7th Grade

VB-MAPP Milestones Alignment to the PA Core Standards

(an * after the core standard indicates there is alternate eligible content linked to that standard at PA Alternate Eligible Content)

MAND
LEVEL 1

Skill	VB-MAPP Milestones & Supporting Skills List	PA Core Standards
1-M	**Emits 2 words, sign, or icons but may require echoic, imitative, or other prompts, but no physical prompts (e.g. cracker, book)**	**CC.1.2.7.J*** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. **CC.1.4.7.F** Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. **CC.1.5.7.D** Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. **CC.1.5.7.E** Adapt speech to a variety of contexts and tasks. **CC.1.5.7.G** Demonstrate command of the conventions of standard English when speaking based on grade 7 level and content.
1-a	Makes eye contact (gaze shift) as a mand for attention or other reinforcers 2 times	
1-b	Moves close to a reinforcing item to indicate the presence of an MO 2 times	
1-c	Pulls an adult to get access to a reinforcing item 2 times	
1-d	Points or gestures towards a reinforce in order to obtain it 2 times	
2-M	**Emits 4 different mands without prompts (except What do you want?) – the desired item can be present (e.g. music, slinky, ball)**	
2-a	Points to 2 different reinforcers in order to obtain them 2 times	
2-b	Nods or says yes or no when offered a reinforce 2 times (not an early target)	
2-c	Emits 2 different mands without echoic prompts- can be with verbal or object prompts	
2-d	Spontaneously emits 1 mand without echoic or imitative prompts- can be with object prompts	
2-e	Generalizes 2 known mands across 2 different people and 2 settings	
3-M	**Generalizes 6 mands across 2 people, 2 settings, and 2 different examples of a reinforcers (e.g., mands bubbles**	
3-a	Emits 2 spontaneous mands (no verbal prompt); — the object can be present	
3-b	Emits 5 mands without echoic or imitative prompts — can be with verbal or object prompts	
3-c	Generalizes 3 mands across 2 examples of a desired item (e.g., mands slide for 2 different slides)	
3-d	Emits 6 different mands without echoic or imitative prompts — can be with verbal or object prompts	
4-M	**Spontaneously emits (no verbal prompts) 5 mands — the desired item can be present**	
4-a	Mands for attention 2 times with some identifiable type of response (e.g., a tap on the arm)	
4-b	Emits 2 mands without an object present — can be with What do you want?	
4-c	Emits 2 mands without verbal prompts — can be with object prompts	
4-d	Mands for others to attend to the same stimulus that he is attending to 5 times per day	
4-e	Emits 1 mand to remove an undesirable item or activity (e.g.no)	
5-M	**Emits 10 different mands without prompts (except, What do you want?) — the desired item can be present (e.g., apple, swing, car, juice)**	
5-a	Emits 3 different mands without an object present — can be with a verbal prompt (e.g., mommy)	
5-b	Emits 3 different mands without verbal prompts — can be with an object prompt	
5-c	Mands contain intonations that vary and are appropriate to the current MO 2 times	
5-d	Acquires a new mand in less than 20 training trials	

Skill	VB-MAPP Milestones & Supporting Skills List	PA Core Standards
5-e	Continues to emit a mand 2 times if the reinforcer is not delivered (persistence)	

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MAND
LEVEL 2

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

Skill	VB-MAPP Milestones & Supporting Skills List
10-b	Demonstrates response generalization for 2 different mands (e.g., Get me. Chase me. Run.)
10-c	Mands with an adjective 5 times — can use verbal and nonverbal prompts
10-d	Mands for information 3 times using who questions
10-e	Spontaneously mands for others to emit 20 different actions (e.g., Run. Go. Push me.)
10-f	Spontaneously mands to novel and unfamiliar people 2 times

MAND
LEVEL 3

Skill	VB-MAPP Milestones & Supporting Skills List	PA Core Standards
11-M	**Spontaneously mands for different verbal information using a WH question or question word 5 times (e.g., What's your name? Where do I go?)**	**CC.1.2.7.J*** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. **CC.1.3.7.J*** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. **CC.1.4.7.F** Demonstrate a grade-appropriate command of the conventions of standard English grammar and spelling. **CC.1.5.7.A** Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly. **CC.1.5.7.E** Adapt speech to a variety of contexts and tasks.
11-a	Mands to peers 5 times	
11-b	Spontaneously mands for attention 5 times (e.g., Teacher! Hey! Excuse me.)	
11-c	The child emits 100 or more different mands in a one week period	
11-d	Mands contain 3-word phrases 10 times (e.g, Can I see?)	
11-e	Mands for a specific quantity of reinforcers 2 times (e.g., two gummy bears)	
12-M	**Spontaneously mands for different verbal information using a WH question or question word 5 times (e.g., What's your name? Where do I go?)**	
12-a	Mands to remove an aversive item or activity 2 times (e.g., Let go. Give it back.)	
12-b	Mands for others to perform a two-step action 2 times (e.g., Come here and watch me.)	
12-c	Says please and thank you with indirect adult verbal prompts (e.g., What do you say?)	
12-d	Demonstrates MO generalization by asking for 2 different reinforcers with the same words (e.g., when wanting attention saying let's draw, and when wanting to get out of work saying let's draw)	
12-e	Mands for others to participate in an activity 2 times (e.g., Come play. Help dig.)	
13-M	**Mands with 10 different adjectives, prepositions, or adverbs (e.g., My crayon is broken. Don't take it out. Go fast.)**	
13-a	Spontaneously mands to use the bathroom 2 times	
13-b	Mands for others to attend to his own nonverbal behavior 2 times (e.g., watch me)	
13-c	Mands for others to attend to some aspect of the environment 2 times (e.g., Look, it's a truck.)	
13-d	Mands with 2 different adjectives (e.g., I want the red gummy bear.)	
13-e	Mands with 2 different prepositions (e.g., Put it in the house.)	
13-f	Mands with 2 different adverbs (e.g., Slow down.)	
14-M	**Gives directions, instructions, or explanations as to how to do something or how to participate in an activity 5 times (e.g., You put the glue on first, then stick it. You sit here while I get a book.)**	
14-a	Mands for sympathy or other emotional support 2 times (e.g., He's mean.)	
14-b	Mands for others to deliver a specific object to another person 2 times (e.g., Give it to Sarah.)	
14-c	Mands for instructions for completing a task 2 times (e.g., Where does it go? How do I do it?)	
14-d	Spontaneously mands with 3 different major parts of speech (e.g., noun-verb-adjective) in one sentence 2 times (e.g., Push the big bike fast.)	

Skill		
15-M	**Mands for others to attend to his own intraverbal behavior 5 times (e.g., Listen to me… I'll tell you… Here's what happened… I'm telling the story...)**	
15-a	Mands contain 5 word phrases or sentences 10 times	
15-b	Mands for information about future events 2 times (e.g., When are we going to the party?)	
15-c	Mands for attention to a private event 2 times (e.g., My stomach hurts.)	
15-d	Mands for information 5 times using why questions	
15-e	Mands for information 5 times using how questions	

TACT
LEVEL 1

Skill	VB-MAPP Milestones & Supporting Skills List	PA Core Standards
1-M	**Tacts 2 items with echoic and imitative prompts (e.g., people, pets, characters, or favorite objects)**	**CC.1.2.7.F**** Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative, and technical meanings.
1-a	Tacts 1 familiar person, pet, or object with verbal prompts and motivation present (e.g. mama)	**CC.1.3.7.J*** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary
		knowledge when considering a word or phrase important to comprehension or expression.
2-M	**Tacts any 4 items without echoic or imitative prompts (e.g., people, pets, characters, or other objects)**	**CC.1.3.7.F*** Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative meanings.
3-M	**Tacts 6 non-reinforcing items (e.g., shoe, hat, spoon, car, cup, bed)**	
3-a	Generalizes known responses across 2 different people and 2 settings (e.g., tacts kitty for both mom and dad: tacts dada while in bed and in the kitchen)	
3-b	Generalizes tacts across 2 examples of an item for 2 items (e.g., tacts 2 different phones)	
4-M	**Spontaneously tacts (no verbal prompts) 2 different items**	
4-a	Looks at family photos and, with verbal prompts, tacts 2 family members	
4-b	Tacts 2 pictures from a book or picture card (2D) (e.g., duck, ball)	
5-M	**Tacts 10 items (e.g., common objects, people, body parts, or pictures)**	
5-a	Tacts 5 pictures (2D)	
5-b	Maintains a newly acquired tact after 24 hours without training	
5-c	Generalizes tacts across 3 examples of an item for 5 items (e.g., tacts 3 different spoons)	

TACT
LEVEL 2

Skill	VB-MAPP Milestones & Supporting Skills List	PA Core Standards
6-M	**Tacts 25 items when asked, What's that? (e.g., book, shoe, car, dog, hat)**	**CC.1.2.7.A*** Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective
6-a	Tacts 4 different people, pets, or characters by their specific name (can include mama and dada)	summary of the text.
6-b	Tacts 2 actions when asked, for example, What am I doing? (e.g., jumping, clapping)	
6-c	Acquires a new tact in less than 20 training trials	

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

TACT
LEVEL 3

Skill	VB-MAPP Milestones & Supporting Skills List	PA Core Standards
11-M	**Tacts the color, shape, and function of 5 objects (15 trials) when each object and question is presented in a mixed order (e.g., What color is the refrigerator? What shape is the valentine? What do you do with the ball?) (This is part tact and part intraverbal)**	**CC.1.2.7.A*** Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. **CC.1.2.7.B*** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text. **CC.1.2.7.E*** Analyze the structure of the text through evaluation of the author's use of graphics, charts, and the major sections of the text. **CC.1.4.7.O** Use narrative techniques such as dialogue, description, and pacing to develop experiences, events, and/or characters; use precise words and phrases; relevant descriptive details, and sensory language to capture the action and convey experiences and events.
11-a	Tacts 2 olfactory stimuli (e.g., cookies, popcorn, flowers)	
11-b	Acquires 5 new tacts in a week without direct training	
11-c	Tacts 2 people (not family members) by their first names	
11-d	Tacts 5 categories or classes (e.g., animals, drinks, toys)	
11-e	Tacts 5 locations (e.g., kitchen, bedroom, playground, grandma's house)	
11-f	Tacts 25 items and/or activities with yes and no (e.g., Are these your shoes? Is her name Becky?) (part intraverbal because of adding a verbal SD to the task)	
11-g	Tacts the function of 25 items (e.g., Show the child a crayon and ask What do you do with this?) (part intraverbal)	
11-h	Tacts 2 specific features or parts of 25 items or people (e.g., wheels and doors on a car)	
11-i	Generalization occurs to new examples of an item or action on the first trial, for 5 items	
12-M	**Tacts 4 different prepositions (e.g., in, out, on, under) and 4 pronouns (e.g., I, you, me, mine)**	**CC.1.3.7.J*** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. **CC.1.4.7.Q** Write with an awareness of stylistic aspects of writing. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. Use sentences of varying lengths and complexities. Use precise language. Develop and maintain a consistent voice. **CC.1.4.7.R** Demonstrate a grade-appropriate command of the conventions of standard English grammar and spelling.
12-a	Tacts the class of 25 items (e.g., an adult points to a dog and says A dog is an...) (part intraverbal)	
12-b	Tacts what's wrong or missing from 10 pictures or objects (e.g., a face without a nose)	
12-c	Tacts the class and function of 10 items (e.g., show the child a cookie and say, What do you do with this? And then say to him, A cookie is a type of...) (part intraverbal)	
12-d	Tacts 2 prepositional relations (e.g., Where is Oscar? ...in the garbage can) (part intraverbal)	
12-e	Tacts people with 2 different pronouns (e.g., Who has the hat on? ...you do) (part intraverbal)	
12-f	Spontaneously tacts the function, feature, or class of an item for 5 items (e.g., That goes in the swimming pool.)	
12-g	Generalizes feature, function, and class tacting to 10 new members of each set (e.g., after training cow, bird, and monkey as animals, the child tacts a bear as an animal on the first trial)	
13-M	**Tacts 4 different adjectives, excluding colors and shapes (e.g., big, little, long, short) and 4 adverbs (e.g., fast, slow, quietly, gently)**	**CC.1.3.7.G** Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g. lighting, sound, color, or camera focus and angles in a film). **CC.1.4.7.O** Use narrative techniques such as dialogue, description, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. **CC.1.4.7.Q** Write with an awareness of stylistic aspects of writing. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. Use sentences of varying lengths and complexities. Use precise language. Develop and maintain a consistent voice.
13-a	Tacts people by gender using 4 different terms (girl, boy, man, woman)	
13-b	Spontaneously tacts the behavior of others 2 times (e.g., He's crying.)	
13-c	Tacts 2 pairs of relative adjectives (e.g., big and little; long and short) (part intraverbal if questions such as What size is this? are used)	
13-d	Spontaneously tacts with 2 different adjectives	
13-e	Spontaneously tacts with 2 different adverbs	
13-f	Spontaneously tacts possession of items 2 times (e.g., mine, yours)	
14-M	**Tacts with complete sentences containing 4 or more words, 20 times**	**CC.1.2.7.L** Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. **CC.1.3.7.A*** Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. **CC.1.3.7.G**
14-a	Tacts people by relationship using 4 different terms (e.g., sister, brother, grandmother, uncle) (part intraverbal if questions	

Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
	are used)	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g. lighting, sound, color, or camera focus and angles in a film).
14-b	Tacts 5 adjective-noun combinations in a complete sentence (e.g., That is a big dog.)	**CC.1.4.7.J**
	Tacts 5 verb-adverb combinations in a complete sentence (e.g., He is singing loud.)	Organize the claims with clear reasons and evidence clearly; clarify relationships among claim(s) and reasons by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented.
	Tacts 5 preposition-noun combinations in a complete sentence (The dog's in the house.)	**CC.1.4.7.P**
	Tacts 5 subject-verb-noun combinations in a complete sentence (e.g., The girl is pulling the wagon.)	Organize an event sequence that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another; provide a conclusion that follows from and reflects on the narrated experiences and events.
		CC.1.4.7.R Demonstrate a grade-appropriate command of the conventions of standard English grammar and spelling.
15-M	**Has a total tact vocabulary of 1000 words (nouns, verbs, adjectives, etc.), tested or from an accumulated list of known tacts**	**CC.1.2.7.G** Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g. how the delivery of a speech affects the impact of the words).
15-a	Tacts 3 emotional states of self or others (e.g., sad, happy, mad) (part intraverbal if questions such as How do you feel? are used)	**CC.1.2.7.H*** Evaluate an author's argument, reasoning, and specific claims for the soundness of the argument and the relevance of the evidence.
15-b	Tacts 5 frequently used gestures that have a verbal function (e.g., pinching their nose for a bad smell, finger over the lips for quiet, thumbs up for a good job, a fake yawn for being tired)	**CC.1.2.7.K*** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.
15-c	Tacts 5 community helpers (e.g., policeman, fireman, nurse, doctor, garbage man)	**CC.1.3.7.D*** Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
15-d	Tacts with 2 different negation words 5 times (e.g., That's not a cat.)	**CC.1.3.7.E*** Analyze how the structure or form of a text contributes to its meaning.
15-e	Tacts 5 social, community, or group events (e.g., parade, party, emergency)	**CC.1.4.7.I**
15-f	Spontaneously tacts 2 different social circumstances (e.g., They are busy. They are arguing.)	Acknowledge alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic.
15-g	Spontaneously emits untrained tacts in sentences containing at least 5 words, 5 times	**CC.1.4.7.P** Organize an event sequence that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another; provide a conclusion that follows from and reflects on the narrated experiences and events.

LISTENER RESPONDING
LEVEL 1

Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
1-M	**Attends to a speaker's voice by making eye contact with the speaker 5 times**	**CC.1.4.7.T** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
1-a	Turns head to locate the source of a sound (e.g., bell, squeaky toy, a cell phone ringing)	**CC.1.5.7.A** Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.
		CC.1.5.7.D Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
2-M	**Responds to hearing his own name 5 times (e.g., looks at the speaker)**	
2-a	Smiles at the sound of the caretaker's voice 2 times	
3-M	**Looks at, touches, or points to the correct family member, pet, or other reinforcer when presented in an array of 2, for 5 different reinforcers (e.g., Where's Elmo? Where's mommy?)**	**CC.1.2.7.F**** Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative, and technical meanings.
3-a	Interrupts a play activity when his name is called	**CC.1.5.7.A**

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

LISTENER RESPONDING
LEVEL 2

Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
6-M	**Selects the correct item from a messy array of 6, for 40 different objects or pictures (e.g., Find cat. Touch ball.)**	**CC.1.2.7.A*** Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
6-a	Selects the correct item from a messy array of 5, for 25 different items (e.g., book, car, dog, shoe)	
6-b	Acquires a new listener skill in less than 25 training trials	**CC.1.2.7.C*** Analyze the interactions between individuals, events, and ideas in a text.
6-c	Discriminates among 6 people, pets, or characters by name (e.g., Find Oscar.)	
6-d	Generalizes in a listener task across 3 examples of 25 different items	
7-M	**Generalizes listener discriminations (LDs) in a messy array of 8, for 3 different examples of 50 items (e.g., the child can find 3 examples of a train)**	**CC.1.4.7.C** Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.
7-a	Goes to 3 specified people on command (e.g., Go to Debbie)	
7-b	Points to a named item in a book for 5 items (e.g., Where's the fire truck?)	**CC.1.4.7.D** Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.
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)	

Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
8-M	**Performs 10 specific motor actions on command (e.g., Show me clapping. Can you hop?)**	**CC.1.2.7.J*** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. **CC.1.4.7.B** Identify and introduce the topic clearly, including a preview of what is to follow.
8-a	Goes to 3 specified locations on command (e.g., Go to the kitchen. Show me your bedroom.)	
8-b	Selects the correct item from an array of 8 containing 2 similar stimuli (e.g., same color), for 20 items	
8-c	Selects an item when given the sound that the item makes for 5 items (e.g., barking: dog, siren: fire truck)	
8-d	Selects 2 items from an array of 8 for 5 sets of items (noun-noun) (e.g., Where's the baby and the bottle?)	
9-M	**Follows 25 two-component noun-verb and/or verb-noun instructions (e.g., Show me the baby sleeping. Push the swing.)**	**CC.1.3.7.F*** Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative meanings. **CC.1.4.7.A** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.
9-a	Acquires 2 new listener responses without formal training (e.g., someone asks another person to turn on a light, and the child goes over to the light, and no one knew that she knew the word light)	
9-b	Appropriately responds to 5 different gestures (e.g., finger to the lips for quiet, palm out for stop)	
9-c	Demonstrates 3 specified actions to 3 different people (e.g., Hug Grandma. Give Laura a high-five.)	
9-d	Selects 2 targeted items from a scene, book, or natural environment for 20 sets of items (noun-noun) (e.g., Where's the elephant and giraffe?)	
10-M	**Selects the correct item in a book, picture scene, or natural environment when named for 250 items, tested or from an accumulated list of known words**	**CC.1.2.7.A*** Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. **CC.1.3.7.H*** Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as means of understanding how authors of fiction use or alter history.
10-a	Performs two consecutive actions for 10 different sets of actions (verb-verb) (e.g., Show me jumping and clapping.	
10-b	Discriminates between 2 colors from an array of 4 different colored objects	
10-c	Discriminates between 2 shapes from an array of 4 different shapes	
10-d	Generalizes in a noun-verb listener task with a new object for 5 different actions (e.g., after receiving training on spinning and rolling a pencil, the child correctly spins and rolls a straw on the first trial)	
10-e	Generalizes in a noun-verb listener task with a new action for 5 objects (e.g., can spin any item)	

LISTENER RESPONDING
LEVEL 3

Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
11-M	**Selects items by color and shape from an array of 6 similar stimuli, for 4 colors and 4 shapes (e.g., Find the red car. Find the square cracker.)**	**CC.1.3.7.B*** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.
11-a	Puts 5 specified items where they belong (e.g., Put the hairbrush away.)	
11-b	Discriminates among 4 colors in an array of 4 different colored objects	
11-c	Discriminates among 4 shapes in an array of 4 different shapes	
11-d	Discriminates between 2 different prepositions (e.g., in, on, under)	
11-e	Discriminates between self and others given a pronoun (e.g., your, my)	
11-f	Selects two different colors or shapes from an array of 8 for 10 pairs (e.g., Give me red and blue.)	
12-M	**Follows 2 instructions involving 6 different prepositions (e.g., Stand behind the chair.) and 4 different pronouns (e.g., Touch my ear.)**	**CC.1.3.7.A*** Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. **CC.1.4.7.T** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising,
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.)	

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

VISUAL PERCEPTUAL SKILLS AND MATCHING-TO-SAMPLE
LEVEL 1

Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
1-M	**1-M Visually tracks moving stimuli for 2 seconds, 5 times**	**CC.1.1** **CC.2.1.7.D.1*** Analyze proportional relationships and use them to model and solve real-world and mathematical problems.
1-a	Visually attends to faces and people 5 times	
1-b	Visually attends to reinforcing objects 5 times	

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

VISUAL PERCEPTUAL SKILLS AND MATCHING-TO-SAMPLE
LEVEL 2

Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
6-M	**Matches identical objects or pictures in a messy array of 6, for 25 items**	**CC.1.2.7.B*** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.
6-a	Connects 2 items or toys together (e.g. Duplos)	
6-b	Nests identical objects in a stack 2 times (e.g., bowls, cups, plates	
6-c	Turns 2 pages in a book	
6-d	Completes 3 different inset puzzles containing 3-4 pieces without prompts	
6-e	Stacks 4 blocks without help	
6-f	Matches identical objects or pictures in a neat array of 3, for 10 items (e.g., matches a hat to a hat)	
6-g	Matches identical objects or pictures that are different sizes in a messy array of 6, for 10 items (e.g., matches a big red ball to	

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

VISUAL PERCEPTUAL SKILLS AND MATCHING-TO-SAMPLE
LEVEL 3

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

INDEPENDENT PLAY

<table>
<tr><td colspan="3" align="center">LEVEL 1</td></tr>
<tr><td>Skill</td><td>VB-MAPP Milestones & Supporting Skills</td><td>PA Core Standards</td></tr>
<tr>
<td>1-M</td>
<td>Manipulates and explores objects for 1 minute (e.g., looks at a toy, turns it over, presses buttons)</td>
<td rowspan="6">CC.1.3.7.K
Read and comprehend literary fiction on grade level, reading independently and proficiently.
CC.1.5.7.G
Demonstrate command of the conventions of standard English when speaking based on grade 7 level and content.</td>
</tr>
<tr><td>1-a</td><td>Has a favorite comfort item that he might sleep with or carry (e.g., a blanket, stuffed animal)</td></tr>
<tr><td>1-b</td><td>Reaches for objects of interest (e.g., keys, cup, ball)</td></tr>
<tr><td>1-c</td><td>Transfers items from one hand to another</td></tr>
<tr><td>1-d</td><td>Looks at a toy when it is picked up by an adult</td></tr>
<tr><td></td><td></td></tr>
<tr>
<td>2-M</td>
<td>Shows variation in play by independently interacting with 5 different items (e.g., plays with rings, then a ball, then a block)</td>
<td rowspan="7">CC.1.5.7.D
Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
CC.1.5.7.E
Adapt speech to a variety of contexts and tasks.
CC.1.5.7.G
Demonstrate command of the conventions of standard English when speaking based on grade 7 level and content.</td>
</tr>
<tr><td>2-a</td><td>Points to a toy or object of interest</td></tr>
<tr><td>2-b</td><td>Drops items to watch them fall, or demonstrates other interests in cause-and-effect</td></tr>
<tr><td>2-c</td><td>Opens cupboard doors, toy boxes, or reaches in a toy container</td></tr>
<tr><td>2-d</td><td>Repeats a play behavior that produces an auditory sound (e.g., squeezes toys, bangs items)</td></tr>
<tr><td>2-e</td><td>Makes eye contact with others 3 times during play</td></tr>
<tr><td></td><td></td></tr>
<tr>
<td>3-M</td>
<td>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)</td>
<td rowspan="7">CC.1.5.7.E
Adapt speech to a variety of contexts and tasks.
CC.1.5.7.G
Demonstrate command of the conventions of standard English when speaking based on grade 7 level and content.</td>
</tr>
<tr><td>3-a</td><td>Brings a toy or object of interest to an adult</td></tr>
<tr><td>3-b</td><td>Dumps containers of items on floor</td></tr>
<tr><td>3-c</td><td>Transfers items in or out of a container</td></tr>
<tr><td>3-d</td><td>Generalizes known play behaviors to a novel environment</td></tr>
<tr><td>3-e</td><td>Carries toys or objects from one place to another</td></tr>
<tr><td></td><td></td></tr>
<tr>
<td>4-M</td>
<td>Independently engages in movement play for 2 minutes (e.g., swinging, dancing, rocking, jumping, climbing)</td>
<td rowspan="6">CC.1.5.7.E
Adapt speech to a variety of contexts and tasks.
CC.1.5.7.G
Demonstrate command of the conventions of standard English when speaking based on grade 7 level and content.</td>
</tr>
<tr><td>4-a</td><td>Enters a playhouse or similar play structure without adult verbal prompting</td></tr>
<tr><td>4-b</td><td>Learns to work a toy correctly after an adult demonstrates its use (e.g., push buttons on a pop-up toy)</td></tr>
<tr><td>4-c</td><td>Mands to an adult for assistance with an item (e.g., child holds up something he can't open)</td></tr>
<tr><td>4-d</td><td>Spontaneously dances when music is played</td></tr>
<tr><td>4-e</td><td>Enjoys being pulled or pushed in a wagon, on a tricycle, or other toy vehicle</td></tr>
<tr>
<td>5-M</td>
<td>Independently engages in cause-and-effect play for 2 minutes (e.g., dumping containers, playing with pop-up toys, pulling toys, etc.)</td>
<td rowspan="6">CC.1.5.7.D
Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
CC.1.5.7.E
Adapt speech to a variety of contexts and tasks.
CC.1.5.7.G
Demonstrate command of the conventions of standard English when speaking based on grade 7 level and content.</td>
</tr>
<tr><td>5-a</td><td>Takes pieces of a set apart (e.g., Duplos, Bristle blocks)</td></tr>
<tr><td>5-b</td><td>Spontaneously pulls and pushes items around</td></tr>
<tr><td>5-c</td><td>Carries a large play object to a new location (e.g., a toy car garage)</td></tr>
<tr><td>5-d</td><td>Emits sounds or words associated with toys (e.g., says vroom vroom with a car)</td></tr>
<tr><td>5-e</td><td>Connects things or puts them together (e.g., a car on a track, Duplos)</td></tr>
</table>

<div align="center">INDEPENDENT PLAY</div>

LEVEL 2

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

INDEPENDENT PLAY
LEVEL 3

Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
11-M	**Spontaneously engages in pretend or imaginary play on 5 occasions (e.g., dressing up, a pretend party with stuffed animals, pretends to cook)**	**CC.1.4.7.T** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
11-a	Navigates a riding toy around obstructions (e.g., moving a tricycle or big wheel around a pole)	**CC.1.4.7.U** Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
11-b	Demonstrates 1 to 1 correspondence in play activities (e.g., places plastic eggs in an egg carton, a doll in a bed with a bottle)	**CC.1.5.7.D** Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
11-c	Will get toys and play independently for 2 minutes	**CC.1.5.7.E** Adapt speech to a variety of contexts and tasks.
11-d	Sings, hums, or recites a few words to familiar songs while engaged in an activity	**CC.1.5.7.G** Demonstrate command of the conventions of standard English when speaking based on grade 7 level and content.
12-M	**Repeats a gross motor behavior to obtain a better effect for 2 activities (e.g., throwing a ball in a basket, swinging a bat at a T-ball, foot stomping to launch a rocket, pumping a swing)**	
12-a	Brings an assembly activity to completion (e.g., builds a structure out of blocks, strings beads to make a necklace and wears it)	
12-b	Colors in a picture in a coloring book or on paper	
12-c	Independently sits and looks at a book for 5 minutes	
12-d	Accepts direction from a peer when playing in the same area	
13-M	**Independently engages in arts and crafts type activities for 5 minutes (e.g., drawing, coloring, painting, cutting, pasting)**	
13-a	Uses arts and crafts materials as intended (e.g., cuts with scissors, uses glue)	
13-b	Waits for a turn at an activity (e.g., waits for another child to get off a swing, or a turn at an activity table)	
13-c	Independently draws recognizable items	
13-d	Shows a completed project to an adult or peer (e.g., an art project)	
13-e	Colors items mostly within their boundaries in a coloring book	
14-M	**Independently engages in sustained play activities for 10 minutes without adult prompts or reinforcement (e.g., playing with an Etch-a-sketch, playing dress-up)**	
14-a	Demonstrates an appropriate response when an activity is interrupted or stopped (e.g., the child will stop playing when told to do so by an adult)	
14-b	Follows safety rules (e.g., does not throw objects at other children or climb too high on play structures)	
14-c	Will pretend to write a note	
14-d	Independently gets, sets-up, completes, and (with prompts) puts away a play activity	
15-M	**Independently draws or writes in pre-academic activity books for 5 minutes (e.g., dot-to-dot, matching games, mazes, tracing letters and numbers)**	
15-a	Demonstrates a willingness to try physical activities that are more challenging (e.g., ride a bike with training wheels, in-line skates, hitting a golf ball with a club)	
15-b	Spontaneously assists in daily activities (e.g., setting the table, planting seeds in a garden, sorting socks)	
15-c	Will engage in a non-preferred activity to earn a preferred activity	
15-d	Plays computer or video games and properly operates the equipment	
15-e	Will independently solve problems encountered in play (e.g., pulling on a toy that is stuck)	

SOCIAL BEHAVIOR AND SOCIAL PLAY
LEVEL 1

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

SOCIAL BEHAVIOR AND SOCIAL PLAY
LEVEL 2

Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
6-M	**Initiates a physical interaction with a peer 2 times (e.g., a push in a wagon, hand holding, Ring Around the Rosy)**	**CC.1.4.7.T** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. **CC.1.5.7.D**
6-a	Looks at a peer when he talks 2 times	
6-b	Chases peers in play with adult prompts 2 times	

Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
6-c	Sits with peers in a group activity (e.g., music) without disruptive behavior for 2 minutes	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. **CC.1.5.7.E** Adapt speech to a variety of contexts and tasks. **CC.1.5.7.G** Demonstrate command of the conventions of standard English when speaking based on grade 7 level and content.
6-d	Engages in physical play with peers (e.g., rolling down a hill) with adult prompts 2 times	
6-e	Spontaneously imitates 5 different behaviors of peers	
7-M	**Spontaneously mands to peers 5 times (e.g., My turn. Push me. Look! Come on.)**	
7-a	Mands to peers with adult prompts 5 times (e.g., Ask Katie for a cookie.)	
7-b	Echoes a peer's sounds or words with adult prompts 2 times (e.g., What did he say?)	
7-c	Spontaneously joins other children in a play activity 2 times (e.g., a playhouse)	
7-d	Spontaneously offers a reinforcer to a peer 1 time	
8-M	**Engages in sustained social play with peers for 3 minutes without adult prompts or reinforcement (e.g., cooperatively setting up a play set, water play)**	
8-a	Spontaneously greets others with a wave or vocal response 1 time	
8-b	Spontaneously imitates a peer's actions with objects 2 times (e.g., blowing a pinwheel)	
8-c	Responds to the mands of peers with adult prompts 2 times (e.g., Give him the car.)	
8-d	Spontaneously echoes a peer's words 2 times	
9-M	**Spontaneously responds to the mands from peers 5 times (e.g., Pull me in the wagon. I want the train.)**	
9-a	Spontaneously copies a peer's assembly of toys or other items 1 time (e.g., Duplo)	
9-b	Responds appropriately to mands from peers for an object 2 times (e.g., Give me the truck.)	
9-c	Responds appropriately to mands from peers for an action 2 times (e.g., Push me.)	
9-d	Responds to the mands of peers to stop a behavior 1 time (e.g., Stop pushing me.)	
9-e	Spontaneously mands for help from adults 1 time	
9-f	Tacts items for the benefit of peers with adult prompts, 2 times (e.g., There's your car.)	
10-M	**Spontaneously mands to peers to participate in games, social play, etc., 2 times (e.g., Come on you guys. Let's dig a hole.)**	
10-a	Spontaneously mands to peers to follow directions 2 times (e.g., Put the bike here.)	
10-b	Spontaneously mands for others to attend to what he is attending to (e.g., Look at this!)	
10-c	Spontaneously mands for others to attend to his behavior 2 times (e.g., Watch me.)	
10-d	Mands for attention from peers 2 times (e.g., Hey Johnny!)	
10-e	Spontaneously imitates a peer riding on a tricycle, toy car, or other riding toy 2 times	

SOCIAL BEHAVIOR AND SOCIAL PLAY
LEVEL 3

Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
11-M	**Spontaneously cooperates with a peer to accomplish a specific outcome 5 times (e.g., one child holds a bucket while the other pours in water)**	**CC.1.4.7.T** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. **CC.1.5.7.A** Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.
11-a	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	

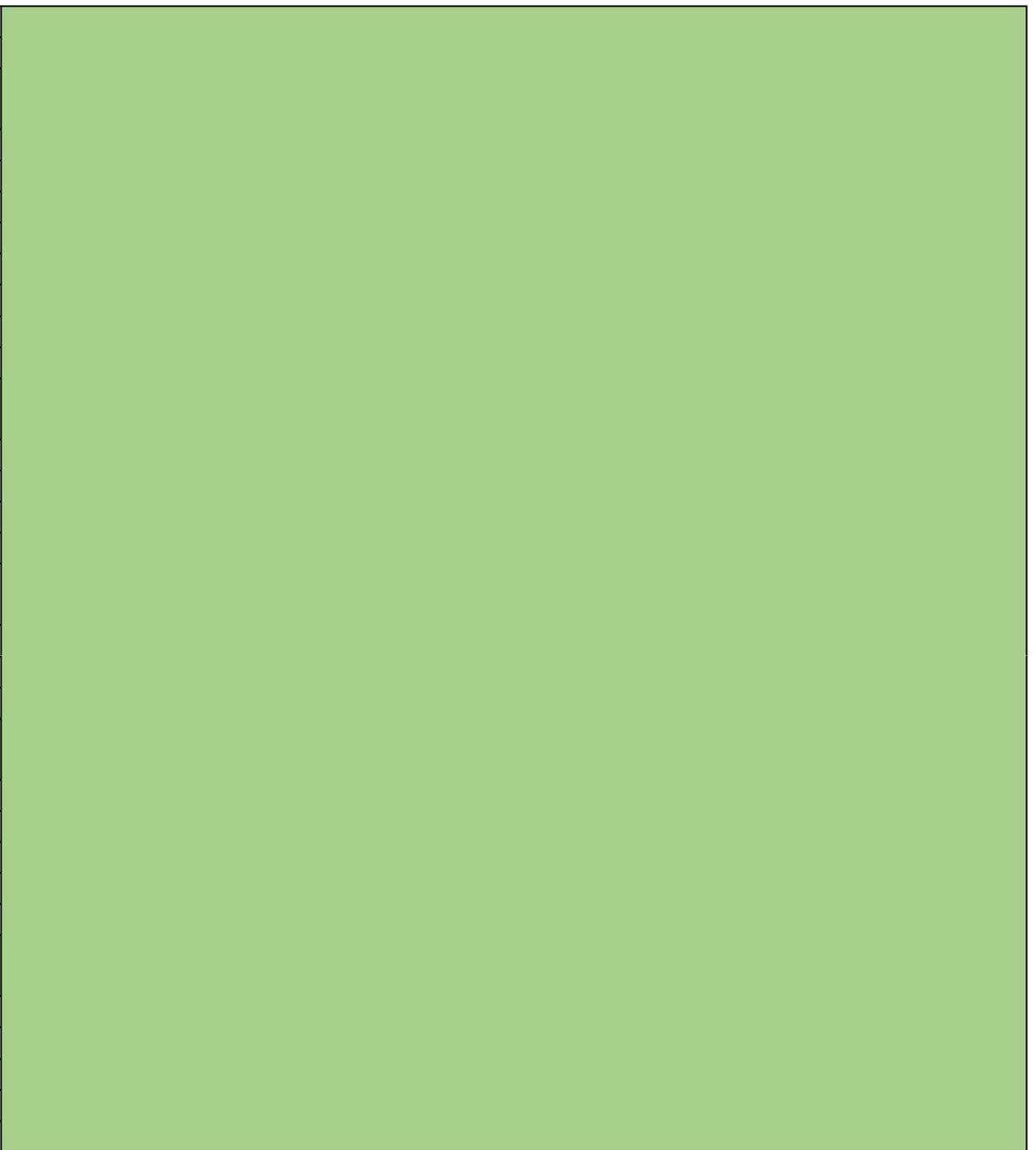|		
11-d	Accepts an invitation to join a social play activity with a peer 2 times	**CC.1.5.7.D** Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.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

MOTOR IMITATION

LEVEL 1

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

MOTOR IMITATION
LEVEL 2

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

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

ECHOIC

LEVEL 1

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

ECHOIC
LEVEL 2

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

SPONTANEOUS VOCAL BEHAVIOR
LEVEL 1

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

LISTENER RESPONDING BY FUNCTION, FEATURE, & CLASS

<table>
<tr><td colspan="3" align="center">**LEVEL 2**</td></tr>
</table>

Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
6-M	**Selects 5 different foods or drinks when each are presented in an array of 5 (with 4 non-food or non-drink items) and asked the verbal fill-ins You eat… and You drink...**	**CC.1.2.7.F**** Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative, and technical meanings.
6-a	Selects an animal from an array of 3 for 5 different sounds made by animals (e.g., Meow says a...)	
6-b	Selects an object from an array of 3 for 5 different sounds made by objects (e.g., Toot, toot goes the...)	
6-c	Selects an item from an array of 3 for 5 different song fill-ins corresponding with the items (e.g., The wheels on the...)	
7-M	**Selects the correct item from an array of 8 for 25 different LRFFC fill-in statements of any type (e.g., You sit on a...)**	**CC.1.2.7.F**** Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative, and technical meanings. **CC.1.2.7.J*** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
7-a	Selects an item from an array of 5 for 5 different fill-in statements containing a verb (e.g., You sleep in a...)	
7-b	Selects an item from an array of 5 for 5 different spoken associated sets of words (e.g., Shoes and...)	
7-c	Reverses 5 previously acquired associations in an LRFFC format (e.g., Shoes and..., Socks and...)	
7-d	Generalizes 10 known LRFFC responses to different tones of voice, volumes, prosody, etc.	
7-e	Generalizes 10 known LRFFC responses to new carrier phrases without training (e.g., Let's sit on a...Time to sit on a...)	
7-f	Generalizes 10 known LRFFC responses to 2 different pictures or objects (e.g., two different shoes)	
8-M	**Selects the correct item from an array of 10 (or from a book) for 25 different verb-noun what, which, or who questions (e.g., What do you ride? Which one barks? Who can hop?)**	**CC.1.2.7.B*** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text. **CC.1.2.7.F**** Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative, and technical meanings.
8-a	Selects an item from an array of 8 for 10 fill-in function statements (e.g., You draw with a...)	
8-b	Selects an item from an array of 8 for 10 fill-in feature statements (e.g., You find wheels on a...)	
8-c	Selects an item from an array of 8 for 10 fill-in class statements (e.g., A kind of animal is a...)	
8-d	Selects an item from an array of 8 for 10 different what questions (e.g., What do you eat?)	
8-e	Selects an item from an array of 8 for 10 different what questions (e.g., which one flies?)	
8-f	Selects an item from an array of 8 for 10 different which questions (e.g., Who builds a nest?)	
9-M	**Selects an item given 3 different verbal statements about each item when independently presented (e.g., Find an animal. What barks? What has paws?) for 25 items**	**CC.1.5.7.C** Analyze the main ideas and supporting details presented in diverse media formats (e.g. visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
9-a	Demonstrates LRFFC class generalization with 5 examples (e.g., 5 different animals) for 10 classes	
9-b	Emits 10 known LRFFC responses in an array of 10 in less than 1 minute (fluency)	
9-c	Selects an item given 2 different verbal statements about each item when independently presented (e.g., Find a food. What do you eat?) for 10 different items	
9-d	Selects an item from an array of 10 for 10 different LRFFC where questions (e.g., Where do you find the milk?)	
9-e	Demonstrates 10 LRFFC responses in the natural environment	
10-M	**Spontaneously tacts the item on 50% of the LRFFC trials (e.g., says Dog given the verbal statement Find an animal and a visual array containing a picture of a dog)**	**CC.1.5.7.G** Demonstrate a command of the conventions of standard English when speaking based on grade 7 level and content.
10-a	Selects an item from an array of 10 given the class and a function (e.g., Find something you wear on your feet.) for 25 items	
10-b	Selects an item from an array of 10 given the class and a feature (e.g., Find an animal with wings.) for 25 items	
10-c	Demonstrates 5 untrained LRFFC responses in the natural environment	
10-d	Generalizes to 25 novel 2-component LRFFC tasks without training (e.g., Do you see a red fruit.)	
10-e	Spontaneously emits 5 LRFFC responses (e.g., gets a broom after hearing, There's dirt on the floor.)	

LISTENER RESPONDING BY FUNCTION, FEATURE, & CLASS

LEVEL 3

Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
11-M	**Selects the correct item from an array of 10 that contains 3 similar stimuli (e.g., similar color, shape, or class, but they are the wrong choices), for 25 different WH question LRFFC tasks**	**CC.1.2.7.A*** Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. **CC.1.4.7.D** Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to create cohesion and clarifying the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.
11-a	Selects 2 members of a class (e.g., Find two body parts.) from an array of 10, for 25 classes	
11-b	Selects 50 items from a book given any type of LRFFC task	
11-c	Selects 50 items from the natural environment or in a functional activity (e.g., setting the table) given any type of LRFFC task	
11-d	Demonstrates 200 different LRFFC response, tested or obtained from an accumulated list of known responses	
11-e	Selects a picture for the next step in a sequence (e.g., First you turn on the water in the tub, then you...) for 10 sequences	
11-f	Selects a picture from an array of 10 given a general time question (e.g., when asked, What time do you go to bed? the child selects a picture of nighttime) for 5 items	
12-M	**Selects an item from a book based on 2 verbal components: either a feature (e.g., color), function (e.g., draw with), or class (e.g., clothing) for 25 items (e.g., Do you see a brown animal? Can you find some clothing with buttons?)**	**CC.1.4.7.D** Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to create cohesion and clarifying the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.
12-a	Selects an item from an array of 10 given a color and class (e.g., a yellow animal) for 25 items	
12-b	Selects an item from an array of 10 given a shape and class (e.g., a round food) for 25 items	
12-c	Selects an item from an array of 10 given a function (e.g., color on it) and a class (e.g., art supplies) for 25 LRFFC tasks (e.g., Find something to color on from the art cabinet.)	
12-d	Selects an item from an array of 10 given a feature (e.g., wheels, wings) and a class (e.g., animals, vehicles) for 25 LRFFC tasks (e.g., Where's a vehicle with wheels? Where's a vehicle with wings?)	
12-e	Selects an item from an array of 10 given any adjective (but not color or shape) and a function (e.g., It's hot and you eat it... spaghetti) for 25 LRFFC tasks	
12-f	Selects an item from an array of 10 given any adjective (but not color or shape) and a feature (e.g., It's soft and has ears... rabbit) for 25 LRFFC tasks	
13-M	**Selects items from a page in a book or in the natural environment based on 3 verbal components (e.g. verb, adjective, preposition, pronoun), for 25 WH-question LRFFC tasks (e.g. Which fruit grows on trees?)**	**CC.1.2.7.J*** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. **CC.1.4.7.D** Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to create cohesion and clarifying the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.
13-a	Selects an item from a book after being read a short passage (10+ words) and given an LRFFC question (e.g., Who blew the house down?)	
13-b	Selects an item from an array of 10 given a preposition and any LRFFC question (e.g., What's above a roof?) for 25 items	
13-c	Selects an item from an array of 10 given a pronoun and any LRFFC question (e.g., Which toys are his?) for 25 items	
13-d	Selects an item from an array of 10 given an adverb and any LRFFC question (e.g., Which animal runs fast?) for 25 items	
13-e	Selects 10 community helpers from a book when asked what they do (e.g., Who helps you when you are sick?)	
13-f	Selects 2 different items from an array of 10 given 2 different classes or functions (e.g., Can you find a fruit and a meat?) for 25 sets	
13-g	Selects a location from an array of 10 given 2 items from that location (e.g., You buy meat and bread at the...store) for 10 locations	
13-h	Selects an item in the natural environment that contains 3 similar stimuli when given an LRFFC question for 25 tasks (e.g., Get something to sweep with. Find something to make this stick.)	
14-M	**Selects the correct items from a book or the natural environment given 4 different rotating LRFFC questions about a single topic (Where does the cow live? What does the cow eat? Who milks the cow?) for 25 different topics**	**CC.1.2.7.J*** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. **CC.1.2.7.K***
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	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
14-c	Selects an item from a book given a how question (e.g., How do you get to school?) for 10 items	**CC.1.5.7.C**
14-d	Selects an item from an array of 10 given a preposition after a verb (e.g., eat with, eat at, write on, write with) for 25 verb-preposition combinations	Analyze the main ideas and supporting details presented in diverse media formats (e.g. visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
14-e	Selects an item when asked to find something that is different in an array of 5 (e.g., 4 spoons and 1 fork) for 25 items	
14-f	Selects an item from an array of 10 when asked What is missing? from a picture (e.g., a car without wheels, an airplane without wings) for 25 items	
15-M	**Demonstrates 1000 different LRFFC responses, tested or obtained from an accumulated list of known responses**	**CC.1.3.7.F***
15-a	Selects an item from an array of 10 relating to past events (e.g., Where did you go yesterday?) for 5 events	Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative meanings.
15-b	Selects an item relating to future events (e.g., What's happening tomorrow?) for 5 events	**CC.1.3.7.K**
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?)	Read and comprehend literary fiction on grade level, reading independently and proficiently. **CC.1.5.7.B**
15-d	Selects an item from an array of 10 when asked Which one is not? in an LRFFC format (e.g., Which one is not a musical instrument?) for 25 functions, features, or classes	Delineates a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
15-e	Selects items from a page in a book or in the natural environment based on 4 verbal components (e.g., verb, adjective, preposition, pronoun) for 25 LRFFC tasks (e.g., Whose bed did Goldilocks sleep in?)	

INTRAVERBAL
LEVEL 2

Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
6-M	**Completes 10 different fill-in-the-blank phrases of any type (e.g., song fill-ins, social games and fun fill-ins, animal or object sounds)**	**CC.1.2.7.J*** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
6-a	Provides the sound made by 2 animals or objects (e.g., A dog says... A horn goes...)	
6-b	Gives 2 animal names when given the sounds they make (e.g., Meow says a...)	
6-c	Completes 5 different song fill-ins (e.g., The wheels on the... Twinkle, twinkle little...)	
6-d	Completes 2 different verbal fill-ins involving fun activities (e.g., Peek-a-... Ready, set...)	
7-M	**Provides first name when asked, What is your name?**	
7-a	Completes 5 different in-context fill-ins (e.g., You sleep in your... while at his bed)	
7-b	Correctly responds to 5 in-context fill-ins when they are reversed (e.g., In your bed you go to...)	
7-c	Completes 5 different out of context fill-in-the-blank phrases (e.g., You wash your...)	
7-d	Generalizes 10 known intraverbal responses to a different adult and setting	
8-M	**Completes 25 different fill-in-the-blank phrases (not including songs) (e.g., You eat... You sleep in a… Shoes and...)**	**CC.1.2.7.J*** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
8-a	Completes 2 *eat* and 2 *drink* classification fill-ins (*e.g., You eat... You drink...*)	
8-b	Completes 5 different noun-noun association fill-in-the-blank phrases (e.g., mommy and...)	
8-c	Completes 5 song fill-ins with 2 or more words (e.g., Old McDonald... had a farm)	
8-d	Generalizes 10 intraverbal responses to new carrier phrases (e.g., We bounce a... Let's bounce a...)	
9-M	**Answers 25 different what questions (e.g., What do you brush?)**	**CC.1.4.7.A**

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

INTRAVERBAL
LEVEL 3

Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
11-M	**Spontaneously emits 20 intraverbal comments (can be part mand) (e.g., dad says I'm going to the car, and the child spontaneously says I want to go for a ride!)**	**CC.1.5.6.A** Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.
11-a	Completes 10 two-component (noun-verb) fill-ins (e.g., For breakfast you eat... For lunch you eat...)	
11-b	Answers 25 two-component where questions (e.g., Where do you find the milk? Where's your wagon?)	
11-c	Answers 25 two-component who questions (e.g., Who takes you to school? Who do you play with?)	
11-d	Answers 25 what questions involving function (e.g., What do you do with crayons?)	
11-e	Answers 25 what questions when given the function (e.g., What gets you clean?)	
11-f	Demonstrates 10 untrained intraverbals (e.g., retells what happened in a video without any specific training)	
11-g	Demonstrates 5 new intraverbals with just tact training (e.g., tact of computer...Daddy has a computer.)	
11-h	Answers I don't know to questions that the child cannot answer	
12-M	**Demonstrates 300 different intraverbal responses, tested or obtained from an accumulated list of known intraverbals**	**CC.1.4.7.W** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
12-a	Provides at least 3 members of 10 classes (e.g., What do you see on a playground?)	**CC.1.5.7.A** Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.
12-b	Answers 25 multiple choice questions (e.g., Does a fish live in the water or in trees?)	
12-c	Provides 10 categories when given several members (e.g., a horse, cow, and pig are all...)	
12-d	Provides the name of 25 items when given a specific feature (e.g., What has wheels?)	
12-e	Provides 2 features of 10 items when given their names (e.g., What's on a fire truck?)	
12-f	Provides an answer to 3 emotion questions (e.g., What makes you sad? What makes you happy?)	
12-g	Provides at least 25 3+ word responses to questions (e.g., when asked What do you like to play? the child responds I like to play with cars)	

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

CLASSROM ROUTINES & GROUP SKILLS
LEVEL 2

Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
6-M	**Sits at a group snack or lunch table without negative behavior for 3 minutes**	**CC.1.5.7.A** Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.
6-a	Adjusts to separation from parents (e.g., does not cry when parents leave)	**CC.1.5.7.D** Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
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	**CC.1.5.7.E** Adapt speech to a variety of contexts and tasks.
6-d	Demonstrates general compliance for all classroom aides	**CC.1.5.7.G** Demonstrate command of the conventions of standard English when speaking based on grade 7 level and content.
7-M	**Puts away personal items, lines up, and comes to a table with only 1 verbal prompt**	
7-a	Does not attempt to move away from a peer when seated next to him	
7-b	Puts away personal items (e.g., coat, backpack, lunch box) with gestural and verbal prompts	
7-c	Goes to and sits at a table with other children with only verbal prompts	
7-d	Cooperates with hand washing with physical assistance	
7-e	Does not engage in negative behavior toward a peer when seated next to him	
8-M	**Transitions between classroom activities with no more than 1 gestural or verbal prompt**	
8-a	Goes to a circle group and sits with only verbal prompts	
8-b	Goes to and sits at a table or work station with only verbal prompts	
8-c	Waits while seated at a table, without touching materials, until allowed to do so	
8-d	Sits in a circle group for 2 minutes without disruptive behavior or prompts to remain seated	
9-M	**Sits in a small group for 5 minutes without disruptive behavior or attempting to leave the group**	
9-a	Comes inside after recess with only verbal prompts	
9-b	Participates in group movement and song activities with only verbal prompts (e.g., Ring Around the Rosy, Duck-Duck Goose, Hokey Pokey)	
9-c	Imitates group activities with objects (e.g., tapping sticks together, shaking a maraca)	
9-d	Sings songs with the group with only verbal prompts (e.g., Head, shoulders, knees and toes)	
10-M	**Sits in a small group for 10 minutes, attends to the teacher or material for 50% of the period, and responds to 5 of a teacher's SDs**	
10-a	Gets lunch with only verbal prompts	
10-b	Puts away backpack, lunch box, or coat upon entering the classroom with group prompts	
10-c	Imitates group activities with objects (e.g., tapping sticks together, shaking a maraca)	
10-d	Gets out and opens most snack/lunch items independently	
10-e	Verbally responds in a group setting 2 times during a 5 minute session	
10-f	Imitates peers doing a song or activity in a group setting 2 times in a 5 minute session	
10-g	Will sit on the toilet without negative behavior when prompted, but may not eliminate	

CLASSROM ROUTINES & GROUP SKILLS
LEVEL 3

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

LINGUISTIC STRUCTURE
LEVEL 2

Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
6-M	**The child's articulation of 10 tacts can be understood by familiar adults who cannot see the item tacted**	**CC.1.2.7.J*** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. **CC.1.5.7.G** Demonstrate a command of the conventions of standard English when speaking based on grade 7 level and content.
7-M	**Has a total listener vocabulary of 100 words (e.g., Touch nose. Jump. Find keys.)**	
7-a	Uses recognizable words more frequently than jargon	
7-b	Emits 2-3 word carrier phrases without "understanding" each word (e.g., It's a cat. Go for a ride?)	
7-c	Has a total speaker vocabulary size of 50 words (all verbal operants except echoic)	
8-M	**Emits 10 different 2-word utterances per day of any type except echoic (e.g., mand, tact)**	
8-a	Emits 2-word mands for recurrence (e.g., more tickle)	
8-b	Emits 2-word noun-verb or verb-noun mands or tacts (e.g., Pour juice. Baby crying.)	
8-c	Adjusts volume of voice on command (e.g., whispers and uses loud voice)	
8-d	Echoes 10 different rhythms, intonations, or pitches	
9-M	**Emits functional prosody (i.e., rhythm, stress, intonation) on 5 occasions in one day (e.g., puts emphasis or stress on certain words at appropriate times such as, It's MINE!)**	
9-a	Consistently emits the initial consonants of words	
9-b	Emits 2-word mands for possession (e.g., My cookie. That's mine.)	
9-c	Emits 2-word mands or tacts for location (e.g., Come here. There's Thomas.)	
9-d	Emits 2-word mands for negation or refusal (e.g., No Barney. No shoes. No more.)	
9-e	Combines 2 words to make a novel word or phrase (e.g., Miss Betty)	
10-M	**Has a total speaker vocabulary of 300 words (all verbal operants except echoic)**	
10-a	Echoes most words or approximations to words on command (generalized echoic repertoire) but still has articulation errors	
10-b	Strangers can understand at least 50% of the words emitted by the child	
10-c	Emits a total listener vocabulary size of 400 words	
10-d	Emits a mean length of utterance (MLU) of 2 1/2 morphemes (e.g., Push car. Where mommy go?)	

LINGUISTIC STRUCTURE
LEVEL 3

Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
11-M	**Emits noun inflections by combining 10 root nouns with suffixes for plurals (e.g., dog vs. dogs) and 10 root nouns with suffixes for possession (e.g., dog's collar vs. cat's collar)**	**CC.1.5.7.D** Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. **CC.1.5.7.E** Adapt speech to a variety of contexts and tasks. **CC.1.5.7.G** Demonstrate command of the conventions of standard English when speaking based on grade 7 level and content.
11-a	Emits auxiliary (helping) verbs in a tact or mand carrier phrase (e.g., do, have, will, can, was)	
11-b	Phrases emitted by the child in one day contain several different "small" words that were not directly taught, but seem appropriate for the context (e.g., it, that, a, the, an, too, or, but)	
11-c	Uses "s" vs. "es" plural markers (e.g., books or glasses)	
11-d	Uses irregular plurals correctly (e.g., foot-feet, mouse-mice, tooth-teeth)	
12-M	**Emits verb inflections by combining 10 root verbs with affixes for regular past tense (e.g., played) and 10 root verbs with affixes for future tense (e.g., will play)**	
12-a	Uses is and am appropriately with verbs (e.g., I am eating. The dog is barking.)	
12-b	Emits conjunctions to combine words and phrases (e.g., and, or, but)	
12-c	Emits some irregular past tense verbs appropriately (e.g., dug, ran, built)	
12-d	Emits 2-word noun-verb or verb-noun mands or tacts (e.g., Pour juice. Baby crying.)	
12-e	Emits present participle inflection with "verb-ing" (e.g., running, playing, swimming)	
13-M	**Emits 10 different noun phrases containing at least 3 words, with 2 modifiers (e.g., adjectives, prepositions, pronouns) (e.g., He's my puppet. I want chocolate ice cream.)**	
13-a	Speaks in 3-5 word sentences	
13-b	Emits prepositional phrases (e.g., on the table, in the house), but may not discriminate between prepositional pairs (e.g., on vs. under; in vs. out)	
13-c	Emits adjectives to modify nouns (e.g., blue train, chocolate cookie)	
13-d	Emits contractions in a mand, tact, or intraverbal context (e.g., can't, don't, won't)	
13-e	Emits pronouns to modify nouns (e.g., My shoes. Your cup.)	
14-M	**Emits 10 different verb phrases containing at least 3 words, with 2 modifiers (e.g., adverbs, prepositions, pronouns) (e.g., Push me hard. Go up the steps.)**	
14-a	Adjectives usually precede nouns when appropriate (e.g., a big boat vs. a boat big)	
14-b	Verbs agree with the subjects in person (e.g., he was laughing vs. he were laughing)	
14-c	Verbs agree with the subjects in number (e.g., Joey is home vs. Joey are home)	
14-d	Emits adjective inflections with the comparative suffixes "er" and "est" (e.g., good, better, best)	
14-e	Emits adverbs to modify verbs (e.g., Go fast. It's slow.)	
15-M	**Combines noun and verb phrases to produce 10 different syntactically correct clauses or sentences containing at least 5 words (e.g., The dog licked my face.)**	
15-a	Emits different noun and verb phrases connected by conjunctions (e.g., and, or, but, yet)	
15-b	Demonstrates a MLU of 5 morphemes (5 utterances in one "sentence" that each have an individual meaning, e.g., She pushed him down — the "ed" ending is a morpheme)	
15-c	Pronouns agree with gender (e.g., the boy splashed himself vs. the boy splashed herself)	
15-d	Pronouns agree with number (e.g., the boy splashed himself vs. the boys splashed himself)	
15-e	Uses quantification in a sentence (e.g., always, never, sometimes)	
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
11-M	**Attends to a book when a story is being read to him for 75% of the time**	**CC.1.2.7.A*; CC.1.3.7.A***
11-a	Turns pages and looks at books for 30 seconds	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
11-b	Mands to be read stories from books	**CC.1.2.7.B*; CC.1.3.7.B***
11-c	Touches pictures in books that correspond to the story (e.g., Where's the big bad wolf?)	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.
		CC.1.2.7.C*
12-M	**Selects (LDs) the correct uppercase letter from an array of 5 letters, for 10 different letters**	Analyze the interactions between individuals, events, and ideas in a text.
12-a	Completes an ABC inset puzzle without prompts	**CC.1.2.7.D***
12-b	Recites 5 letters from the alphabet with a starting prompt (e.g., A B...)	Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others
12-c	Has a favorite book, and can provide the name of it by seeing the pictures on the cover	**CC.1.2.7.F**; CC.1.3.7.F***
12-d	Tacts pictures in books while an adult reads the story	Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative, and technical meanings.
12-e	Matches to sample all uppercase letters	**CC.1.2.7.H***
		Evaluate an author's argument, reasoning, and specific claims for the soundness of the argument and the relevance of the evidence.
13-M	**Tacts 10 uppercase letters on command**	**CC.1.2.7.I***
13-a	Recites (or sings) the whole alphabet with only a verbal prompt to do so	Examine how two or more authors present and interpret facts on the same topic.
13-b	Mands for what written words say (e.g., What word is that?)	**CC.1.2.7.J*; CC.1.3.7.J***
13-c	Pretends to read a book	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; father vocabulary knowledge when considering a word or phrase important to comprehension or expression.
13-d	Discriminates as a listener (LDs) his own name from an array of 3 written names	**CC.1.2.7.L**
13-e	Looks at the written words, rather than just the pictures when stories are being read to him	Read and comprehend literary fiction on grade level, reading independently and proficiently.
		CC.1.3.7.D*
		Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
14-M	**Reads his own name**	**CC.1.3.7.E***
14-a	Discriminates among most uppercase letters (but may confuse some; e.g., M and N; P and R)	Analyze how the structure or form of a text contributes to its meaning.
14-b	Matches 5 word cards to the same word written on paper	**CC.1.3.7.G**
14-c	Provides the letter name given 5 sounds, and 5 sounds given a letter name	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g. lighting, sound, color, or camera focus and angles in a film).
14-d	Intraverbally recalls 3 stories that have been read to him	**CC.1.3.7.H***
14-e	Demonstrates LD and tact generalization for 3 different variations of the uppercase letters	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
		CC.1.3.7.I*
		Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
		CC.1.3.7.K
		Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.
		CC.1.4.7.R
		Demonstrate a grade-appropriate command of the conventions of standard English grammar and spelling.
15-M	**Matches 5 words to the corresponding pictures or items in an array of 5, and vice versa (e.g., matches the written word bird to a picture of a bird)**	**CC.1.2.7.G**
		Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g. how the delivery of a speech affects the impact of the words).
15-a	Indicates if 2 words rhyme or not for 10 different rhymes (e.g., cat and hat vs. cat and book)	**CC.1.2.7.L; CC.1.3.7.K**
15-b	Tacts most uppercase letters (may confuse those that look similar; e.g., M and N; P and R)	Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.
15-c	Matches 10 lower case letters to uppercase letters	
15-d	Discriminates as a listener between numbers and letters (e.g., Which one is a letter?)	
15-e	Spells his own name without prompts	

15-f	Selects (LDs) the correct written word from an array of 3 words, for 5 different words	

WRITING
LEVEL 3

Skill	VB MAPP Milestones & Task Analysis	PA Core Standards
11-M	**Imitates 5 different writing actions modeled by an adult using a writing instrument and writing surface**	**CC.1.4.7.F; CC.1.4.7.L** Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
11-a	Uses a writing instrument to mark on paper, white board, or Magna Doodle when prompted	**CC.1.5.7.D** Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
11-b	Independently scribbles on paper, a white board, Magna Doodle, etc.	
11-c	Demonstrates right or left hand dominance	**CC.1.5.7.E** Adapt speech to a variety of contexts and tasks.
11-d	Imitates back and forth horizontal movements with a crayon, marker, or pencil	**CC.1.5.7.G** Demonstrate command of the conventions of standard English when speaking based on grade 7 level and content.
11-e	Imitates up and down vertical movements with a crayon, marker, or pencil	
11-f	Imitates small and large circular movements with a crayon, marker, or pencil	
11-g	Imitates diagonal and curved movements with a crayon, marker, or pencil	
12-M	**Independently traces within ¼ inch of the lines of 5 different geometrical shapes (e.g. circle, square, triangle, rectangle, star)**	
12-a	Demonstrates a proper grip on a writing instrument	
12-b	Imitates drawing a square and triangle	
12-c	Traces 3 different shapes and stays within 1 inch of the lines	
12-d	Copies 3 different shapes when given a sample	
12-e	Draws a line on paper from point A to point B within 1 inch of the center of a 6 inch curved path	
12-f	Copies 5 different lines and shapes together	
13-M	**Copies 10 letters or numbers legibly**	
13-a	Copies 4 numbers or letters	
13-b	Independently combines shapes to make a picture (adult verbal prompts are okay)	
13-c	Independently draws a person with 4 recognizable body parts (adult verbal prompts are okay)	
13-d	Traces his own name on paper and stays within 1/2 inch of the letters	
14-M	**Legibly spells and writes his own name without copying**	
14-a	Legibly copies his own name on lined paper	
14-b	Colors in pictures in coloring books and mostly stays within the lines	
14-c	Copies numbers 1-10 legibly on lined paper	
14-d	Copies 10 upper case and 10 lower case letters legibly on lined paper	
15-M	**Copies all 26 upper and lower case letters legibly**	
15-a	Draws recognizable pictures of 3 different items	
15-b	Legibly writes 10 letters or numbers when dictated	
15-c	Copies 5 simple words legibly	

MATH
LEVEL 3

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