p> <p><b>CC.1.4.2.F</b> Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p><b>CC.1.4.2.H</b> Identify the topic and state an opinion.</p> <p><b>CC.1.4.2.J</b> Create an organizational structure that includes reasons and includes a concluding statement.</p> <p><b>CC.1.4.2.K</b> Use a variety of words and phrases to appeal to the audience.</p> <p><b>CC.1.4.2.L</b> Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p><b>CC.1.4.2.M</b> Write narratives to develop real or imagined experiences or events.</p> <p><b>CC.1.4.2.N</b> Establish a situation and introduce a narrator and/or characters.</p> <p><b>CC.1.4.2.O</b> Include thoughts and feeling to describe experience and events to show the response of characters to situations.</p> <p><b>CC.1.4.2.P</b> Organize a short sequence of events, using temporal words to signal event order; provide a sense of closure.</p> <p><b>CC.1.4.2.Q</b> Choose words and phrases for effect.</p> <p><b>CC.1.4.2.R</b> Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p><b>CC.1.4.2.X</b> Write routinely over extended time frames (time for research, reflection, 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><b>CC.2.4.2.A.1</b> Measure and estimate lengths in standard units using appropriate tools.</p> <p><b>CC.2.4.2.A.2</b> Tell and write time to the nearest five minutes using both analog and digital clocks.</p> <p><b>CC.2.4.2.A.4</b> Represent and interpret data using line plots, picture graphs, and bar graphs.</p> <p><b>CC.2.1.2.B.3</b> Use place value understanding and properties of operations to add and subtract within 1000.</p> <p><b>CC.2.2.2.A.1</b> Represent and solve problems involving addition and subtraction within 100.</p>
13-b	Independently combines shapes to make a picture (adult verbal prompts are okay)	
13-c	Independently draws a person with 4 recognizable body parts (adult verbal prompts are okay)	
13-d	Traces his own name on paper and stays within 1/2 inch of the letters	
<b>14-M</b>	<b>Legibly spells and writes his own name without copying</b>	
14-a	Legibly copies his own name on lined paper	<p><b>CC.1.4.2.A</b> Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.</p> <p><b>CC.1.4.2.C</b> Develop the topic with facts and/or definitions.</p> <p><b>CC.1.4.2.E</b></p>
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	<p>Choose words and phrases for effect.  <b>CC.1.4.2.F</b>  Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.  <b>CC.1.4.2.H</b>  Identify the topic and state an opinion.  <b>CC.1.4.2.J</b>  Create an organizational structure that includes reasons and includes a concluding statement.  <b>CC.1.4.2.K</b>  Use a variety of words and phrases to appeal to the audience.  <b>CC.1.4.2.L</b>  Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.  <b>CC.1.4.2.N</b>  Establish a situation and introduce a narrator and/or characters.  <b>CC.1.4.2.O</b>  Include thoughts and feeling to describe experience and events to show the response of characters to situations.  <b>CC.1.4.2.P</b>  Organize a short sequence of events, using temporal words to signal event order; provide a sense of closure.  <b>CC.1.4.2.Q</b>  Choose words and phrases for effect.  <b>CC.1.4.2.R</b>  Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.  <b>CC.1.4.2.X</b>  Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.  <b>CC.2.4.2.A.1</b>  Measure and estimate lengths in standard units using appropriate tools.  <b>CC.2.4.2.A.2</b>  Tell and write time to the nearest five minutes using both analog and digital clocks.  <b>CC.2.4.2.A.4</b>  Represent and interpret data using line plots, picture graphs, and bar graphs.</p>
<b>15-M</b>	<b>Copies all 26 upper and lower case letters legibly</b>	<b>CC.1.4.2.A</b>
15-a	Draws recognizable pictures of 3 different items	Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. <b>CC.1.4.2.B</b>
15-b	Legibly writes 10 letters or numbers when dictated	Identify and introduce the topic. <b>CC.1.4.2.C</b>
15-c	Copies 5 simple words legibly	Develop the topic with facts and/or definitions. <b>CC.1.4.2.E</b> Choose words and phrases for effect. <b>CC.1.4.2.F</b> Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. <b>CC.1.4.2.H</b> Identify the topic and state an opinion. <b>CC.1.4.2.J</b> Create an organizational structure that includes reasons and includes a concluding statement. <b>CC.1.4.2.K</b> Use a variety of words and phrases to appeal to the audience. <b>CC.1.4.2.L</b> Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. <b>CC.1.4.2.M</b> Write narratives to develop real or imagined experiences or events. <b>CC.1.4.2.N</b> Establish a situation and introduce a narrator and/or characters. <b>CC.1.4.2.O</b> Include thoughts and feeling to describe experience and events to show the response of characters to situations. <b>CC.1.4.2.P</b> Organize a short sequence of events, using temporal words to signal event order; provide a sense of closure. <b>CC.1.4.2.Q</b> Choose words and phrases for effect. <b>CC.1.4.2.R</b> Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. <b>CC.1.4.2.X</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting



	<p>or a day or two) for a range of discipline-specific tasks, purposes and audiences.</p> <p><b>CC.2.4.2.A.1</b> Measure and estimate lengths in standard units using appropriate tools.</p> <p><b>CC.2.4.2.A.2</b> Tell and write time to the nearest five minutes using both analog and digital clocks.</p> <p><b>CC.2.4.2.A.4</b> Represent and interpret data using line plots, picture graphs, and bar graphs.</p> <p><b>CC.2.4.2.A.6</b> Extend the concepts of addition and subtraction to problems involving length.</p>
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## MATH LEVEL 3

Skill	VB MAPP Milestones & Task Analysis	PA Core Standards
<b>11-M</b>	<b>Identifies as a listener the numbers 1-5 in an array of 5 different numbers</b>	<p><b>CC.2.3.2.A.1</b> Analyze and draw two- and three-dimensional shapes having specified attributes.</p> <p><b>CC.2.3.2.A.2</b> Use the understanding of fractions to partition shapes into halves, quarters, and thirds.</p> <p><b>CC.2.4.2.A.1</b> Measure and estimate lengths in standard units using appropriate tools.</p> <p><b>CC.2.4.2.A.2</b> Tell and write time to the nearest five minutes using both analog and digital clocks.</p> <p><b>CC.2.4.2.A.3</b> Solve problems and make change using coins and paper currency with appropriate symbols.</p> <p><b>CC.2.4.2.A.4</b> Represent and interpret data using line plots, picture graphs, and bar graphs.</p> <p><b>CC.2.4.2.A.6</b> Extend the concepts of addition and subtraction to problems involving length.</p> <p><b>CC.2.1.2.B.1</b> Use place value concepts to represent amounts of tens and ones and to compare three digit numbers.</p> <p><b>CC.2.1.2.B.2</b> Use place value concepts to read, write, and skip count to 1000.</p> <p><b>CC.2.1.2.B.3</b> Use place value understanding and properties of operations to add and subtract within 1000.</p> <p><b>CC.2.2.2.A.1</b> Represent and solve problems involving addition and subtraction within 100.</p> <p><b>CC.2.2.2.A.2</b> Use mental strategies to add and subtract within 20.</p> <p><b>CC.2.2.2.A.3</b> Work with equal groups of objects to gain foundations for multiplication.</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)	
<b>12-M</b>	<b>Tacts the numbers 1-5</b>	<p><b>CC.2.3.2.A.2</b> Use the understanding of fractions to partition shapes into halves, quarters, and thirds.</p> <p><b>CC.2.4.2.A.1</b> Measure and estimate lengths in standard units using appropriate tools.</p> <p><b>CC.2.4.2.A.2</b> Tell and write time to the nearest five minutes using both analog and digital clocks.</p> <p><b>CC.2.4.2.A.3</b> Solve problems and make change using coins and paper currency with appropriate symbols.</p> <p><b>CC.2.4.2.A.4</b> Represent and interpret data using line plots, picture graphs, and bar graphs.</p> <p><b>CC.2.4.2.A.6</b> Extend the concepts of addition and subtraction to problems involving length.</p> <p><b>CC.2.1.2.B.1</b> Use place value concepts to represent amounts of tens and ones and to compare three digit numbers.</p> <p><b>CC.2.1.2.B.2</b> Use place value concepts to read, write, and skip count to 1000.</p> <p><b>CC.2.1.2.B.3</b> Use place value understanding and properties of operations to add and subtract within 1000.</p>
12-a	Distinguishes between 1 and 2 items as a tact (e.g., How many shoes do you have?)	
12-b	Holds up corresponding fingers for numbers 1-5 (e.g., Show me 2 fingers.)	
12-c	Distinguishes between 1, 2, and 3 items as a listener (e.g., Can you find 3 flowers?)	
12-d	Counts 2 items with 1:1 correspondence	

		<p><b>CC.2.2.2.A.1</b> Represent and solve problems involving addition and subtraction within 100.</p> <p><b>CC.2.2.2.A.2</b> Use mental strategies to add and subtract within 20.</p> <p><b>CC.2.2.2.A.3</b> Work with equal groups of objects to gain foundations for multiplication.</p>
<b>13-M</b>	<b>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.)</b>	<p><b>CC.2.4.2.A.1</b> Measure and estimate lengths in standard units using appropriate tools.</p> <p><b>CC.2.4.2.A.2</b> Tell and write time to the nearest five minutes using both analog and digital clocks.</p> <p><b>CC.2.4.2.A.3</b> Solve problems and make change using coins and paper currency with appropriate symbols.</p> <p><b>CC.2.4.2.A.4</b> Represent and interpret data using line plots, picture graphs, and bar graphs.</p> <p><b>CC.2.4.2.A.6</b> Extend the concepts of addition and subtraction to problems involving length.</p> <p><b>CC.2.1.2.B.1</b> Use place value concepts to represent amounts of tens and ones and to compare three digit numbers.</p> <p><b>CC.2.1.2.B.2</b> Use place value concepts to read, write, and skip count to 1000.</p> <p><b>CC.2.1.2.B.3</b> Use place value understanding and properties of operations to add and subtract within 1000.</p> <p><b>CC.2.2.2.A.1</b> Represent and solve problems involving addition and subtraction within 100.</p> <p><b>CC.2.2.2.A.2</b> Use mental strategies to add and subtract within 20.</p> <p><b>CC.2.2.2.A.3</b> Work with equal groups of objects to gain foundations for multiplication.</p>
13-a	Provides age when asked	
13-b	Counts out up to 3 items given the verbal prompt How many? and the related set of items	
13-c	Identifies as a listener (LDs) the number of items (e.g., Which picture has 2 cars?)	
13-d	Demonstrates enumeration in counting (final emphasis on correct number) for numbers 1-3	
		<p><b>CC.2.3.2.A.1</b> Analyze and draw two- and three-dimensional shapes having specified attributes.</p> <p><b>CC.2.3.2.A.2</b> Use the understanding of fractions to partition shapes into halves, quarters, and thirds.</p> <p><b>CC.2.4.2.A.1</b> Measure and estimate lengths in standard units using appropriate tools.</p> <p><b>CC.2.4.2.A.2</b> Tell and write time to the nearest five minutes using both analog and digital clocks.</p> <p><b>CC.2.4.2.A.3</b> Solve problems and make change using coins and paper currency with appropriate symbols.</p> <p><b>CC.2.4.2.A.4</b> Represent and interpret data using line plots, picture graphs, and bar graphs.</p> <p><b>CC.2.4.2.A.6</b> Extend the concepts of addition and subtraction to problems involving length.</p> <p><b>CC.2.1.2.B.1</b> Use place value concepts to represent amounts of tens and ones and to compare three digit numbers.</p> <p><b>CC.2.1.2.B.2</b> Use place value concepts to read, write, and skip count to 1000.</p> <p><b>CC.2.1.2.B.3</b> Use place value understanding and properties of operations to add and subtract within 1000.</p> <p><b>CC.2.2.2.A.1</b> Represent and solve problems involving addition and subtraction within 100.</p> <p><b>CC.2.2.2.A.2</b> Use mental strategies to add and subtract within 20.</p> <p><b>CC.2.2.2.A.3</b> Work with equal groups of objects to gain foundations for multiplication.</p>
<b>14-M</b>	<b>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)</b>	
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><b>CC.1.2.2.B</b> Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p><b>CC.1.3.2.B</b> Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p><b>CC.1.4.2.C</b> Develop the topic with facts and/or definitions.</p> <p><b>CC.2.3.2.A.2</b> Use the understanding of fractions to partition shapes into halves, quarters, and thirds.</p>
<b>15-M</b>	<b>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)</b>	
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	<b>CC.2.4.2.A.1</b>
15-f	Correctly Identifies (LDs) 3 different coins, and intraverbally states what to do with money	Measure and estimate lengths in standard units using appropriate tools. <b>CC.2.4.2.A.2</b> Tell and write time to the nearest five minutes using both analog and digital clocks. <b>CC.2.4.2.A.3</b> Solve problems and make change using coins and paper currency with appropriate symbols. <b>CC.2.4.2.A.4</b> Represent and interpret data using line plots, picture graphs, and bar graphs. <b>CC.2.4.2.A.6</b> Extend the concepts of addition and subtraction to problems involving length. <b>CC.2.1.2.B.1</b> Use place value concepts to represent amounts of tens and ones and to compare three digit numbers. <b>CC.2.1.2.B.2</b> Use place value concepts to read, write, and skip count to 1000. <b>CC.2.1.2.B.3</b> Use place value understanding and properties of operations to add and subtract within 1000. <b>CC.2.2.2.A.1</b> Represent and solve problems involving addition and subtraction within 100. <b>CC.2.2.2.A.2</b> Use mental strategies to add and subtract within 20. <b>CC.2.2.2.A.3</b> Work with equal groups of objects to gain foundations for multiplication.