

3rd 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)	<p>CC.1.3.3.J Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.</p> <p>CC.1.4.3.D Create an organizational structure that includes information grouped and connected logically with a concluding statement or section.</p> <p>CC.1.4.3.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>CC.1.4.3.U With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p> <p>CC.1.4.3.V Conduct short research projects that build knowledge about a topic.</p> <p>CC.1.5.3.A Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly.</p> <p>CC.1.5.3.B Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally.</p> <p>CC.1.5.3.C Ask and answer questions about information from a speaker, offering appropriate detail.</p> <p>CC.1.5.3.D Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly with adequate volume, appropriate pacing, and clear pronunciation.</p> <p>CC.1.5.3.E Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>
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)	<p>CC.1.2.3.J Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.</p> <p>CC.1.2.3.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.3.3.G Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</p> <p>CC.1.3.3.H Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.</p> <p>CC.1.3.3.J Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.</p> <p>CC.1.4.3.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>CC.1.4.3.V Conduct short research projects that build knowledge about a topic.</p> <p>CC.1.5.3.A Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly.</p>
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	

		<p>CC.1.5.3.B Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally.</p> <p>CC.1.5.3.C Ask and answer questions about information from a speaker, offering appropriate detail.</p> <p>CC.1.5.3.D Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly with adequate volume, appropriate pacing, and clear pronunciation.</p> <p>CC.1.5.3.E Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>
3-M	Generalizes 6 mands across 2 people, 2 settings, and 2 different examples of a reinforcers (e.g., mands bubbles)	<p>CC.1.2.3.J Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.</p> <p>CC.1.2.3.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.3.3.J Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.</p> <p>CC.1.4.3.D Create an organizational structure that includes information grouped and connected logically with a concluding statement or sections.</p> <p>CC.1.4.3.K Use a variety of words and sentence types to appeal to the audience.</p> <p>CC.1.4.3.Q Choose words and phrases for effect.</p> <p>CC.1.4.3.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>CC.1.4.3.U With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p> <p>CC.1.4.3.V Conduct short research projects that build knowledge about a topic.</p> <p>CC.1.5.3.A Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly.</p> <p>CC.1.5.3.B Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally.</p> <p>CC.1.5.3.C Ask and answer questions about information from a speaker, offering appropriate detail.</p> <p>CC.1.5.3.D Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly with adequate volume, appropriate pacing, and clear pronunciation.</p> <p>CC.1.5.3.E Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>
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	<p>CC.1.3.3.J Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.</p> <p>CC.1.5.3.A Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly.</p> <p>CC.1.5.3.B Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally.</p> <p>CC.1.5.3.C Ask and answer questions about information from a speaker, offering appropriate detail.</p> <p>CC.1.5.3.D Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly with adequate volume, appropriate pacing, and clear pronunciation.</p> <p>CC.1.5.3.E Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>
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)	
		<p>CC.1.5.3.C Ask and answer questions about information from a speaker, offering appropriate detail.</p> <p>CC.1.5.3.D Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly with adequate volume, appropriate pacing, and clear pronunciation.</p> <p>CC.1.5.3.E Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>

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

MAND LEVEL 2

Skill	VB-MAPP Milestones & Supporting Skills List	PA Core Standards
6-M	Mands for 20 different missing items without prompts (except e.g., What do you need?) (e.g., mands for paper when given a crayon)	
6-a	Spontaneously emits 5 mands without an object present and without verbal prompts	CC.1.2.3.E Use text features and search tools to locate and interpret information.
6-b	Emits 10 different mands without echoic or imitative prompts — object can be present	CC.1.3.3.G Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
6-c	Mands for 5 different missing items without prompts (except a verbal prompt)	CC.1.3.3.H Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.
6-d	Generalizes 4 mands to 4 different people	CC.1.3.3.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies and tools.
6-e	Maintains a newly acquired mand for a missing item after 24 hours of no contact with the item	CC.1.3.3.J Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.
		CC.1.4.3.C Develop the topic with facts, definitions, details, and illustrations, as appropriate.
		CC.1.4.3.J Create an organizational structure that includes reasons linked in a logical order with a concluding statement or section.
		CC.1.4.3.V Conduct short research projects that build knowledge about a topic.
		CC.1.5.3.A Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others’ ideas and expressing their own clearly.
		CC.1.5.3.B Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally.
		CC.1.5.3.C Ask and answer questions about information from a speaker, offering appropriate detail.
		CC.1.5.3.D Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly with adequate volume, appropriate pacing, and clear pronunciation.
		CC.1.5.3.E Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
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.)	CC.1.3.3.J Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.
7-b	Mands for other individuals to emit 2 different actions with verbal prompts (e.g., go, spin)	CC.1.4.3.D Create an organizational structure that includes information grouped and connected logically with a concluding statement or section.
7-c	Emits 2 mands to remove undesirable items or activities	CC.1.4.3.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
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)	CC.1.4.3.U With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
7-e	Mands contain varied intonation appropriate to both positive and negative MOs 5 times	CC.1.4.3.V Conduct short research projects that build knowledge about a topic.
7-f	Mands for help or assistance 2 times	CC.1.5.3.A Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others’ ideas and expressing their own clearly.
7-g	Demonstrates a high frequency of manding (15 in a 5 minute period)	CC.1.5.3.B Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally.
		CC.1.5.3.C Ask and answer questions about information from a speaker, offering appropriate detail.
		CC.1.5.3.D Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly with adequate volume, appropriate pacing, and clear pronunciation.

		<p>CC.1.5.3.E Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p>CC.1.3.3.F Determine the meaning of words and phrases as they are used in grade level text, distinguishing literal from non-literal meaning as well as shades of meaning among related words.</p> <p>CC.1.3.3.J Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.</p> <p>CC.1.4.3.K Use a variety of words and sentence types to appeal to the audience.</p> <p>CC.1.4.3.L Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>CC.1.4.3.Q Choose words and phrases for effect.</p> <p>CC.1.4.3.R Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>CC.1.4.3.V Conduct short research projects that build knowledge about a topic.</p> <p>CC.1.5.3.A Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly.</p> <p>CC.1.5.3.B Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally.</p> <p>CC.1.5.3.C Ask and answer questions about information from a speaker, offering appropriate detail.</p> <p>CC.1.5.3.D Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly with adequate volume, appropriate pacing, and clear pronunciation.</p> <p>CC.1.5.3.E Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>
8-M	Emits 5 different mands that contain 2 or more words (not including I want) (e.g., Go fast. My turn. Pour juice.) (TO: 60 min.)	
8-a	Mands 5 times with 2 words in a phrase or sentence	
8-b	Mands for information 2 times using what questions (e.g., What's that?)	
8-c	Mands with a pronoun 2 times (e.g., My train. That's yours.)	
8-d	Mands occur with 3 different carrier phrases (e.g., I want... It's my... Can I... That's my...)	
8-e	Mands with yes and no 4 times (e.g., Do you want a ride? Yes.)	
8-f	Mands for information 2 times using where questions (e.g., Where's Elmo?)	
		<p>CC.1.3.3.F Determine the meaning of words and phrases as they are used in grade level text, distinguishing literal from non-literal meaning as well as shades of meaning among related words.</p> <p>CC.1.3.3.J Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.</p> <p>CC.1.4.3.K Use a variety of words and sentence types to appeal to the audience.</p> <p>CC.1.4.3.L Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>CC.1.4.3.Q Choose words and phrases for effect.</p> <p>CC.1.4.3.R Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>CC.1.5.3.A Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly.</p> <p>CC.1.5.3.B Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally.</p> <p>CC.1.5.3.C Ask and answer questions about information from a speaker, offering appropriate detail.</p> <p>CC.1.5.3.D Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly with adequate volume, appropriate pacing, and clear pronunciation.</p> <p>CC.1.5.3.E Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>
9-M	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.)	
		<p>CC.1.3.3.F Determine the meaning of words and phrases as they are used in grade level text, distinguishing literal from non-literal meaning as well as shades of meaning among related words.</p> <p>CC.1.3.3.J Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.</p> <p>CC.1.4.3.K Use a variety of words and sentence types to appeal to the audience.</p> <p>CC.1.4.3.L Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>CC.1.4.3.Q Choose words and phrases for effect.</p> <p>CC.1.4.3.R Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>CC.1.5.3.A Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly.</p> <p>CC.1.5.3.B Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally.</p> <p>CC.1.5.3.C Ask and answer questions about information from a speaker, offering appropriate detail.</p> <p>CC.1.5.3.D Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly with adequate volume, appropriate pacing, and clear pronunciation.</p> <p>CC.1.5.3.E Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>
10-M	Emits 10 new mands without specific mand training (e.g., spontaneously says Where kitty go? without formal mand training)	<p>CC.1.2.3.J Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases,</p>

10-a	Emits 2 new mands without training (e.g., says I want hot cocoa without training)	<p>including those that signal spatial and temporal relationships.</p> <p>CC.1.3.3.F Determine the meaning of words and phrases as they are used in grade level text, distinguishing literal from non-literal meaning as well as shades of meaning among related words.</p> <p>CC.1.3.3.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.3.3.J Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.</p> <p>CC.1.3.3.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p> <p>CC.1.4.3.K Use a variety of words and sentence types to appeal to the audience.</p> <p>CC.1.4.3.L Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>CC.1.4.3.Q Choose words and phrases for effect.</p> <p>CC.1.4.3.R Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>CC.1.4.3.V Conduct short research projects that build knowledge about a topic.</p> <p>CC.1.5.3.A Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly.</p> <p>CC.1.5.3.B Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally.</p> <p>CC.1.5.3.C Ask and answer questions about information from a speaker, offering appropriate detail.</p> <p>CC.1.5.3.D Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly with adequate volume, appropriate pacing, and clear pronunciation.</p> <p>CC.1.5.3.E Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>
10-b	Demonstrates response generalization for 2 different mands (e.g., Get me. Chase me. Run.)	
10-c	Mands with an adjective 5 times — can use verbal and nonverbal prompts	
10-d	Mands for information 3 times using who questions	
10-e	Spontaneously mands for others to emit 20 different actions (e.g., Run. Go. Push me.)	
10-f	Spontaneously mands to novel and unfamiliar people 2 times	

MAND LEVEL 3

Skill	VB-MAPP Milestones & Supporting Skills List	PA Core Standards
11-M	Spontaneously mands for different verbal information using a WH question or question word 5 times (e.g., What's your name? Where do I go?)	<p>CC.1.2.3.E Use text features and search tools to locate and interpret information.</p> <p>CC.1.3.3.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.3.3.J Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.</p> <p>CC.1.4.3.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>CC.1.4.3.U With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p> <p>CC.1.4.3.V Conduct short research projects that build knowledge about a topic.</p> <p>CC.1.5.3.A Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly.</p>
11-a	Mands to peers 5 times	
11-b	Spontaneously mands for attention 5 times (e.g., Teacher! Hey! Excuse me.)	
11-c	The child emits 100 or more different mands in a one week period	
11-d	Mands contain 3-word phrases 10 times (e.g, Can I see?)	
11-e	Mands for a specific quantity of reinforcers 2 times (e.g., two gummy bears)	

		<p>CC.1.5.3.B Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally.</p> <p>CC.1.5.3.C Ask and answer questions about information from a speaker, offering appropriate detail.</p> <p>CC.1.5.3.D Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly with adequate volume, appropriate pacing, and clear pronunciation.</p> <p>CC.1.5.3.E Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p>CC.2.1.3.B.1 Apply place value understanding and properties of operations to perform multi-digit arithmetic.</p> <p>CC.2.2.3.A.1 Represent and solve problems involving multiplication and division.</p> <p>CC.2.2.3.A.2 Understand properties of multiplication and the relationship between multiplication and division.</p> <p>CC.2.2.3.A.4 Solve problems involving the four operations, and identify and explain patterns in arithmetic.</p> <p>CC.2.4.3.A.3 Solve problems and make change involving money using a combination of coins and bills.</p> <p>CC.2.4.3.A.4 Represent and interpret data using tally charts, tables, pictographs, line plots, and bar graphs.</p> <p>CC.2.4.3.A.5 Determine the area of a rectangle and apply the concept to multiplication and to addition.</p>
12-M	Politely mands to stop an undesirable activity, or remove any aversive MO under 5 different circumstances (e.g., Please stop pushing me. No thank you. Excuse me, can you move?)	CC.1.3.3.J Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.
12-a	Mands to remove an aversive item or activity 2 times (e.g., Let go. Give it back.)	CC.1.5.3.A Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly.
12-b	Mands for others to perform a two-step action 2 times (e.g., Come here and watch me.)	CC.1.5.3.B Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally.
12-c	Says please and thank you with indirect adult verbal prompts (e.g., What do you say?)	CC.1.5.3.C Ask and answer questions about information from a speaker, offering appropriate detail.
12-d	Demonstrates MO generalization by asking for 2 different reinforcers with the same words (e.g., when wanting attention saying let's draw, and when wanting to get out of work saying let's draw)	CC.1.5.3.D Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly with adequate volume, appropriate pacing, and clear pronunciation.
12-e	Mands for others to participate in an activity 2 times (e.g., Come play. Help dig.)	CC.1.5.3.E Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
13-M	Mands with 10 different adjectives, prepositions, or adverbs (e.g., My crayon is broken. Don't take it out. Go fast.)	CC.1.2.3.J Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.
13-a	Spontaneously mands to use the bathroom 2 times	CC.1.3.3.F Determine the meaning of words and phrases as they are used in grade level text, distinguishing literal from non-literal meaning as well as shades of meaning among related words.
13-b	Mands for others to attend to his own nonverbal behavior 2 times (e.g., watch me)	CC.1.3.3.G Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
13-c	Mands for others to attend to some aspect of the environment 2 times (e.g., Look, it's a truck.)	CC.1.3.3.H Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.
13-d	Mands with 2 different adjectives (e.g., I want the red gummy bear.)	CC.1.3.3.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies and tools.
13-e	Mands with 2 different prepositions (e.g., Put it in the house.)	CC.1.3.3.J Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.
13-f	Mands with 2 different adverbs (e.g., Slow down.)	CC.1.4.3.C Develop the topic with facts, definitions, details, and illustrations, as appropriate.
		CC.1.4.3.J Create an organizational structure that includes reasons linked in a logical order with a concluding statement or section.
		CC.1.4.3.L

		<p>Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. CC.1.4.3.R Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. CC.1.5.3.A Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly. CC.1.5.3.B Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally. CC.1.5.3.C Ask and answer questions about information from a speaker, offering appropriate detail. CC.1.5.3.D Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly with adequate volume, appropriate pacing, and clear pronunciation. CC.1.5.3.E Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>
14-M	Gives directions, instructions, or explanations as to how to do something or how to participate in an activity 5 times (e.g., You put the glue on first, then stick it. You sit here while I get a book.)	CC.1.2.3.E Use text features and search tools to locate and interpret information.
14-a	Mands for sympathy or other emotional support 2 times (e.g., He's mean.)	CC.1.3.3.F Determine the meaning of words and phrases as they are used in grade level text, distinguishing literal from non-literal meaning as well as shades of meaning among related words.
14-b	Mands for others to deliver a specific object to another person 2 times (e.g., Give it to Sarah.)	CC.1.3.3.E Refer to parts of texts when writing or speaking about a text using such terms as chapter, scene and stanza and describe how each successive part builds upon earlier sections.
14-c	Mands for instructions for completing a task 2 times (e.g., Where does it go? How do I do it?)	CC.1.3.3.G Refer to parts of texts when writing or speaking about a text using such terms as chapter, scene and stanza and describe how each successive part builds upon earlier sections.
14-d	Spontaneously mands with 3 different major parts of speech (e.g., noun-verb-adjective) in one sentence 2 times (e.g., Push the big bike fast.)	CC.1.3.3.H Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters. CC.1.3.3.J Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships. CC.1.3.3.K Read and comprehend literary fiction on grade level, reading independently and proficiently. CC.1.4.3.I Support an opinion with reasons. CC.1.4.3.J Create an organizational structure that includes reasons linked in a logical order with a concluding statement or section. CC.1.4.3.K Use a variety of words and sentence types to appeal to the audience. CC.1.4.3.L Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. CC.1.4.3.M Write narratives to develop real or imagined experiences or events. CC.1.4.3.O Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. CC.1.4.3.P Organize an event sequence that unfolds naturally, using temporal words and phrases to signal event order; provide a sense of closure. CC.1.4.3.Q Choose words and phrases for effect. CC.1.4.3.R Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. CC.1.4.3.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and informational texts. CC.1.4.3.V Conduct short research projects that build knowledge about a topic. CC.1.4.3.W Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

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

	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly with adequate volume, appropriate pacing, and clear pronunciation. CC.1.5.3.E Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. CC.2.4.3.A.3 Solve problems and make change involving money using a combination of coins and bills.
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TACT LEVEL 1

Skill	VB-MAPP Milestones & Supporting Skills List	PA Core Standards
1-M	Tacts 2 items with echoic and imitative prompts (e.g., people, pets, characters, or favorite objects)	CC.1.4.3.V Conduct short research projects that build knowledge about a topic. CC.1.5.3.E Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
1-a	Tacts 1 familiar person, pet, or object with verbal prompts and motivation present (e.g. mama)	
2-M	Tacts any 4 items without echoic or imitative prompts (e.g., people, pets, characters, or other objects)	CC.1.4.3.V Conduct short research projects that build knowledge about a topic. CC.1.5.3.E Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
3-M	Tacts 6 non-reinforcing items (e.g., shoe, hat, spoon, car, cup, bed)	CC.1.3.3.G Refer to parts of texts when writing or speaking about a text using such terms as chapter, scene and stanza and describe how each successive part builds upon earlier sections. CC.1.5.3.E Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
3-a	Generalizes known responses across 2 different people and 2 settings (e.g., tacts kitty for both mom and dad: tacts dada while in bed and in the kitchen)	
3-b	Generalizes tacts across 2 examples of an item for 2 items (e.g., tacts 2 different phones)	
4-M	Spontaneously tacts (no verbal prompts) 2 different items	CC.1.3.3.G Refer to parts of texts when writing or speaking about a text using such terms as chapter, scene and stanza and describe how each successive part builds upon earlier sections. CC.1.3.3.H Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters. CC.1.4.3.C Develop the topic with facts, definitions, details, and illustrations as appropriate. CC.1.4.3.I Support an opinion with reasons. CC.1.4.3.M Write narratives to develop real or imagined experiences or events. CC.1.4.3.N Establish a situation and introduce a narrator and/or characters. CC.1.4.3.O Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. CC.1.4.3.P Organize an event sequence that unfold naturally, using temporal words and phrases to signal event order; provide a sense of closure. CC.1.4.3.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and informational texts.
4-a	Looks at family photos and, with verbal prompts, tacts 2 family members	
4-b	Tacts 2 pictures from a book or picture card (2D) (e.g., duck, ball)	
5-M	Tacts 10 items (e.g., common objects, people, body parts, or pictures)	CC.1.1.3.D Know and apply grade level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words. CC.1.1.3.E Read with accuracy and fluency to support comprehension: <ul style="list-style-type: none"> • Read on-level text with purpose and understanding. • Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
5-a	Tacts 5 pictures (2D)	
5-b	Maintains a newly acquired tact after 24 hours without training	
5-c	Generalizes tacts across 3 examples of an item for 5 items (e.g., tacts 3CC different spoons)	

CC.1.2.3.A
Determine the main idea of a text; recount the key details and explain how they support the main idea.

CC.1.2.3.B
Ask and answer questions about the text and make inferences from text; refer to text to support responses.

CC.1.2.3.C
Explain how a series of events, concepts, or steps in a procedure is connected within a text, using language that pertains to time, sequence, and cause/effect.

CC.1.2.3.D
Explain the point of view of the author.

CC.1.2.3.E
Use text features and search tools to locate and interpret information.

CC.1.2.3.F
Determine the meaning of words and phrases as they are used in grade level text, distinguishing literal meaning from non-literal meaning as well as shades of meaning among related words.

CC.1.2.3.G
Use information gained from text features to demonstrate an understanding of a text.

CC.1.2.3.H
Describe how an author connects sentences and paragraphs in a text to support particular points.

CC.1.2.3.I
Compare and contrast the most important points and key details presented in two texts on the same topic.

CC.1.2.3.K
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies and tools.

CC.1.2.3.L
Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.

CC.1.3.3.A
Determine the central message, lesson, or moral in literary text; explain how it is conveyed in the text.

CC.1.3.3.B
Ask and answer questions about the text and make inferences from text; refer to text to support responses.

CC.1.3.3.C
Describe characters in a story and explain how their actions contribute to the sequence of events.

CC.1.3.3.D
Explain the point of view of the author.

CC.1.3.3.E
Refer to parts of texts when writing or speaking about a text using such terms as chapter, scene and stanza and describe how each successive part builds upon earlier sections.

CC.1.3.3.F
Determine the meaning of words and phrases as they are used in grade level text, distinguishing literal from non-literal meaning as well as shades of meaning among related words.

CC.1.3.3.G
Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

CC.1.3.3.H
Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters

CC.1.3.3.I
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies and tools.

CC.1.3.3.J
Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.

CC.1.3.3.K
Read and comprehend literary fiction on grade level, reading independently and proficiently.

CC.1.4.3.A
Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.

CC.1.4.3.B
Identify and introduce the topic.

CC.1.4.3.C
Develop the topic with facts, definitions, details, and illustrations, as appropriate.

CC.1.4.3.D
Create an organizational structure that includes information grouped and connected logically with a concluding statement or section.

CC.1.4.3.I

Support an opinion with reasons.

CC.1.4.3.J
Create an organizational structure that includes reasons linked in a logical order with a concluding statement or section.

CC.1.4.3.K
Use a variety of words and sentence types to appeal to the audience.

CC.1.4.3.M
Write narratives to develop real or imagined experiences or events.

CC.1.4.3.N
Establish a situation and introduce a narrator and/or characters.

CC.1.4.3.O
Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

CC.1.4.3.P
Organize an event sequence that unfold naturally, using temporal words and phrases to signal event order; provide a sense of closure.

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

CC.1.4.3.R
Demonstrate a grade appropriate command of standard English grammar and spelling.

CC.1.4.3.S
Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and informational texts.

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

CC.1.4.3.U
With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

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

CC.1.4.3.W
Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

CC.1.4.3.X
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.

CC.1.5.3.B
Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally.

CC.1.5.3.D
Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly with adequate volume, appropriate pacing, and clear pronunciation.

CC.1.5.3.E
Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

CC.2.1.3.B.1
Apply place value understanding and properties of operations to perform multi-digit arithmetic.

CC.2.1.3.C.1
Explore and develop an understanding of fractions as numbers.

CC.2.2.3.A.3
Demonstrate multiplication and division fluency.

CC.2.3.3.A.1
Identify, compare, and classify shapes and their attributes.

CC.2.3.3.A.2
Use the understanding of fractions to partition shapes into parts with equal areas and express the area of each part as a unit fraction of the whole.

CC.2.4.3.A.3
Solve problems and make change involving money using a combination of coins and bills.

CC.2.4.3.A.2
Tell and write time to the nearest minute and solve problems by calculating time intervals.

CC.2.4.3.A.4
Represent and interpret data using tally charts, tables, pictographs, line plots, and bar graphs.

CC.2.4.3.A.5
Determine the area of a rectangle and apply the concept to multiplication and to addition.

CC.2.4.3.A.6

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

TACT LEVEL 2

Skill	VB-MAPP Milestones & Supporting Skills List	PA Core Standards
6-M	Tacts 25 items when asked, What's that? (e.g., book, shoe, car, dog, hat)	<p>CC.1.1.3.D Know and apply grade level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words.</p> <p>CC.1.1.3.E Read with accuracy and fluency to support comprehension:</p> <ul style="list-style-type: none">• Read on-level text with purpose and understanding.• Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.• Use context to confirm or self-correct word recognition and understanding, rereading as necessary. <p>CC.1.2.3.A Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>CC.1.2.3.B Ask and answer questions about the text and make inferences from text; refer to text to support responses.</p> <p>CC.1.2.3.C Explain how a series of events, concepts, or steps in a procedure is connected within a text, using language that pertains to time, sequence, and cause/effect.</p> <p>CC.1.2.3.E Use text features and search tools to locate and interpret information.</p> <p>CC.1.2.3.F Determine the meaning of words and phrases as they are used in grade level text, distinguishing literal from non-literal meaning as well as shades of meaning among related words.</p> <p>CC.1.2.3.G Use information gained from text features to demonstrate understanding of a text.</p> <p>CC.1.2.3.H Describe how an author connects sentences and paragraphs in a text to support particular points.</p> <p>CC.1.2.3.I Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p>CC.1.2.3.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content; choosing flexibly from a range of strategies and tools.</p> <p>CC.1.2.3.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</p> <p>CC.1.3.3.A Determine the central message, lesson, or moral in literary text; explain how it is conveyed in text.</p> <p>CC.1.3.3.B Ask and answer questions about the text and make inferences from text; refer to text to support responses.</p> <p>CC.1.3.3.C Describe characters in a story and explain how their actions contribute to the sequence of events.</p> <p>CC.1.3.3.D Explain the point of view of the author.</p> <p>CC.1.3.3.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.3.3.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p> <p>CC.1.4.3.D Create an organizational structure that includes information grouped and connected logically with a concluding statement or section.</p> <p>CC.1.4.3.I Support an opinion with reasons.</p>
6-a	Tacts 4 different people, pets, or characters by their specific name (can include mama and dada)	
6-b	Tacts 2 actions when asked, for example, What am I doing? (e.g., jumping, clapping)	
6-c	Acquires a new tact in less than 20 training trials	
6-d	Tacts 5 items in a 15 second period (fluency)	

		<p>CC.1.4.3.K Use a variety of words and sentence types to appeal to the audience.</p> <p>CC.1.4.3.M Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.3.N Establish a situation and introduce a narrator and/or characters.</p> <p>CC.1.4.3.O Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>CC.1.4.3.P Organize an event sequence that unfolds naturally, using temporal words and phrases to signal event order; provide a sense of closure.</p> <p>CC.1.4.3.Q Choose words and phrases for effect.</p> <p>CC.1.4.3.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and informational texts.</p> <p>CC.1.4.3.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>CC.1.4.3.U With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p> <p>CC.1.4.3.V Conduct short research projects that build knowledge about a topic.</p> <p>CC.1.4.3.W Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>CC.1.4.3.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.</p> <p>CC.2.1.3.B.1 Apply place value understanding and properties of operations to perform multi-digit arithmetic.</p> <p>CC.2.2.3.A.2 Understand properties of multiplication and the relationship between multiplication and division.</p> <p>CC.2.2.3.A.4 Solve problems involving the four operations, and identify and explain patterns in arithmetic.</p> <p>CC.2.3.3.A.1 Represent and solve problems involving multiplication and division.</p> <p>CC.2.3.3.A.2 Use the understanding of fractions to partition shapes into parts with equal areas and express the area of each part as a unit fraction of a whole.</p> <p>CC.2.4.3.A.2 Tell and write time to the nearest minute and solve problems by calculating time intervals.</p> <p>CC.2.4.3.A.3 Solve problems and make change involving money.</p> <p>CC.2.4.3.A.4 Represent and interpret data using tally charts, tables, pictographs, line plots, and bar graphs.</p> <p>CC.2.4.3.A.5 Determine the area of a rectangle and apply the concept to multiplication and to addition.</p> <p>CC.2.4.3.A.6 Solve problems involving perimeters of polygons and distinguish between linear and area measures.</p>
7-M	Generalizes tacts across 3 examples of 50 items, or from a list of known generalizations	CC.1.1.3.D
7-a	Tacts 3 body parts (e.g., nose, eyes, mouth)	Know and apply grade level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words.
7-b	Tacts 2 auditory stimuli (e.g., phone ringing, siren, dog barking)	CC.1.1.3.E
7-c	Spontaneously emits a tact containing two words for 5 different tacts (e.g., baby's crying)	Read with accuracy and fluency to support comprehension:
7-d	Tacts 2 different actions when asked What he doing? (e.g., drinking, swimming)	<ul style="list-style-type: none"> • Read on-level text with purpose and understanding.
7-e	Tacts 40 items when asked What's that? (e.g., tree, bowl, sock, crayon, apple)	<ul style="list-style-type: none"> • Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

CC.1.2.3.A

Determine the main idea of a text; recount the key details and explain how they support the main idea.

CC.1.2.3.J

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

CC.1.4.3.D

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

CC.1.4.3.I

Support an opinion with reasons.

CC.1.4.3.K

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

CC.1.4.3.M

Write narratives to develop real or imagined experiences or events.

CC.1.4.3.N

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

CC.1.4.3.O

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

CC.1.4.3.P

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

CC.1.4.3.Q

Choose words and phrases for effect.

CC.1.4.3.S

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

CC.1.4.3.V

Conduct short research projects that build knowledge about a topic.

CC.1.4.3.W

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

CC.1.4.3.X

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.

CC.2.1.3.B.1

Apply place value understanding and properties of operations to perform multi-digit arithmetic.

CC.2.3.3.A.1

Identify, compare, and classify shapes and their attributes.

CC.2.2.3.A.2

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

CC.2.4.3.A.1

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

CC.2.4.3.A.2

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

CC.2.4.3.A.3

Solve problems and make change involving money.

CC.2.4.3.A.4

Represent and interpret data using tally charts, tables, pictographs, line plots, and bar graphs.

CC.2.4.3.A.5

Determine the area of a rectangle and apply the concept to multiplication and to addition.

CC.2.4.3.A.6

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

8-M	Tacts 10 actions when asked, for example, What am I doing? (e.g., jumping, sleeping, eating)	<p>CC.1.2.3.B Ask and answer questions about the text and make inferences from text; refer to text to support responses.</p> <p>CC.1.2.3.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</p> <p>CC.1.3.3.B Ask and answer questions about the text and make inferences from text; refer to text to support responses.</p> <p>CC.1.3.3.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p> <p>CC.1.4.3.D Create an organizational structure that includes information grouped and connected logically with a concluding statement or section.</p> <p>CC.1.3.3.F Determine the meaning of words and phrases as they are used in grade level text, distinguishing literal from non-literal meaning as well as shades of meaning among related words.</p> <p>CC.1.4.3.I Support an opinion with reasons.</p> <p>CC.1.4.3.K Use a variety of words and sentence types to appeal to the audience.</p>
8-a	Tacts 2 tactile stimuli (e.g., says ball when feeling a ball in a bag)	CC.1.4.3.L Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.
8-b	Tacts 5 noun-verb or verb-noun combinations (e.g., dog eating, rolling ball)	CC.1.4.3.M Write narratives to develop real or imagined experiences or events.
8-c	Tacts two or more items from 10 different pages in a book when asked, What do you see here?	CC.1.4.3.N Establish a situation and introduce a narrator and/or characters.
8-d	Glances at a listener while tacting on 5 occasions	<p>CC.1.4.3.O Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>CC.1.4.3.P Organize an event that unfolds naturally, using temporal words and phrases to signal event order; provide a sense of closure.</p> <p>CC.1.4.3.Q Choose words and phrases for effect.</p> <p>CC.1.4.3.R Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>CC.1.4.3.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and informational texts.</p> <p>CC.1.4.3.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>CC.1.4.3.U With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p>
9-M	Tacts 50 two-component verb-noun, or noun-verb combinations, tested or from a list of known two-component tacts (e.g., washing face, Joe swinging, baby sleeping)	<p>CC.1.2.3.A Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>CC.1.2.3.F Determine the meaning of words and phrases as they are used in grade level text, distinguishing literal from non-literal meaning as well as shades of meaning among related words.</p> <p>CC.1.2.3.G Use information gained from text features to demonstrate understanding of a text.</p>
9-a	Tacts 25 two-component noun-noun relations (e.g., paper and pencil; car and truck)	CC.1.2.3.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.
9-b	Acquires a new tact in less than 15 training trials	CC.1.2.3.J Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.
9-c	Spontaneously tacts items in a book, on TV, or in a video 5 times (e.g., Cinderella)	CC.1.3.3.F Determine the meaning of words and phrases as they are used in grade level text, distinguishing literal from non-literal meaning as well as shades of meaning among related words.
9-d	Learns 2 new tacts without direct training (e.g., untrained echoic to tact transfer)	CC.1.3.3.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies and tools.
9-e	Shows response generalization for 5 items (i.e., tacts the same stimulus with two different words teacher and Katie; cat and Garfield; dog and Maggie)	CC.1.3.3.J Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.

		<p>CC.1.3.3.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p> <p>CC.1.4.3.K Use a variety of words and sentence types to appeal to the audience.</p> <p>CC.1.4.3.L Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>CC.1.4.3.Q Choose words and phrases for effect.</p> <p>CC.1.4.3.R Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>CC.1.4.3.U With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p> <p>CC.1.4.3.W Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>CC.1.4.3.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.</p> <p>CC.2.2.3.A.3 Demonstrate multiplication and division fluency.</p>
10-M	Tacts 200 nouns and/or verbs (or other parts of speech), tested or from an accumulated list of known tacts	
10-a	Tacts 10 actions (e.g., climbing, playing, coloring, swimming, washing)	
10-b	Tacts 2 gustatory stimuli (e.g., tacts orange by tasting it)	
10-c	Tacts 20 items in a 1 minute fluency test	
10-d	Tacts 2 different colors (e.g., red, blue)	
10-e	Tacts 2 different shapes (e.g., circle, star)	<p>CC.1.1.3.D Know and apply grade level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words.</p> <p>CC.1.1.3.E Read with accuracy and fluency to support comprehension:</p> <ul style="list-style-type: none"> • Read on-level text with purpose and understanding. • Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary. <p>CC.1.2.3.A Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>CC.1.2.3.B Ask and answer questions about the text and make inferences from text; refer to text to support responses.</p> <p>CC.1.2.3.C Explain how a series of events, concepts, or steps in a procedure is connected within a text, using language that pertains to time, sequence, and cause/effect.</p> <p>CC.1.2.3.D Explain the point of view of the author.</p> <p>CC.1.2.3.F Determine the meaning of words and phrases as they are used in grade level text, distinguishing literal from non-literal meaning as well as shades of meaning among related words.</p> <p>CC.1.2.3.G Use information gained from text features to demonstrate understanding of a text.</p> <p>CC.1.2.3.H Describe how an author connects sentences and paragraphs in a text to support particular points.</p> <p>CC.1.2.3.I Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p>CC.1.2.3.J Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.</p> <p>CC.1.2.3.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content; choosing flexibly from a range of strategies and tools.</p> <p>CC.1.2.3.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</p> <p>CC.1.3.3.A Determine the central message, lesson, or moral in literary text; explain how it is conveyed in text.</p> <p>CC.1.3.3.B Ask and answer questions about the text and make inferences from text; refer to text to support responses.</p> <p>CC.1.3.3.C Describe characters in a story and explain how their actions contribute to the sequence of events.</p>

CC.1.3.3.D
Explain the point of view of the author.

CC.1.3.3.I
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies and tools.

CC.1.3.3.F
Determine the meaning of words and phrases as they are used in grade level text, distinguishing literal from non-literal meaning as well as shades of meaning among related words.

CC.1.3.3.J
Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.

CC.1.3.3.K
Read and comprehend literary fiction on grade level, reading independently and proficiently.

CC.1.4.3.I
Support an opinion with reasons.

CC.1.4.3.J
Create an organizational structure that includes reasons linked in a logical order with a concluding statement or section.

CC.1.4.3.K
Use a variety of words and sentence types to appeal to the audience.

CC.1.4.3.L
Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.

CC.1.4.3.M
Write narratives to develop real or imagined experiences or events.

CC.1.4.3.O
Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

CC.1.4.3.P
Organize an event sequence that unfolds naturally, using temporal words and phrases to signal event order; provide a sense of closure.

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

CC.1.4.3.R
Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.

CC.1.4.3.S
Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and informational texts.

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

CC.1.4.3.U
With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

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

CC.1.4.3.W
Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

CC.1.4.3.X
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.

CC.1.5.3.D
Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly with adequate volume, appropriate pacing, and clear pronunciation.

CC.1.5.3.E
Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

CC.2.2.3.A.2
Understand properties of multiplication and the relationship between multiplication and division.

CC.2.2.3.A.4
Solve problems involving the four operations, and identify and explain patterns in arithmetic.

CC.2.3.3.A.1
Identify, compare, and classify shapes and their attributes.

CC.2.3.3.A.2
Use the understanding of fractions to partition shapes into parts with equal areas and express the area of each part as a unit

		<p>fraction of the whole.</p> <p>CC.2.4.3.A.1 Solve problems involving measurement and estimation of temperature, liquid volume, mass or length.</p> <p>CC.2.4.3.A.2 Tell and write time to the nearest minute and solve problems by calculating time intervals.</p> <p>CC.2.4.3.A.3 Solve problems and make change involving money using a combination of coins and bills.</p> <p>CC.2.4.3.A.4 Represent and interpret data using tally charts, tables, pictographs, line plots, and bar graphs.</p> <p>CC.2.4.3.A.5 Determine the area of a rectangle and apply the concept to multiplication and to addition.</p> <p>CC.2.4.3.A.6 Solve problems involving perimeters of polygons and distinguish between linear and area measures.</p>
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TACT LEVEL 3

Skill	VB-MAPP Milestones & Supporting Skills List	PA Core Standards
11-M	Tacts the color, shape, and function of 5 objects (15 trials) when each object and question is presented in a mixed order (e.g., What color is the refrigerator? What shape is the valentine? What do you do with the ball?) (This is part tact and part intraverbal)	<p>CC.1.1.3.D Know and apply grade level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words. Know and apply grade level phonics and word analysis skills in decoding words.</p> <p>CC.1.1.3.E Read with accuracy and fluency to support comprehension:</p> <ul style="list-style-type: none"> • Read on-level text with purpose and understanding. • Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary. <p>CC.1.2.3.A Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>CC.1.2.3.B Ask and answer questions about the text and make inferences from text; refer to text to support responses.</p> <p>CC.1.2.3.C Explain how a series of events, concepts, or steps in a procedure is connected within a text, using language that pertains to time, sequence, and cause/effect.</p> <p>CC.1.2.3.J Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.</p> <p>CC.1.3.3.B Ask and answer questions about the text and make inferences from text; refer to text to support responses.</p> <p>CC.1.3.3.J Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.</p> <p>CC.1.4.3.D Create an organizational structure that includes information grouped and connected logically with a concluding statement or section.</p> <p>CC.1.4.3.K Use a variety of words and sentence types to appeal to the audience.</p> <p>CC.1.4.3.M Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.3.N Establish a situation and introduce a narrator and/or characters.</p> <p>CC.1.4.3.Q Choose words and phrases for effect.</p> <p>CC.1.4.3.V</p>
11-a	Tacts 2 olfactory stimuli (e.g., cookies, popcorn, flowers)	
11-b	Acquires 5 new tacts in a week without direct training	
11-c	Tacts 2 people (not family members) by their first names	
11-d	Tacts 5 categories or classes (e.g., animals, drinks, toys)	
11-e	Tacts 5 locations (e.g., kitchen, bedroom, playground, grandma's house)	
11-f	Tacts 25 items and/or activities with yes and no (e.g., Are these your shoes? Is her name Becky?) (part intraverbal because of adding a verbal SD to the task)	
11-g	Tacts the function of 25 items (e.g., Show the child a crayon and ask What do you do with this?) (part intraverbal)	
11-h	Tacts 2 specific features or parts of 25 items or people (e.g., wheels and doors on a car)	
11-i	Generalization occurs to new examples of an item or action on the first trial, for 5 items	

		<p>Conduct short research projects that build knowledge about a topic. CC.1.4.3.W Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. CC.1.4.3.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences. CC.2.2.3.A.3 Demonstrate multiplication and division fluency. CC.2.3.3.A.1 Identify, compare, and classify shapes and their attributes. CC.2.3.3.A.2 Use the understanding of fractions to partition shapes into parts with equal areas and express the area of each part as a unit fraction of the whole. CC.2.4.3.A.1 Solve problems involving measurement and estimation of temperature, liquid volume, mass or length. CC.2.4.3.A.2 Tell and write time to the nearest minute and solve problems by calculating time intervals. CC.2.4.3.A.3 Solve problems and make change involving money using a combination of coins and bills. CC.2.4.3.A.4 Represent and interpret data using tally charts, tables, pictographs, line plots, and bar graphs. CC.2.4.3.A.5 Determine the area of a rectangle and apply the concept to multiplication and to addition. CC.2.4.3.A.6 Solve problems involving perimeters of polygons and distinguish between linear and area measures.</p>
12-M	Tacts 4 different prepositions (e.g., in, out, on, under) and 4 pronouns (e.g., I, you, me, mine)	CC.1.2.3.G
12-a	Tacts the class of 25 items (e.g., an adult points to a dog and says A dog is an...) (part intraverbal)	Use information gained from text features to demonstrate understanding of a text. CC.1.3.3.F
12-b	Tacts what's wrong or missing from 10 pictures or objects (e.g., a face without a nose)	Determine the meaning of words and phrases as they are used in grade level text, distinguishing literal from non-literal meaning as well as shades of meaning among related words. CC.1.3.3.J
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)	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships. CC.1.4.3.N
12-d	Tacts 2 prepositional relations (e.g., Where is Oscar? ...in the garbage can) (part intraverbal)	Establish a situation and introduce a narrator and/or characters. CC.1.4.3.R
12-e	Tacts people with 2 different pronouns (e.g., Who has the hat on? ...you do) (part intraverbal)	Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. CC.1.4.3.V
12-f	Spontaneously tacts the function, feature, or class of an item for 5 items (e.g., That goes in the swimming pool.)	Conduct short research projects that build knowledge about a topic. CC.2.2.3.A.3
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)	Demonstrate multiplication and division fluency. CC.2.3.3.A.1 Identify, compare, and classify shapes and their attributes. CC.2.3.3.A.2 Use the understanding of fractions to partition shapes into parts with equal areas and express the area of each part as a unit fraction of the whole. CC.2.4.3.A.1 Solve problems involving measurement and estimation of temperature, liquid volume, mass or length. CC.2.4.3.A.3 Solve problems and make change involving money using a combination of coins and bills. CC.2.4.3.A.4 Represent and interpret data using tally charts, tables, pictographs, line plots and bar graphs. CC.2.4.3.A.5 Determine the area of a rectangle and apply the concept to multiplication and to addition.
13-M	Tacts 4 different adjectives, excluding colors and shapes (e.g., big, little, long, short) and 4 adverbs (e.g., fast, slow, quietly, gently)	CC.1.3.3.F
13-a	Tacts people by gender using 4 different terms (girl, boy, man, woman)	Determine the meaning of words and phrases as they are used in grade level text, distinguishing literal from non-literal meaning as well as shades of meaning among related words. CC.1.3.3.J
13-b	Spontaneously tacts the behavior of others 2 times (e.g., He's crying.)	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.
13-c	Tacts 2 pairs of relative adjectives (e.g., big and little; long and short) (part intraverbal if questions such as What size is this?)	

	are used)	
13-d	Spontaneously tacts with 2 different adjectives	CC.1.4.3.K Use a variety of words and sentence types to appeal to the audience. CC.1.4.3.L Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. CC.1.4.3.N Establish a situation and introduce a narrator and/or characters. CC.1.4.3.Q Choose words and phrases for effect. CC.1.4.3.R Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. CC.2.1.3.B.1 Apply place value understanding and properties of operations to perform multi-digit arithmetic. CC.2.1.3.C.1 Explore and develop an understanding of fractions as numbers. CC.2.3.3.A.1 Identify, compare, and classify shapes and their attributes. CC.2.3.3.A.2 Use the understanding of fractions to partition shapes into parts with equal areas and express the area of each part as a unit fraction of the whole. CC.2.4.3.A.1 Solve problems involving measurement and estimation of temperature, liquid volume, mass or length. CC.2.4.3.A.4 Represent and interpret data using tally charts, tables, pictographs, line plots and bar graphs. CC.2.4.3.A.5 Determine the area of a rectangle and apply the concept to multiplication and to addition. CC.2.4.3.A.6 Solve problems involving perimeters of polygons and distinguish between linear and area measures.
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	
14-a	Tacts people by relationship using 4 different terms (e.g., sister, brother, grandmother, uncle) (part intraverbal if questions are used)	CC.1.1.3.E Read with accuracy and fluency to support comprehension: <ul style="list-style-type: none"> • Read on-level text with purpose and understanding. • Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary. CC.1.2.3.C Explain how a series of events, concepts, or steps in a procedure is connected within a text, using language that pertains to time, sequence, and cause/effect. CC.1.2.3.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. CC.1.3.3.F Determine the meaning of words and phrases as they are used in grade level text, distinguishing literal from non-literal meaning as well as shades of meaning among related words. CC.1.3.3.J Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships. CC.1.3.3.K Read and comprehend literary fiction on grade level, reading independently and proficiently. CC.1.4.3.L Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. CC.1.4.3.N Establish a situation and introduce a narrator and/or characters. CC.1.4.3.O Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences, and events or show the response of characters to situations. CC.1.4.3.P Organize an event sequence that unfolds naturally, using temporal words and phrases to signal event order; provide a sense of closure. CC.1.4.3.R Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. CC.1.4.3.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and informational texts. CC.1.4.3.T
14-b	Tacts 5 adjective-noun combinations in a complete sentence (e.g., That is a big dog.)	
14-c	Tacts 5 verb-adverb combinations in a complete sentence (e.g., He is singing loud.)	
14-d	Tacts 5 preposition-noun combinations in a complete sentence (The dog's in the house.)	
14-e	Tacts 5 subject-verb-noun combinations in a complete sentence (e.g., The girl is pulling the wagon.)	

		<p>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. CC.1.4.3.U With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. CC.1.4.3.W Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. CC.1.4.3.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences. CC.1.5.3.D Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly with adequate volume, appropriate pacing, and clear pronunciation. CC.1.5.3.E Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>
15-M	Has a total tact vocabulary of 1000 words (nouns, verbs, adjectives, etc.), tested or from an accumulated list of known tacts	CC.1.1.3.E Read with accuracy and fluency to support comprehension: <ul style="list-style-type: none"> • Read on-level text with purpose and understanding. • Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
15-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.1.2.3.A Determine the main idea of a text; recount the key details and explain how they support the main idea.
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.1.2.3.B Ask and answer questions about the text and make inferences from text; refer to text to support responses.
15-c	Tacts 5 community helpers (e.g., policeman, fireman, nurse, doctor, garbage man)	CC.1.2.3.C Explain how a series of events, concepts, or steps in a procedure is connected within a text, using language that pertains to time, sequence, and cause/effect.
15-d	Tacts with 2 different negation words 5 times (e.g., That's not a cat.)	CC.1.2.3.D Explain the point of view of the author.
15-e	Tacts 5 social, community, or group events (e.g., parade, party, emergency)	CC.1.2.3.E Use text features and search tools to locate and interpret information.
15-f	Spontaneously tacts 2 different social circumstances (e.g., They are busy. They are arguing.)	CC.1.2.3.F Determine the meaning of words and phrases as they are used in grade level text, distinguishing literal from non-literal meaning as well as shades of meaning among related words.
15-g	Spontaneously emits untrained tacts in sentences containing at least 5 words, 5 times	CC.1.2.3.G Use information gained from text features to demonstrate understanding of a text. CC.1.2.3.H Describe how an author connects sentences and paragraphs in a text to support particular points. CC.1.2.3.I Compare and contrast the most important points and key details presented in two texts on the same topic. CC.1.2.3.J Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships. CC.1.2.3.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content; choosing flexibly from a range of tools and strategies. CC.1.2.3.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. CC.1.3.3.A Determine the central message, lesson, or moral in literary text; explain how it is conveyed in text. CC.1.3.3.B Ask and answer questions about the text and make inferences from text; refer to text to support responses. CC.1.3.3.C Describe characters in a story and explain how their actions contribute to the sequence of events. CC.1.3.3.D Explain the point of view of the author. CC.1.3.3.G Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). CC.1.3.3.H Compare and contrast the themes, settings,

CC.1.3.3.I
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies and tools.

CC.1.3.3.J
Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.

CC.1.3.3.K
Read and comprehend literary fiction on grade level, reading independently and proficiently.

CC.1.4.3.D
Create an organizational structure that includes information grouped and connected logically with a concluding statement or section.

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

CC.1.4.3.G
Write opinion pieces on familiar topics or texts.

CC.1.4.3.I
Support an opinion with reasons.

CC.1.4.3.J
Create an organizational structure that includes reasons linked in a logical order with a concluding statement or section.

CC.1.4.3.K
Use a variety of words and sentence types to appeal to the audience.

CC.1.4.3.M
Write narratives to develop real or imagined experiences or events.

CC.1.4.3.N
Establish a situation and introduce a narrator and/or characters.

CC.1.4.3.O
Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

CC.1.4.3.P
Organize an event sequence that unfolds naturally, using temporal words and phrases to signal event order; provide a sense of closure.

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

CC.1.4.3.S
Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and informational texts.

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

CC.1.4.3.U
With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

CC.1.4.3.W
Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

CC.1.4.3.X
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.

CC.1.5.3.D
Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly with adequate volume, appropriate pacing, and clear pronunciation.

CC.1.5.3.E
Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

CC.2.1.3.B.1
Apply place value understanding and properties of operations to perform multi-digit arithmetic.

CC.2.3.3.A.1
Identify, compare, and classify shapes and their attributes.

CC.2.3.3.A.2
Use the understanding of fractions to partition shapes into parts with equal areas and express the area of each part as a unit fraction of the whole.

CC.2.4.3.A.4
Represent and interpret data using tally charts, tables, pictographs, line plots and bar graphs.

CC.2.4.3.A.5

	Determine the area of a rectangle and apply the concept to multiplication and to addition. CC.2.4.3.A.6 Solve problems involving perimeters of polygons and distinguish between linear and area measures.
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LISTENER RESPONDING LEVEL 1

Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
1-M	Attends to a speaker's voice by making eye contact with the speaker 5 times	CC.1.2.3.B Ask and answer questions about the text and make inferences from text; refer to text to support responses.
1-a	Turns head to locate the source of a sound (e.g., bell, squeaky toy, a cell phone ringing)	CC.1.2.3.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.
		CC.1.3.3.B Ask and answer questions about the text and make inferences from text; refer to text to support responses.
		CC.1.4.3.D Create an organizational structure that includes information grouped and connected logically with a concluding statement or section.
		CC.1.4.3.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
		CC.1.5.3.A Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly.
2-M	Responds to hearing his own name 5 times (e.g., looks at the speaker)	CC.1.4.3.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
2-a	Smiles at the sound of the caretaker's voice 2 times	CC.1.4.3.U With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
		CC.1.5.3.A Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly.
3-M	Looks at, touches, or points to the correct family member, pet, or other reinforcer when presented in an array of 2, for 5 different reinforcers (e.g., Where's Elmo? Where's mommy?)	CC.1.1.3.D Know and apply grade level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words.
3-a	Interrupts a play activity when his name is called	CC.1.1.3.E Read with accuracy and fluency to support comprehension:
3-b	Responds to no, hot, stop or other commands in the appropriate context	<ul style="list-style-type: none"> • Read on-level text with purpose and understanding. • Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
3-c	Attends to an object or picture when named (without discrimination) 5 times	CC.1.4.3.D Create an organizational structure that includes information grouped and connected logically with a concluding statement or section.
3-d	Responds to 2 simple (1 part) verbal instructions in context (e.g., sit down, when by a chair)	CC.1.4.3.N Establish a situation and introduce a narrator and/or characters.
3-e	Discriminates between 2 family members and/or pets when named (e.g., Where's daddy?)	CC.1.4.3.O Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
3-f	Discriminates between 2 objects when they are presented at eye level (e.g., looks at, touches, or points to a ball when shown a ball and a shoe and asked touch ball)	CC.1.4.3.P Organize an event sequence that unfolds naturally, using temporal words and phrases to signal event order; provide a sense of closure.
		CC.1.4.3.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and informational texts.
		CC.1.4.3.V Conduct short research projects that build knowledge about a topic.
		CC.1.5.3.C

		<p>Ask and answer questions about information from a speaker, offering appropriate detail. CC.2.1.3.C.1 Explore and develop an understanding of fractions as numbers. CC.2.3.3.A.1 Identify, compare, and classify shapes and their attributes.</p>
4-M	Performs 4 different motor actions on command without a visual prompt (e.g., Can you jump? Show me clapping.)	CC.1.1.3.D
4-a	Selects the correct item from an array of 2 for 10 different objects or pictures	Know and apply grade level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words.
4-b	Maintains eye contact to a speaker for 2 seconds	CC.1.1.3.E
4-c	Touches 2 body parts (e.g., Touch your nose. Where's your ears?)	Read with accuracy and fluency to support comprehension:
4-d	Performs 2 motor actions (e.g., Show me clapping. Can you spin around?)	<ul style="list-style-type: none"> • Read on-level text with purpose and understanding. • Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
4-e	Selects the correct item from an array of 3 when named, for 10 different items (e.g. dog, hat, book)	CC.1.2.3.K
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)	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content; choosing flexibly from a range of strategies and tools.
		<p>CC.1.4.3.K Use a variety of words and sentence types to appeal to the audience. CC.1.4.3.O Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. CC.1.4.3.P Organize an event sequence that unfolds naturally, using temporal words and phrases to signal event order; provide a sense of closure. CC.1.4.3.Q Choose words and phrases for effect. CC.1.4.3.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and informational texts. CC.1.4.3.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. CC.1.4.3.U With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. CC.1.5.3.C Ask and answer questions about information from a speaker, offering appropriate detail. CC.2.2.3.A.3 Demonstrate multiplication and division fluency.</p>
5-M	Selects the correct item from an array of 4, for 20 different objects or pictures (e.g., Show me cat. Touch shoe.)	CC.1.1.3.D
5-a	Identifies (LD) 5 items in a 10 second period (fluency test)	Know and apply grade level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words.
5-b	Demonstrates 6 different motor actions on command without a visual prompt	CC.1.1.3.E
5-c	Maintains an acquired listener skill after 24 hours without training	Read with accuracy and fluency to support comprehension:
5-d	Spontaneously emits (no direct prompts to respond) a listener response (LD) 2 times	<ul style="list-style-type: none"> • Read on-level text with purpose and understanding. • Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
5-e	Generalizes known listener tasks across 3 different people, 3 settings, and 3 times of day	<p>CC.1.2.3.A Determine the main idea of a text; recount the key details and explain how they support the main idea. CC.1.2.3.B Ask and answer questions about the text and make inferences from text; refer to text to support responses. CC.1.2.3.C Explain how a series of events, concepts, or steps in a procedure is connected within a text, using language that pertains to time, sequence, and cause/effect. CC.1.2.3.E Use text features and search tools to locate and interpret information. CC.1.2.3.G Use information gained from text features to demonstrate understanding of a text. CC.1.2.3.H Describe how an author connects sentences and paragraphs in a text to support particular points. CC.1.2.3.J Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases,</p>

including those that signal spatial and temporal relationships.

CC.1.2.3.L
Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.

CC.1.3.3.A
Determine the central message, lesson, or moral in literary text; explain how it is conveyed in text.

CC.1.3.3.B
Ask and answer questions about the text and make inferences from text; refer to text to support responses.

CC.1.3.3.C
Describe characters in a story and explain how their actions contribute to the sequence of events.

CC.1.3.3.D
Explain the point of view of the author.

CC.1.3.3.I
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies and tools.

CC.1.3.3.J
Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.

CC.1.3.3.K
Read and comprehend literary fiction on grade level, reading independently and proficiently.

CC.1.4.3.A
Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.

CC.1.4.3.B
Identify and introduce the topic.

CC.1.4.3.C
Develop the topic with facts, definitions, details, and illustrations, as appropriate.

CC.1.4.3.D
Create an organizational structure that includes information grouped and connected logically with a concluding statement or section.

CC.1.3.3.E
Refer to parts of texts when writing or speaking about a text using such terms as chapter, scene and stanza and describe how each successive part builds upon earlier sections.

CC.1.3.3.G
Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

CC.1.3.3.H
Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.

CC.1.4.3.I
Support an opinion with reasons.

CC.1.4.3.J
Create an organizational structure that includes reasons linked in a logical order with a concluding statement or section.

CC.1.4.3.K
Use a variety of words and sentence types to appeal to the audience.

CC.1.4.3.M
Write narratives to develop real or imagined experiences or events.

CC.1.4.3.N
Establish a situation and introduce a narrator and/or characters.

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

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

CC.1.4.3.U
With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

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

CC.1.4.3.W
Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

CC.1.4.3.X
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.

CC.1.5.3.B

		<p>Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally.</p> <p>CC.1.5.3.C Ask and answer questions about information from a speaker, offering appropriate detail.</p> <p>CC.2.2.3.A.2 Understand properties of multiplication and the relationship between multiplication and division.</p> <p>CC.2.2.3.A.3 Demonstrate multiplication and division fluency.</p> <p>CC.2.2.3.A.4 Solve problems involving the four operations, and identify and explain patterns in arithmetic.</p> <p>CC.2.3.3.A.1 Identify, compare, and classify shapes and their attributes.</p> <p>CC.2.3.3.A.2 Use the understanding of fractions to partition shapes into parts with equal areas and express the area of each part as a unit fraction of the whole.</p> <p>CC.2.4.3.A.2 Tell and write time to the nearest minute and solve problems by calculating time intervals.</p> <p>CC.2.4.3.A.3 Solve problems and make change involving money using a combination of coins and bills.</p> <p>CC.2.4.3.A.4 Represent and interpret data using tally charts, tables, pictographs, line plots, and bar graphs.</p> <p>CC.2.4.3.A.5 Determine the area of a rectangle and apply the concept to multiplication and to addition.</p>
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LISTENER RESPONDING LEVEL 2

Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
6-M	Selects the correct item from a messy array of 6, for 40 different objects or pictures (e.g., Find cat. Touch ball.)	CC.1.1.3.E
6-a	Selects the correct item from a messy array of 5, for 25 different items (e.g., book, car, dog, shoe)	Read with accuracy and fluency to support comprehension:
6-b	Acquires a new listener skill in less than 25 training trials	<ul style="list-style-type: none"> • Read on-level text with purpose and understanding. • Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
6-c	Discriminates among 6 people, pets, or characters by name (e.g., Find Oscar.)	CC.1.2.3.A
6-d	Generalizes in a listener task across 3 examples of 25 different items	Determine the main idea of a text; recount the key details and explain how they support the main idea.
		<p>CC.1.2.3.C Explain how a series of events, concepts, or steps in a procedure is connected within a text, using language that pertains to time, sequence, and cause/effect.</p> <p>CC.1.2.3.E Use text features and search tools to locate and interpret information.</p> <p>CC.1.4.3.D Create an organizational structure that includes information grouped and connected logically with a concluding statement or section.</p> <p>CC.1.4.3.I Support an opinion with reasons.</p> <p>CC.1.4.3.K Use a variety of words and sentence types to appeal to the audience.</p> <p>CC.1.4.3.M Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.3.N Establish a situation and introduce a narrator and/or characters.</p> <p>CC.1.4.3.O Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of</p>

		<p>characters to situations.</p> <p>CC.1.4.3.P Organize an event sequence that unfolds naturally, using temporal words and phrases to signal event order; provide a sense of closure.</p> <p>CC.1.4.3.Q Choose words and phrases for effect.</p> <p>CC.1.4.3.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and informational texts.</p> <p>CC.1.4.3.V Conduct short research projects that build knowledge about a topic.</p> <p>CC.1.4.3.W Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>CC.1.4.3.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.</p> <p>CC.1.5.3.C Ask and answer questions about information from a speaker, offering appropriate detail.</p> <p>CC.2.2.3.A.3 Demonstrate multiplication and division fluency.</p> <p>CC.2.3.3.A.1 Identify, compare, and classify shapes and their attributes.</p> <p>CC.2.3.3.A.2 Use the understanding of fractions to partition shapes into parts with equal areas and express the area of each part as a unit fraction of the whole.</p> <p>CC.2.4.3.A.1 Solve problems involving measurement and estimation of temperature, liquid volume, mass or length.</p> <p>CC.2.4.3.A.2 Tell and write time to the nearest minute and solve problems by calculating time intervals.</p> <p>CC.2.4.3.A.3 Solve problems and make change involving money using a combination of coins and bills.</p> <p>CC.2.4.3.A.4 Represent and interpret data using tally charts, tables, pictographs, line plots, and bar graphs.</p> <p>CC.2.4.3.A.5 Determine the area of a rectangle and apply the concept to multiplication and to addition.</p> <p>CC.2.4.3.A.6 Solve problems involving perimeters of polygons and distinguish between linear and area measures.</p>
7-M	Generalizes listener discriminations (LDs) in a messy array of 8, for 3 different examples of 50 items (e.g., the child can find 3 examples of a train)	CC.1.1.3.E Read with accuracy and fluency to support comprehension: <ul style="list-style-type: none"> • Read on-level text with purpose and understanding. • Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
7-a	Goes to 3 specified people on command (e.g., Go to Debbie)	CC.1.3.3.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies and tools.
7-b	Points to a named item in a book for 5 items (e.g., Where's the fire truck?)	CC.1.3.3.J Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.
7-c	Selects 5 items in the natural environment on command (e.g., get the spoon, while at the table)	CC.1.3.3.K Read and comprehend literary fiction on grade level, reading independently and proficiently.
7-d	Spontaneously demonstrates (no prompts to respond) 5 listener skills in the natural environment (e.g., when someone in the room mentions the rocking horse, the child spontaneously goes to the horse)	CC.1.4.3.D Create an organizational structure that includes information grouped and connected logically with a concluding statement or section.
		<p>CC.1.4.3.I Support an opinion with reasons.</p> <p>CC.1.4.3.K Use a variety of words and sentence types to appeal to the audience.</p> <p>CC.1.4.3.M Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.3.Q</p>

		<p>Choose words and phrases for effect.</p> <p>CC.1.4.3.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>CC.1.4.3.U With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p> <p>CC.1.4.3.V Conduct short research projects that build knowledge about a topic.</p> <p>CC.1.5.3.C Ask and answer questions about information from a speaker, offering appropriate detail.</p> <p>CC.2.3.3.A.1 Identify, compare, and classify shapes and their attributes.</p> <p>CC.2.3.3.A.2 Use the understanding of fractions to partition shapes into parts with equal areas and express the area of each part as a unit fraction of the whole.</p> <p>CC.2.4.3.A.2 Tell and write time to the nearest minute and solve problems by calculating time intervals.</p> <p>CC.2.4.3.A.3 Solve problems and make change involving money using a combination of coins and bills.</p> <p>CC.2.4.3.A.4 Represent and interpret data using tally charts, tables, pictographs, line plots, and bar graphs.</p> <p>CC.2.4.3.A.5 Determine the area of a rectangle and apply the concept to multiplication and to addition.</p> <p>CC.2.4.3.A.6 Solve problems involving perimeters of polygons and distinguish between linear and area measures.</p>
8-M	Performs 10 specific motor actions on command (e.g., Show me clapping. Can you hop?)	CC.1.1.3.E
8-a	Goes to 3 specified locations on command (e.g., Go to the kitchen. Show me your bedroom.)	Read with accuracy and fluency to support comprehension:
8-b	Selects the correct item from an array of 8 containing 2 similar stimuli (e.g., same color), for 20 items	<ul style="list-style-type: none"> • Read on-level text with purpose and understanding. • Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
8-c	Selects an item when given the sound that the item makes for 5 items (e.g., barking: dog, siren: fire truck)	CC.1.3.3.K
8-d	Selects 2 items from an array of 8 for 5 sets of items (noun-noun) (e.g., Where's the baby and the bottle?)	Read and comprehend literary fiction on grade level, reading independently and proficiently.
		<p>CC.1.4.3.D Create an organizational structure that includes information grouped and connected logically with a concluding statement or section.</p> <p>CC.1.4.3.I Support an opinion with reasons.</p> <p>CC.1.4.3.K Use a variety of words and sentence types to appeal to the audience.</p> <p>CC.1.4.3.M Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.3.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing</p> <p>CC.1.4.3.U With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p> <p>CC.1.5.3.C Ask and answer questions about information from a speaker, offering appropriate detail.</p> <p>CC.2.4.3.A.2 Tell and write time to the nearest minute and solve problems by calculating time intervals.</p>
9-M	Follows 25 two-component noun-verb and/or verb-noun instructions (e.g., Show me the baby sleeping. Push the swing.)	CC.1.2.3.A
9-a	Acquires 2 new listener responses without formal training (e.g., someone asks another person to turn on a light, and the child goes over to the light, and no one knew that she knew the word light)	Determine the main idea of a text; recount the key details and explain how they support the main idea.
9-b	Appropriately responds to 5 different gestures (e.g., finger to the lips for quiet, palm out for stop)	CC.1.3.3.I
9-c	Demonstrates 3 specified actions to 3 different people (e.g., Hug Grandma. Give Laura a high-five.)	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies and tools.
9-d	Selects 2 targeted items from a scene, book, or natural environment for 20 sets of items (noun-noun) (e.g., Where's the elephant and giraffe?)	<p>CC.1.3.3.J Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.</p> <p>CC.1.4.3.I Support an opinion with reasons.</p>

		<p>CC.1.4.3.M Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.3.O Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>CC.1.4.3.P Organize an event sequence that unfolds naturally, using temporal words and phrases to signal event order; provide a sense of closure.</p> <p>CC.1.4.3.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and informational texts</p> <p>CC.1.4.3.W Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>CC.1.5.3.A Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly.</p> <p>CC.1.5.3.C Ask and answer questions about information from a speaker, offering appropriate detail.</p> <p>CC.1.5.3.E Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p>CC.2.2.3.A.2 Understand properties of multiplication and the relationship between multiplication and division.</p> <p>CC.2.2.3.A.4 Solve problems involving the four operations, and identify and explain patterns in arithmetic.</p>
10-M	Selects the correct item in a book, picture scene, or natural environment when named for 250 items, tested or from an accumulated list of known words	
10-a	Performs two consecutive actions for 10 different sets of actions (verb-verb) (e.g., Show me jumping and clapping).	
10-b	Discriminates between 2 colors from an array of 4 different colored objects	
10-c	Discriminates between 2 shapes from an array of 4 different shapes	
10-d	Generalizes in a noun-verb listener task with a new object for 5 different actions (e.g., after receiving training on spinning and rolling a pencil, the child correctly spins and rolls a straw on the first trial)	
10-e	Generalizes in a noun-verb listener task with a new action for 5 objects (e.g., can spin any item)	<p>CC.1.1.3.E Read with accuracy and fluency to support comprehension:</p> <ul style="list-style-type: none"> • Read on-level text with purpose and understanding. • Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary. <p>CC.1.2.3.A Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>CC.1.2.3.B Ask and answer questions about the text and make inferences from text; refer to text to support responses.</p> <p>CC.1.2.3.D Explain the point of view of the author.</p> <p>CC.1.2.3.F Determine the meaning of words and phrases as they are used in grade level text, distinguishing literal from non-literal meaning as well as shades of meaning among related words.</p> <p>CC.1.2.3.G Use information gained from text features to demonstrate understanding of text.</p> <p>CC.1.2.3.H Describe how an author connects sentences and paragraphs in a text to support particular points.</p> <p>CC.1.2.3.I Compare and contrast the most important key points and key details presented in two texts on the same topic.</p> <p>CC.1.2.3.J Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.</p> <p>CC.1.2.3.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.2.3.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</p> <p>CC.1.3.3.A Determine the central message, lesson, or moral in literary text; explain how it is conveyed in text.</p> <p>CC.1.3.3.B Ask and answer questions about the text and make inferences from text; refer to text to support responses.</p> <p>CC.1.3.3.C Describe characters in a story and explain how their actions contribute to the sequence of events.</p> <p>CC.1.3.3.D Explain the point of view of the author.</p>

		<p>CC.1.3.3.J Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.</p> <p>CC.1.4.3.D Create an organizational structure that includes information grouped and connected logically with a concluding statement or section.</p> <p>CC.1.4.3.K Use a variety of words and sentence types to appeal to the audience.</p> <p>CC.1.4.3.O Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>CC.1.4.3.P Organize an event sequence that unfolds naturally, using temporal words and phrases to signal event order; provide a sense of closure.</p> <p>CC.1.4.3.Q Choose words and phrases for effect.</p> <p>CC.1.4.3.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and informational texts</p> <p>CC.1.4.3.V Conduct short research projects that build knowledge about a topic.</p> <p>CC.1.4.3.W Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>CC.1.4.3.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.</p> <p>CC.1.5.3.C Ask and answer questions about information from a speaker, offering appropriate detail.</p> <p>CC.1.5.3.D Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly with adequate volume, appropriate pacing, and clear pronunciation.</p> <p>CC.1.5.3.E Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p>CC.2.3.3.A.1 Identify, compare, and classify shapes and their attributes.</p>
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LISTENER RESPONDING LEVEL 3		
Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
11-M	Selects items by color and shape from an array of 6 similar stimuli, for 4 colors and 4 shapes (e.g., Find the red car. Find the square cracker.)	<p>CC.1.1.3.D Know and apply grade level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words.</p> <p>CC.1.1.3.E Read with accuracy and fluency to support comprehension:</p> <ul style="list-style-type: none"> • Read on-level text with purpose and understanding. • Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary. <p>CC.1.2.3.H Describe how an author connects sentences and paragraphs in a text to support particular points.</p> <p>CC.1.3.3.A Determine the central message, lesson, or moral in literary text; explain how it is conveyed in text.</p> <p>CC.1.3.3.C</p>
11-a	Puts 5 specified items where they belong (e.g., Put the hairbrush away.)	
11-b	Discriminates among 4 colors in an array of 4 different colored objects	
11-c	Discriminates among 4 shapes in an array of 4 different shapes	
11-d	Discriminates between 2 different prepositions (e.g., in, on, under)	
11-e	Discriminates between self and others given a pronoun (e.g., your, my)	
11-f	Selects two different colors or shapes from an array of 8 for 10 pairs (e.g., Give me red and blue.)	

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

		<p>CC.2.3.3.A.2 Use the understanding of fractions to partition shapes into parts with equal areas and express the area of each part as a unit fraction of the whole.</p> <p>CC.2.4.3.A.1 Solve problems involving measurement and estimation of temperature, liquid volume, mass or length.</p> <p>CC.2.4.3.A.4 Represent and interpret data using tally charts, tables, pictographs, line plots, and bar graphs.</p> <p>CC.2.4.3.A.5 Determine the area of a rectangle and apply the concept to multiplication and to addition.</p> <p>CC.2.4.3.A.6 Solve problems involving perimeters of polygons and distinguish between linear and area measures.</p>
14-M	Follows 3-step directions for 10 different directions (e.g., Get your coat, hang it up, and sit down.)	CC.1.3.3.C Describe characters in a story and explain how their actions contribute to the sequence of events.
14-a	Performs 10 actions based on a subject, verb, and adverb (e.g., Show me the frog jumping high.)	CC.1.3.3.D Explain the point of view of the author.
14-b	Performs 10 actions based on a subject, adjective, and verb (e.g., Show me the big bear dancing.)	CC.1.4.3.V Conduct short research projects that build knowledge about a topic.
14-c	Discriminates among 6 community helpers by category (e.g., nurse, doctor, mailman, bus driver)	CC.2.1.3.B.1 Apply place value understanding and properties of operations to perform multi-digit arithmetic.
14-d	Correctly responds to 10 tasks involving “one” vs. “two” vs. “all” of something	CC.2.2.3.A.2 Understand properties of multiplication and the relationship between multiplication and division.
		<p>CC.2.2.3.A.3 Demonstrate multiplication and division fluency.</p> <p>CC.2.2.3.A.4 Solve problems involving the four operations, and identify and explain patterns in arithmetic.</p> <p>CC.2.4.3.A.5 Determine the area of a rectangle and apply the concept to multiplication and to addition.</p>
15-M	Has a total listener repertoire of 1200 words (nouns, verbs, adjectives, etc.), tested or from an accumulated list of known words	CC.1.1.3.E Read with accuracy and fluency to support comprehension:
15-a	Discriminates among items given negation words for 10 tasks (e.g., Which one is not a food?)	<ul style="list-style-type: none"> • Read on-level text with purpose and understanding. • Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
15-b	Discriminates 5 attributes of peers in a small group (e.g., Who is wearing blue shoes? Who has red hair? Who is wearing glasses?)	CC.1.2.3.A Determine the main idea of a text; recount the key details and explain how they support the main idea.
15-c	Correctly responds to 10 singular vs. plural tasks (e.g., Touch the dog. vs. Touch the dogs.)	CC.1.2.3.B Ask and answer questions about the text and make inferences from text; refer to text to support responses.
15-d	Generalizes 5 adjectives to new nouns (e.g., says, Sticky fly stuff when first encounters a fly trap)	CC.1.2.3.C Explain how a series of events, concepts, or steps in a procedure is connected within a text, using language that pertains to time, sequence, and cause/effect.
15-e	Generalizes 5 adverbs to new verbs (e.g., says, Lava moves slow when first encountering lava)	<p>CC.1.2.3.D Explain the point of view of the author.</p> <p>CC.1.2.3.E Use text features and search tools to locate and interpret information.</p> <p>CC.1.2.3.F Determine the meaning of words and phrases as they are used in grade level text, distinguishing literal from non-literal meaning as well as shades of meaning among related words.</p> <p>CC.1.2.3.G Use information gained from text features to demonstrate understanding of a text.</p> <p>CC.1.2.3.H Describe how an author connects sentences and paragraphs in a text to support particular points.</p> <p>CC.1.2.3.I Compare and contrast the most important points and key details presented in two text on the same topic.</p> <p>CC.1.2.3.J Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.</p> <p>CC.1.2.3.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.2.3.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</p> <p>CC.1.3.3.A</p>

		<p>Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</p> <p>CC.1.3.3.B Ask and answer questions about the text and make inferences from text; refer to text to support responses.</p> <p>CC.1.3.3.C Describe characters in a story and explain how their actions contribute to the sequence of events.</p> <p>CC.1.3.3.D Explain the point of view of the author.</p> <p>CC.1.3.3.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.3.3.J Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.</p> <p>CC.1.3.3.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p> <p>CC.1.4.3.D Create an organizational structure that includes information grouped and connected logically with a concluding statement or section.</p> <p>CC.1.4.3.I Support an opinion with reasons.</p> <p>CC.1.4.3.J Create an organizational structure that includes reasons linked in a logical order with a concluding statement or section.</p> <p>CC.1.4.3.K Use a variety of words and sentence types to appeal to the audience.</p> <p>CC.1.4.3.M Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.3.N Establish a situation and introduce a narrator and/or characters.</p> <p>CC.1.4.3.Q Choose words and phrases for effect.</p> <p>CC.1.4.3.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>CC.1.4.3.U With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p> <p>CC.1.4.3.V Conduct short research projects that build knowledge about a topic.</p> <p>CC.1.4.3.W Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>CC.1.4.3.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.</p> <p>CC.2.1.3.B.1 Apply place value understanding and properties of operations to perform multi-digit arithmetic.</p> <p>CC.2.3.3.A.1 Identify, compare, and classify shapes and their attributes.</p> <p>CC.2.3.3.A.2 Use the understanding of fractions to partition shapes into parts with equal areas and express the area of each part as a unit fraction of the whole.</p> <p>CC.2.4.3.A.4 Represent and interpret data using tally charts, tables, pictographs, line plots, and bar graphs.</p> <p>CC.2.4.3.A.5 Determine the area of a rectangle and apply the concept to multiplication and to addition.</p>
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VISUAL PERCEPTUAL SKILLS AND MATCHING-TO-SAMPLE

LEVEL 1

Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
1-M	1-M Visually tracks moving stimuli for 2 seconds, 5 times	CC.1.2.3.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.
1-a	Visually attends to faces and people 5 times	CC.1.4.3.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
1-b	Visually attends to reinforcing objects 5 times	CC.1.4.3.U With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
2-M	Grasps small objects with thumb and index finger (pincer grasp) 5 times	CC.1.4.3.A Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.
2-a	Reaches for and successfully grabs objects 5 times	CC.1.5.3.F Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
2-b	Uses index finger to poke things or for other uses 5 times	
2-c	Manipulates toys and objects in a variety of ways for 10 seconds, 5 times	
3-M	3-M Visually attends to a toy or book for 30 seconds (not a self-stim item)	CC.1.2.3.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.
3-a	Transfers objects from one hand to another 5 times	CC.1.4.3.D Create an organizational structure that includes information grouped and connected logically with a concluding statement or section.
3-b	Looks for an object that has fallen out of sight 5 times	CC.1.4.3.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
		CC.1.4.3.U With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
		CC.2.3.3.A.2 Use the understanding of fractions to partition shapes into parts with equal areas and express the area of each part as a unit fraction of the whole.
		CC.2.4.3.A.4 Represent and interpret data using tally charts, tables, pictographs, line plots, and bar graphs.
4-M	Places 3 items in a container, stacks 3 blocks, or places 3 rings on a peg for 2 of these or similar activities	CC.1.4.3.J Create an organizational structure that includes reasons linked in a logical order with a concluding statement or section.
4-a	Dumps things out of containers, or pulls items out of cupboards 5 times	CC.2.2.3.A.1 Represent and solve problems involving multiplication and division.
4-b	Pushes and/or pulls objects 5 times	
5-M	Matches any 10 identical items (e.g., inset puzzles, toys, objects, or pictures)	CC.1.1.3.D Know and apply grade level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words.
5-a	Visually attends to toys or books for 1 minute, 2 times	CC.1.2.3.C Explain how a series of events, concepts, or steps in a procedure is connected within a text, using language that pertains to time, sequence, and cause/effect.
5-b	Successfully uses a spoon 5 times during a meal	CC.1.2.3.I Compare and contrast the most important points and key details presented in two texts on the same topic.
5-c	Completes a 3-piece in-set puzzle without physical prompts	CC.1.2.3.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.
5-d	Attempts to scribble with any writing instrument	CC.1.3.3.E Refer to parts of texts when writing or speaking about a text using such terms as chapter, scene and stanza and describe how each successive part builds upon earlier sections.
5-e	Puts two similar items together 2 times (e.g., picks up a matching toy)	CC.1.3.3.G Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
		CC.1.3.3.H Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.
		CC.1.4.3.A

		<p>Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>CC.1.4.3.B Identify and introduce the topic.</p> <p>CC.1.4.3.C Develop the topic with facts, definitions, details, and illustrations, as appropriate.</p> <p>CC.1.4.3.I Support an opinion with reasons.</p> <p>CC.1.4.3.J Create an organizational structure that includes reasons linked in a logical order with a concluding statement or section.</p> <p>CC.1.4.3.K Use a variety of words and sentence types to appeal to the audience.</p> <p>CC.1.4.3.M Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.3.Q Choose words and phrases for effect.</p> <p>CC.1.4.3.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>CC.1.4.3.U With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p> <p>CC.2.1.3.C.1 Explore and develop an understanding of fractions as numbers.</p> <p>CC.2.2.3.A.3 Demonstrate multiplication and division fluency.</p>
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VISUAL PERCEPTUAL SKILLS AND MATCHING-TO-SAMPLE LEVEL 2

Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
6-M	Matches identical objects or pictures in a messy array of 6, for 25 items	CC.1.1.3.D
6-a	Connects 2 items or toys together (e.g. Duplos)	Know and apply grade level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words.
6-b	Nests identical objects in a stack 2 times (e.g., bowls, cups, plates)	CC.1.2.3.I
6-c	Turns 2 pages in a book	Compare and contrast the most important points and key details presented in two texts on the same topic.
6-d	Completes 3 different inset puzzles containing 3-4 pieces without prompts	CC.1.2.3.L
6-e	Stacks 4 blocks without help	Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.
6-f	Matches identical objects or pictures in a neat array of 3, for 10 items (e.g., matches a hat to a hat)	CC.1.3.3.K
6-g	Matches identical objects or pictures that are different sizes in a messy array of 6, for 10 items (e.g., matches a big red ball to	Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.
		CC.1.4.3.K Use a variety of words and sentence types to appeal to the audience.

	a little red ball)	
6-h	Places 5 items where they belong or in an appropriate context (e.g., puts a cup in the sink)	<p>CC.1.4.3.Q Choose words and phrases for effect.</p> <p>CC.1.4.3.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>CC.1.4.3.U With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others</p> <p>CC.2.1.3.B.1 Apply place value understanding and properties of operations to perform multi-digit arithmetic.</p> <p>CC.2.1.3.C.1 Explore and develop an understanding of fractions as numbers.</p> <p>CC.2.2.3.A.1 Represent and solve problems involving multiplication and division.</p> <p>CC.2.2.3.A.2 Understand properties of multiplication and the relationship between multiplication and division.</p> <p>CC.2.2.3.A.3 Demonstrate multiplication and division fluency.</p> <p>CC.2.2.3.A.4 Solve problems involving the four operations, and identify and explain patterns in arithmetic.</p> <p>CC.2.3.3.A.1 Identify, compare, and classify shapes and their attributes.</p> <p>CC.2.3.3.A.2 Use the understanding of fractions to partition shapes into parts with equal areas and express the area of each part as a unit fraction of the whole.</p> <p>CC.2.4.3.A.3 Solve problems and make change involving money using a combination of coins and bills.</p> <p>CC.2.4.3.A.4 Represent and interpret data using tally charts, tables, pictographs, line plots, and bar graphs.</p> <p>CC.2.4.3.A.5 Determine the area of a rectangle and apply the concept to multiplication and to addition.</p>
7-M	Matches similar colors and shapes for 10 different colors or shapes given models (e.g., given red, blue, and green bowls and a pile of red, blue, and green bears the child sorts the items by color	
7-a	Completes 5 different puzzles containing 6 or more pieces without prompts	CC.2.1.3.C.1 Explore and develop an understanding of fractions as numbers.
7-b	Matches identical objects or pictures in a messy array of 8, for 25 objects	CC.2.3.3.A.1 Identify, compare, and classify shapes and their attributes.
7-c	Matches identical pictures that have different backgrounds in a messy array of 8, for 25 pictures	CC.2.3.3.A.2 Use the understanding of fractions to partition shapes into parts with equal areas and express the area of each part as a unit fraction of the whole.
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	CC.2.4.3.A.4 Represent and interpret data using tally charts, tables, pictographs, line plots, and bar graphs.
7-e	Spontaneously matches 2 items together in play or other situations (e.g., picks up a Hulk figurine and selects a matching Hulk from a bin of figurines)	CC.2.4.3.A.5 Determine the area of a rectangle and apply the concept to multiplication and to addition.
7-f	Completes identical matches in an array of 8, for 10 matches in less than 20 seconds (fluency)	CC.2.4.3.A.6 Solve problems involving perimeters of polygons and distinguish between linear and area measures.
8-M	Matches identical objects or pictures in a messy array of 8 containing 3 similar stimuli, for 25 items (e.g., matches a dog to a dog in an array that also contains a cat, a pig, and a pony	CC.1.1.3.D Know and apply grade level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words.
8-a	Generalizes to 5 new identical matching tasks without formal	CC.1.1.3.E Read with accuracy and fluency to support comprehension:
8-b	Matches identical objects or pictures to corresponding items in a book for 25 items	<ul style="list-style-type: none"> • Read on-level text with purpose and understanding. • Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
8-c	Matches identical objects or pictures to corresponding items in the natural environment for 25	CC.1.2.3.I Compare and contrast the most important points and key details presented in two texts on the same topic.
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)	CC.1.2.3.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.
8-e	Successfully assembles 5 parts of 5 connecting toys (e.g., Duplos, trains, Mr. Potato Head)	CC.1.3.3.K Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.
		CC.1.4.3.D Create an organizational structure that includes information grouped and connected logically with a concluding statement or

		<p>section.</p> <p>CC.1.4.3.I Support an opinion with reasons.</p> <p>CC.1.4.3.K Use a variety of words and sentence types to appeal to the audience.</p> <p>CC.1.4.3.M Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.3.O Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>CC.1.4.3.P Organize an event sequence that unfolds naturally, using temporal words and phrases to signal event order; provide a sense of closure.</p> <p>CC.1.4.3.Q Choose words and phrases for effect.</p> <p>CC.1.4.3.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and informational texts</p> <p>CC.1.4.3.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>CC.1.4.3.U With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p> <p>CC.2.1.3.B.1 Apply place value understanding and properties of operations to perform multi-digit arithmetic.</p> <p>CC.2.1.3.C.1 Explore and develop an understanding of fractions as numbers.</p> <p>CC.2.2.3.A.1 Represent and solve problems involving multiplication and division.</p> <p>CC.2.2.3.A.2 Understand properties of multiplication and the relationship between multiplication and division.</p> <p>CC.2.2.3.A.3 Demonstrate multiplication and division fluency.</p> <p>CC.2.2.3.A.4 Solve problems involving the four operations, and identify and explain patterns in arithmetic.</p> <p>CC.2.3.3.A.1 Identify, compare, and classify shapes and their attributes.</p> <p>CC.2.3.3.A.2 Use the understanding of fractions to partition shapes into parts with equal areas and express the area of each part as a unit fraction of the whole.</p> <p>CC.2.4.3.A.3 Solve problems and make change involving money using a combination of coins and bills.</p> <p>CC.2.4.3.A.4 Represent and interpret data using tally charts, tables, pictographs, line plots, and bar graphs.</p> <p>CC.2.4.3.A.5 Determine the area of a rectangle and apply the concept to multiplication and to addition.</p>
9-M	Matches non-identical objects or non-identical pictures in a messy array of 10 containing 3 similar stimuli, for 25 items (e.g., matches a Ford truck to a Toyota truck)	CC.1.1.3.D Know and apply grade level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words.
9-a	Matches different colored, but otherwise exactly the same, objects or pictures in a messy array of 8 for 25 items (e.g., a red Ford Mustang to a blue Ford Mustang)	CC.1.1.3.E Read with accuracy and fluency to support comprehension: <ul style="list-style-type: none"> • Read on-level text with purpose and understanding. • Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
9-b	Matches non-identical objects or pictures in a messy array of 8 containing 2 similar stimuli, for 25 items	CC.1.2.3.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.
9-c	Matches non-identical objects or pictures to corresponding items in a book for 25 items	CC.1.2.3.G Use information gained from text features to demonstrate understanding of a text.
9-d	Matches non-identical objects or pictures to corresponding items in the natural environment for 25 items	CC.1.2.3.H Describe how an author connects sentences and paragraphs in a text to support particular points.
9-e	Demonstrates spontaneous functional matching-to-sample in the natural environment 2 times (e.g., finds a matching shoe)	CC.1.3.3.A

		<p>Determine the central message, lesson, or moral in a literary text; explain how it is conveyed in text. CC.1.3.3.C Describe characters in a story and explain how their actions contribute to the sequence of events. CC.1.3.3.D Explain the point of view of the author. CC.1.3.3.K Read and comprehend literary fiction on grade level, reading independently and proficiently. CC.1.4.3.D Create an organizational structure that includes information grouped and connected logically with a concluding statement or section. CC.1.4.3.I Support an opinion with reasons. CC.1.4.3.O Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. CC.1.4.3.P Organize an event sequence that unfolds naturally, using temporal words and phrases to signal event order; provide a sense of closure. CC.1.4.3.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and informational texts CC.1.4.3.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. CC.1.4.3.U With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. CC.2.1.3.B.1 Apply place value understanding and properties of operations to perform multi-digit arithmetic. CC.2.1.3.C.1 Explore and develop an understanding of fractions as numbers. CC.2.2.3.A.1 Represent and solve problems involving multiplication and division. CC.2.2.3.A.2 Understand properties of multiplication and the relationship between multiplication and division. CC.2.2.3.A.3 Demonstrate multiplication and division fluency. CC.2.2.3.A.4 Solve problems involving the four operations, and identify and explain patterns in arithmetic. CC.2.3.3.A.1 Identify, compare, and classify shapes and their attributes. CC.2.3.3.A.2 Use the understanding of fractions to partition shapes into parts with equal areas and express the area of each part as a unit fraction of the whole. CC.2.4.3.A.4 Represent and interpret data using tally charts, tables, pictographs, line plots, and bar graphs. CC.2.4.3.A.5 Determine the area of a rectangle and apply the concept to multiplication and to addition.</p>
10-M	10-M Matches non-identical objects (3D) to pictures (2D) and/or vice versa, in a messy array of 10 containing 3 similar stimuli, for 25 items	CC.1.2.3.H Describe how an author connects sentences and paragraphs in a text to support particular points. CC.1.3.3.A Determine the central message, lesson, or moral in a literary text; explain how it is conveyed in text. CC.1.3.3.C Describe characters in a story and explain how their actions contribute to the sequence of events. CC.1.3.3.D Explain the point of view of the author. CC.1.4.3.D Create an organizational structure that includes information grouped and connected logically with a concluding statement or section. CC.1.4.3.I Support an opinion with reasons. CC.1.4.3.K Use a variety of words and sentence types to appeal to the audience.
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)	

		<p>CC.1.4.3.M Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.3.Q Choose words and phrases for effect.</p> <p>CC.2.1.3.B.1 Apply place value understanding and properties of operations to perform multi-digit arithmetic.</p> <p>CC.2.1.3.C.1 Explore and develop an understanding of fractions as numbers.</p> <p>CC.2.2.3.A.1 Represent and solve problems involving multiplication and division.</p> <p>CC.2.2.3.A.2 Understand properties of multiplication and the relationship between multiplication and division.</p> <p>CC.2.2.3.A.3 Demonstrate multiplication and division fluency.</p> <p>CC.2.2.3.A.4 Solve problems involving the four operations, and identify and explain patterns in arithmetic.</p> <p>CC.2.3.3.A.1 Identify, compare, and classify shapes and their attributes.</p> <p>CC.2.3.3.A.2 Use the understanding of fractions to partition shapes into parts with equal areas and express the area of each part as a unit fraction of the whole.</p> <p>CC.2.4.3.A.4 Represent and interpret data using tally charts, tables, pictographs, line plots, and bar graphs.</p> <p>CC.2.4.3.A.5 Determine the area of a rectangle and apply the concept to multiplication and to addition.</p> <p>CC.2.4.3.A.6 Solve problems involving perimeters of polygons and distinguish between linear and area measures.</p>
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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)	<p>CC.1.1.3.D Know and apply grade level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words.</p> <p>CC.2.2.3.A.1 Represent and solve problems involving multiplication and division.</p> <p>CC.2.3.3.A.2 Use the understanding of fractions to partition shapes into parts with equal areas and express the area of each part as a unit fraction of the whole.</p>
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)	<p>CC.1.4.3.D Create an organizational structure that includes information grouped and connected logically with a concluding statement or section.</p> <p>CC.2.1.3.B.1 Apply place value understanding and properties of operations to perform multi-digit arithmetic.</p> <p>CC.2.1.3.C.1 Explore and develop an understanding of fractions as numbers.</p> <p>CC.2.2.3.A.1 Represent and solve problems involving multiplication and division.</p> <p>CC.2.2.3.A.2 Understand properties of multiplication and the relationship between multiplication and division.</p> <p>CC.2.2.3.A.3</p>
12-a	Sorts 5 related items from 3 different categories with a sample (e.g., pulls all the vehicles out of a bin of toys)	
12-b	Matches non-identical items with a 5 second delay to the comparison in a messy array of 6 (e.g., show the child a tiger, then remove the tiger, wait 5 seconds, and present the array)	
12-c	Completes a 6-component block design with a 2D sample and 3D blocks for 8 designs	
12-d	Matches a 3D block design with 4 blocks (e.g., a house, tower)	

		<p>Demonstrate multiplication and division fluency.</p> <p>CC.2.2.3.A.4 Solve problems involving the four operations, and identify and explain patterns in arithmetic.</p> <p>CC.2.3.3.A.1 Identify, compare, and classify shapes and their attributes.</p> <p>CC.2.3.3.A.2 Use the understanding of fractions to partition shapes into parts with equal areas and express the area of each part as a unit fraction of the whole.</p> <p>CC.2.4.3.A.4 Represent and interpret data using tally charts, tables, pictographs, line plots, and bar graphs.</p> <p>CC.2.4.3.A.5 Determine the area of a rectangle and apply the concept to multiplication and to addition.</p> <p>CC.2.4.3.A.6 Solve problems involving perimeters of polygons and distinguish between linear and area measures.</p>
13-M	Completes 20 different block designs, parquetry, shape puzzles, or similar tasks with at least 8 different pieces	CC.1.2.3.I
13-a	Uses scissors to cut out 5 different patterns or items without physical prompts	Compare and contrast the most important points and key details presented in two texts on the same topic. CC.1.3.3.E
13-b	Sets a table for two people with 6 dishes and utensils	Refer to parts of texts when writing or speaking about a text using such terms as chapter, scene and stanza and describe how each successive part builds upon earlier sections.
13-c	Place 3 sets of items in order by size (seriation)	CC.1.4.3.B
13-d	Imitates a model block structure or similar assembly of objects with at least 6 parts	Identify and introduce the topic. CC.1.4.3.C Develop the topic with facts, definitions, details, and illustrations, as appropriate. CC.1.4.3.D Create an organizational structure that includes information grouped and connected logically with a concluding statement or section. CC.1.4.3.I Support an opinion with reasons. CC.1.4.3.K Use a variety of words and sentence types to appeal to the audience. CC.1.4.3.M Write narratives to develop real or imagined experiences or events. CC.1.4.3.Q Choose words and phrase for effect.
		<p>CC.2.1.3.B.1 Apply place value understanding and properties of operations to perform multi-digit arithmetic.</p> <p>CC.2.1.3.C.1 Explore and develop an understanding of fractions as numbers.</p> <p>CC.2.2.3.A.1 Represent and solve problems involving multiplication and division.</p> <p>CC.2.2.3.A.2 Understand properties of multiplication and the relationship between multiplication and division.</p> <p>CC.2.2.3.A.3 Demonstrate multiplication and division fluency.</p> <p>CC.2.2.3.A.4 Solve problems involving the four operations, and identify and explain patterns in arithmetic.</p> <p>CC.2.3.3.A.1 Identify, compare, and classify shapes and their attributes.</p> <p>CC.2.3.3.A.2 Use the understanding of fractions to partition shapes into parts with equal areas and express the area of each part as a unit fraction of the whole.</p> <p>CC.2.4.3.A.4 Represent and interpret data using tally charts, tables, pictographs, line plots, and bar graphs.</p> <p>CC.2.4.3.A.5 Determine the area of a rectangle and apply the concept to multiplication and to addition.</p> <p>CC.2.4.3.A.6 Solve problems involving perimeters of polygons and distinguish between linear and area measures.</p>
14-M	Sorts 5 items from 5 different categories without a model (e.g., animals, clothing, furniture)	CC.1.2.3.I
14-a	Successfully completes a human figure puzzle with at least 6 parts	Compare and contrast the most important points and key details presented in two texts on the same topic. CC.1.3.3.E
14-b	Matches 25 items that are associated with each other in a messy array of 6 with 3 similar stimuli	Refer to parts of texts when writing or speaking about a text using such terms as chapter, scene and stanza and describe how

14-c	Completes 10 different seriation tasks (i.e., part-to-whole, small-to-large, etc.)	<p>each successive part builds upon earlier sections.</p> <p>CC.1.4.3.D Create an organizational structure that includes information grouped and connected logically with a concluding statement or section.</p> <p>CC.1.4.3.H Introduce the topic and state an opinion on the topic.</p> <p>CC.1.4.3.I Support an opinion with reasons.</p> <p>CC.1.4.3.K Use a variety of words and sentence types to appeal to the audience.</p> <p>CC.1.4.3.Q Choose words and phrases for effect.</p> <p>CC.2.1.3.B.1 Apply place value understanding and properties of operations to perform multi-digit arithmetic.</p> <p>CC.2.1.3.C.1 Explore and develop an understanding of fractions as numbers.</p> <p>CC.2.2.3.A.1 Represent and solve problems involving multiplication and division.</p> <p>CC.2.2.3.A.2 Understand properties of multiplication and the relationship between multiplication and division.</p> <p>CC.2.2.3.A.4 Solve problems involving the four operations, and identify and explain patterns in arithmetic.</p> <p>CC.2.3.3.A.1 Identify, compare, and classify shapes and their attributes.</p> <p>CC.2.3.3.A.2 Use the understanding of fractions to partition shapes into parts with equal areas and express the area of each part as a unit fraction of the whole.</p> <p>CC.2.4.3.A.1 Solve problems involving measurement and estimation of temperature, liquid volume, mass or length.</p> <p>CC.2.4.3.A.2 Tell and write time to the nearest minute and solve problems by calculating time intervals.</p> <p>CC.2.4.3.A.4 Represent and interpret data using tally charts, tables, pictographs, line plots, and bar graphs.</p> <p>CC.2.4.3.A.5 Determine the area of a rectangle and apply the concept to multiplication and to addition.</p> <p>CC.2.4.3.A.6 Solve problems involving perimeters of polygons and distinguish between linear and area measures.</p>
14-d	Plays a short “concentration” or memory game with identical pictures	
15-M	Continues 20 three-step patterns, sequences, or seriation tasks (e.g., star, triangle, heart, star, triangle...)	CC.1.1.3.D
15-a	Completes an A-B pattern for 5 different color or shape patterns	Know and apply grade level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words.
15-b	Completes an A-B pattern for 5 different picture patterns	CC.1.3.3.E
15-c	Places 3 pictures in the correct sequential order for 5 sets	Refer to parts of texts when writing or speaking about a text using such terms as chapter, scene and stanza and describe how each successive part builds upon earlier sections.
15-d	Constructs 5 felt (or similar material) scenes with 5 parts (e.g., farm, party)	<p>CC.1.4.3.A Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>CC.1.4.3.B Identify and introduce the topic.</p> <p>CC.1.4.3.I Support an opinion with reasons.</p> <p>CC.1.4.3.O Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>CC.1.4.3.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and informational texts.</p> <p>CC.1.4.3.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>CC.1.4.3.W Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>CC.1.4.3.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting</p>

		<p>or a day or two) for a range of discipline-specific tasks, purposes and audiences.</p> <p>CC.1.5.3.D Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly with adequate volume, appropriate pacing, and clear pronunciation.</p> <p>CC.2.1.3.B.1 Apply place value understanding and properties of operations to perform multi-digit arithmetic.</p> <p>CC.2.2.3.A.1 Represent and solve problems involving multiplication and division.</p> <p>CC.2.2.3.A.2 Understand properties of multiplication and the relationship between multiplication and division.</p> <p>CC.2.2.3.A.3 Demonstrate multiplication and division fluency.</p> <p>CC.2.2.3.A.4 Solve problems using the four operations, and identify and explain patterns in arithmetic.</p> <p>CC.2.3.3.A.2 Use the understanding of fractions to partition shapes into parts with equal areas and express the area of each part as a unit fraction of the whole.</p> <p>CC.2.4.3.A.2 Tell and write time to the nearest minute and solve problems by calculating time intervals.</p> <p>CC.2.4.3.A.3 Solve problems and make change involving money using a combination of coins and bills.</p> <p>CC.2.4.3.A.4 Represent and interpret data using tally charts, tables, pictographs, line plots, and bar graphs.</p> <p>CC.2.4.3.A.5 Determine the area of a rectangle and apply the concept to multiplication and to addition.</p> <p>CC.2.4.3.A.6 Solve problems involving perimeters of polygons and distinguish between linear and area measures.</p>
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INDEPENDENT PLAY LEVEL 1

Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
1-M	Manipulates and explores objects for 1 minute (e.g., looks at a toy, turns it over, presses buttons)	<p>CC.1.3.3.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p> <p>CC.1.4.3.N Establish a situation and introduce a narrator and/or characters.</p>
1-a	Has a favorite comfort item that he might sleep with or carry (e.g., a blanket, stuffed animal)	
1-b	Reaches for objects of interest (e.g., keys, cup, ball)	
1-c	Transfers items from one hand to another	
1-d	Looks at a toy when it is picked up by an adult	
2-M	Shows variation in play by independently interacting with 5 different items (e.g., plays with rings, then a ball, then a block)	<p>CC.1.2.3.C Explain how a series of events, concepts, or steps in a procedure is connected within a text, using language that pertains to time, sequence, and cause/effect.</p> <p>CC.1.4.3.N Establish a situation and introduce a narrator and/or characters.</p> <p>CC.1.4.3.U With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p>
2-a	Points to a toy or object of interest	
2-b	Drops items to watch them fall, or demonstrates other interests in cause-and-effect	
2-c	Opens cupboard doors, toy boxes, or reaches in a toy container	
2-d	Repeats a play behavior that produces an auditory sound (e.g., squeezes toys, bangs items)	
2-e	Makes eye contact with others 3 times during play	
3-M	Demonstrates generalization by engaging in exploratory movement and playing with the toys in a novel environment for 2 minutes (e.g., in a new playroom)	<p>CC.1.2.3.J Acquire and use accurately grade appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.</p> <p>CC.1.4.3.N</p>
3-a	Brings a toy or object of interest to an adult	

3-b	Dumps containers of items on floor	Establish a situation and introduce a narrator and/or characters.
3-c	Transfers items in or out of a container	
3-d	Generalizes known play behaviors to a novel environment	
3-e	Carries toys or objects from one place to another	
4-M	Independently engages in movement play for 2 minutes (e.g., swinging, dancing, rocking, jumping, climbing)	CC.1.5.3.E Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. CC.1.5.3.G Demonstrate command of the conventions of standard English when speaking based on grade 3 level and content.
4-a	Enters a playhouse or similar play structure without adult verbal prompting	
4-b	Learns to work a toy correctly after an adult demonstrates its use (e.g., push buttons on a pop-up toy)	
4-c	Mands to an adult for assistance with an item (e.g., child holds up something he can't open)	
4-d	Spontaneously dances when music is played	
4-e	Enjoys being pulled or pushed in a wagon, on a tricycle, or other toy vehicle	
5-M	Independently engages in cause-and-effect play for 2 minutes (e.g., dumping containers, playing with pop-up toys, pulling toys, etc.)	CC.1.2.3.C Explain how a series of events, concepts, or steps in a procedure is connected within a text, using language that pertains to time, sequence, and cause/effect. CC.2.1.3.C.1 Explore and develop an understanding of fractions as numbers. CC.2.2.3.A.1 Represent and solve problems involving multiplication and division. CC.2.2.3.A.2 Understand properties of multiplication and the relationship between multiplication and division. CC.2.2.3.A.3 Demonstrate multiplication or division fluency. CC.2.2.3.A.4 Solve problems involving the four operations, and identify and explain patterns in arithmetic. CC.2.3.3.A.2 Use the understanding of fractions to partition shapes into parts with equal areas and express the area of each part as a unit fraction of the whole. CC.2.4.3.A.3 Solve problems and make change involving money using a combination of coins and bills.
5-a	Takes pieces of a set apart (e.g., Duplos, Bristle blocks)	
5-b	Spontaneously pulls and pushes items around	
5-c	Carries a large play object to a new location (e.g., a toy car garage)	
5-d	Emits sounds or words associated with toys (e.g., says vroom vroom with a car)	
5-e	Connects things or puts them together (e.g., a car on a track, Duplos)	

INDEPENDENT PLAY LEVEL 2

Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
6-M	Searches for a missing or corresponding toy or part of a set for 5 items or sets (e.g., a puzzle piece, a ball for a drop-in toy, a bottle for a baby doll)	CC.1.4.3.V Conduct short research projects the build knowledge about a topic. CC.2.2.3.A.1 Represent and solve problems involving multiplication and division. CC.2.2.3.A.2 Understand properties of multiplication and the relationship between multiplication and division. CC.2.2.3.A.3 Demonstrate multiplication and division fluency. CC.2.2.3.A.4 Solve problems involving the four operations, and identify and explain patterns in arithmetic. CC.2.3.3.A.2 Use the understanding of fractions to partition shapes into parts with equal areas and express the area of each part as a unit fraction of the whole. CC.2.4.3.A.3
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)	

		<p>Solve problems and make change involving money using a combination of coins and bills. CC.2.4.3.A.4 Represent and interpret data using tally charts, tables, pictographs, line plots, and bar graphs. CC.2.4.3.A.5 Determine the area of a rectangle and apply the concept to multiplication and to addition.</p>
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)	<p>CC.1.3.3.K Read and comprehend literary fiction on grade level, reading independently and proficiently. CC.1.4.3.D Create an organizational structure that includes information grouped and connected logically with a concluding statement or section. CC.1.4.3.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. CC.1.4.3.U With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. CC.1.5.3.F Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p>
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)	<p>CC.1.5.3.D Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly with adequate volume, appropriate pacing, and clear pronunciation. CC.1.5.3.E Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. CC.1.5.3.G Demonstrate command of the conventions of standard English when speaking based on grade 3 level and content.</p>
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)	<p>CC.1.5.3.E Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. CC.1.5.3.G Demonstrate command of the conventions of standard English when speaking based on grade 3 level and content.</p>
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	<p>CC.1.4.3.D Create an organizational structure that includes information grouped and connected logically with a concluding statement or section. CC.1.4.3.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. CC.1.4.3.U With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. CC.2.4.3.A.3 Solve problems and make change involving money using a combination of coins and bills. CC.2.4.3.A.4 Represent and interpret data using tally charts, tables, pictographs, line plots, and bar graphs. CC.2.4.3.A.5 Determine the area of a rectangle and apply the concept to multiplication and to addition.</p>
10-a	Plays with toy sets as designed (e.g., birthday set, tea set)	
10-b	Allows others to play in close proximity	
10-c	Demonstrates interest in a peer's completed project (e.g., a sand castle, Lego structure)	
10-d	Mands to peers to not disturb his structure or toy assembly	
10-e	Improvises when parts are missing (e.g., still plays with a car that is missing a wheel)	
10-f	Helps to pick up toys after an activity with adult prompts	

**INDEPENDENT PLAY
LEVEL 3**

Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
11-M	Spontaneously engages in pretend or imaginary play on 5 occasions (e.g., dressing up, a pretend party with stuffed animals, pretends to cook)	<p>CC.1.5.3.D Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly with adequate volume, appropriate pacing, and clear pronunciation.</p> <p>CC.1.5.3.E Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p>CC.1.5.3.G Demonstrate command of the conventions of standard English when speaking based on grade 3 level and content.</p>
11-a	Navigates a riding toy around obstructions (e.g., moving a tricycle or big wheel around a pole)	
11-b	Demonstrates 1 to 1 correspondence in play activities (e.g., places plastic eggs in an egg carton, a doll in a bed with a bottle)	
11-c	Will get toys and play independently for 2 minutes	
11-d	Sings, hums, or recites a few words to familiar songs while engaged in an activity	
12-M	Repeats a gross motor behavior to obtain a better effect for 2 activities (e.g., throwing a ball in a basket, swinging a bat at a T-ball, foot stomping to launch a rocket, pumping a swing)	<p>CC.1.3.3.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p> <p>CC.1.4.3.A With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p> <p>CC.1.4.3.U With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p>
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)	<p>CC.1.4.3.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.</p> <p>CC.1.5.3.F Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p> <p>CC.2.3.3.A.1 Identify, compare, and classify shapes and their attributes.</p>
13-a	Uses arts and crafts materials as intended (e.g., cuts with scissors, uses glue)	
13-b	Waits for a turn at an activity (e.g., waits for another child to get off a swing, or a turn at an activity table)	
13-c	Independently draws recognizable items	
13-d	Shows a completed project to an adult or peer (e.g., an art project)	
13-e	Colors items mostly within their boundaries in a coloring book	
14-M	Independently engages in sustained play activities for 10 minutes without adult prompts or reinforcement (e.g., playing with an Etch-a-sketch, playing dress-up)	<p>CC.1.4.3.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.</p>
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)	<p>CC.1.4.3.U With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p> <p>CC.2.2.3.A.2 Understand properties of multiplication and the relationship between multiplication and division.</p> <p>CC.2.2.3.A.4 Solve problems involving the four operations, and identify and explain patterns in arithmetic.</p> <p>CC.2.3.3.A.1 Identify, compare, and classify shapes and their attributes.</p> <p>CC.2.4.3.A.3 Solve problems and make change involving money using a combination of coins and bills.</p>
15-a	Demonstrates a willingness to try physical activities that are more challenging (e.g., ride a bike with training wheels, in-line skates, hitting a golf ball with a club)	
15-b	Spontaneously assists in daily activities (e.g., setting the table, planting seeds in a garden, sorting socks)	
15-c	Will engage in a non-preferred activity to earn a preferred activity	
15-d	Plays computer or video games and properly operates the equipment	
15-e	Will independently solve problems encountered in play (e.g., pulling on a toy that is stuck)	

SOCIAL BEHAVIOR AND SOCIAL PLAY LEVEL 1

Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
1-M	Makes eye contact as a type of mand 5 times	CC.1.4.3.D Create an organizational structure that includes information grouped and connected logically with a concluding statement or section. CC.1.4.3.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. CC.1.4.3.U With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. CC.1.5.3.A Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly.
1-a	Smiles when hearing familiar voices 3 times (e.g., his mom or dad's voice)	
1-b	Looks at the faces of familiar people at least 3 times	
1-c	Orients towards or makes eye contact with familiar people 5 times	
2-M	Indicates that he wants to be held or physically played with 2 times (e.g., climbs up on his mom's lap)	CC.1.4.3.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. CC.1.4.3.U With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. CC.1.5.3.A Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly.
2-a	Smiles or laughs during physical play 5 times	
2-b	Participates and smiles in reciprocal social play 2 times (e.g., patty cake, peek-a-boo)	
2-c	Seeks out adult attention using eye gaze, sounds, or gestures 3 times (e.g., pointing)	
3-M	Spontaneously makes eye contact with other children 5 times	CC.1.4.3.D Create an organizational structure that includes information grouped and connected logically with a concluding statement or section. CC.1.4.3.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. CC.1.4.3.U With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
3-a	Takes a desired item from an adult 3 times (e.g., takes a toy when offered)	
3-b	Reacts positively to being approached by other children 2 times (can be siblings)	
3-c	Responds to greetings from others with 2 seconds of eye contact 2 times	
4-M	Spontaneously engages in parallel play near other children for a total of 2 minutes (e.g., sits in the sandbox near other children)	CC.1.4.3.D Create an organizational structure that includes information grouped and connected logically with a concluding statement or section. CC.1.4.3.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. CC.1.4.3.U With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
4-a	Approaches other children 2 times with an adult prompt	
4-b	Appropriately stands close by other children in group activities 2 times	
4-c	Imitates a wave "bye-bye" to others when prompted 2 times	
4-d	Sits next to other children in group activities 2 times when prompted by an adult	
5-M	Spontaneously follows peers or imitates their motor behavior 2 times (e.g., follows a peer into a playhouse)	CC.1.3.3.G Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). CC.1.3.3.H Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters. CC.1.3.3.J Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships. CC.1.4.3.K Use a variety of words and sentence types to appeal to the audience. CC.1.4.3.O Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. CC.1.4.3.P Organize an event sequence that unfolds naturally, using temporal words and phrases to signal event order; provide a sense of closure. CC.1.4.3.Q
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	

	Choose words and phrases for effect. CC.1.4.3.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing CC.1.4.3.U With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
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SOCIAL BEHAVIOR AND SOCIAL PLAY LEVEL 2

Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
6-M	Initiates a physical interaction with a peer 2 times (e.g., a push in a wagon, hand holding, Ring Around the Rosy)	CC.1.4.3.K Use a variety of words and sentence types to appeal to the audience.
6-a	Looks at a peer when he talks 2 times	CC.1.4.3.T
6-b	Chases peers in play with adult prompts 2 times	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing
6-c	Sits with peers in a group activity (e.g., music) without disruptive behavior for 2 minutes	CC.1.4.3.U
6-d	Engages in physical play with peers (e.g., rolling down a hill) with adult prompts 2 times	With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
6-e	Spontaneously imitates 5 different behaviors of peers	CC.1.5.3.A Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly.
7-M	Spontaneously mands to peers 5 times (e.g., My turn. Push me. Look! Come on.)	CC.1.2.3.G Use information gained from text features to demonstrate understanding of a text.
7-a	Mands to peers with adult prompts 5 times (e.g., Ask Katie for a cookie.)	CC.1.2.3.J
7-b	Echoes a peer's sounds or words with adult prompts 2 times (e.g., What did he say?)	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.
7-c	Spontaneously joins other children in a play activity 2 times (e.g., a playhouse)	CC.1.2.3.K
7-d	Spontaneously offers a reinforcer to a peer 1 time	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content; choosing flexibly from a range of strategies and tools.
		CC.1.4.3.D Create an organizational structure that includes information grouped and connected logically with a concluding statement or section.
		CC.1.4.3.K Use a variety of words and sentence types to appeal to the audience.
		CC.1.4.3.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
		CC.1.4.3.U With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
		CC.1.4.3.W Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
		CC.1.5.3.A Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly.
		CC.1.5.3.E Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
		CC.2.4.3.A.3 Solve problems and make change involving money using a combination of coins and bills.
8-M	Engages in sustained social play with peers for 3 minutes without adult prompts or reinforcement (e.g., cooperatively setting up a play set, water play)	CC.1.4.3.D Create an organizational structure that includes information grouped and connected logically with a concluding statement or section.
8-a	Spontaneously greets others with a wave or vocal response 1 time	CC.1.4.3.K
8-b	Spontaneously imitates a peer's actions with objects 2 times (e.g., blowing a pinwheel)	Use a variety of words and sentence types to appeal to the audience.
8-c	Responds to the mands of peers with adult prompts 2 times (e.g., Give him the car.)	CC.1.4.3.Q

8-d	Spontaneously echoes a peer's words 2 times	Choose words and phrases for effect. CC.1.4.3.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. CC.1.4.3.U With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. CC.2.4.3.A.3 Solve problems and make change involving money using a combination of coins and bills.
9-M	Spontaneously responds to the mands from peers 5 times (e.g., Pull me in the wagon. I want the train.)	CC.1.2.3.A Determine the main idea of a text; recount the key details and explain how they support the main idea. CC.1.4.3.D Create an organizational structure that includes information grouped and connected logically with a concluding statement or section. CC.1.4.3.I Support an opinion with reasons. CC.1.4.3.M Write narratives to develop real or imagined experiences or events. CC.1.4.3.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. CC.1.4.3.U With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. CC.1.4.3.V Conduct short research projects that build knowledge about a topic. CC.1.4.3.W Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. CC.1.5.3.A Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly. CC.1.5.3.E Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
9-a	Spontaneously copies a peer's assembly of toys or other items 1 time (e.g., Duplo)	
9-b	Responds appropriately to mands from peers for an object 2 times (e.g., Give me the truck.)	
9-c	Responds appropriately to mands from peers for an action 2 times (e.g., Push me.)	
9-d	Responds to the mands of peers to stop a behavior 1 time (e.g., Stop pushing me.)	
9-e	Spontaneously mands for help from adults 1 time	
9-f	Tacts items for the benefit of peers with adult prompts, 2 times (e.g., There's your car.)	
10-M	Spontaneously mands to peers to participate in games, social play, etc., 2 times (e.g., Come on you guys. Let's dig a hole.)	CC.1.4.3.D Create an organizational structure that includes information grouped and connected logically with a concluding statement or section. CC.1.4.3.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. CC.1.4.3.U With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. CC.1.4.3.V Conduct short research projects that build knowledge about a topic. CC.1.5.3.E Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
10-a	Spontaneously mands to peers to follow directions 2 times (e.g., Put the bike here.)	
10-b	Spontaneously mands for others to attend to what he is attending to (e.g., Look at this!)	
10-c	Spontaneously mands for others to attend to his behavior 2 times (e.g., Watch me.)	
10-d	Mands for attention from peers 2 times (e.g., Hey Johnny!)	
10-e	Spontaneously imitates a peer riding on a tricycle, toy car, or other riding toy 2 times	

SOCIAL BEHAVIOR AND SOCIAL PLAY LEVEL 3

Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
11-M	Spontaneously cooperates with a peer to accomplish a specific outcome 5 times (e.g., one child holds a bucket while the other pours in water)	CC.1.4.3.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

11-a	Participates in cooperation activities with adult prompts 2 times (e.g., parachute holding)	CC.1.4.3.U With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. CC.1.5.3.A Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly. CC.1.5.3.E Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
11-b	Appropriately mands to peers to stop an undesirable behavior 2 times	
11-c	Waits for a turn with a reinforcer without negative behavior 2 times	
11-d	Accepts an invitation to join a social play activity with a peer 2 times	
11-e	Mands to peers with a WH question 2 times (e.g., Where the shovel? What's your name?)	
12-M	Spontaneously mands to peers with a WH question 5 times (e.g., Where are you going? What's that? Who are you being?)	CC.1.3.3.J Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships. CC.1.4.3.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. CC.1.4.3.U With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. CC.1.5.3.E Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
12-a	Spontaneously imitates a peer's behavior in a pretend play activity 2 times	
12-b	Spontaneously mands using where for the location of a missing peer 2 times	
12-c	Spontaneously mands using what related to the behavior of a peer 2 times	
12-d	Spontaneously mands using who evoked by an unknown person 2 times	
12-e	Has a "best friend" (i.e., will repeatedly play with a specific child)	
12-f	Engages in at least 3 verbal exchanges with a peer	
13-M	Intraverbally responds to 5 different questions or statements from peers (e.g., verbally responds to What do you want to play?)	CC.1.2.3.C Explain how a series of events, concepts, or steps in a procedure is connected within a text, using language that pertains to time, sequence, and cause/effect. CC.1.2.3.G Use information gained from text features to demonstrate understanding of a text. CC.1.2.3.H Describe how an author connects sentences and paragraphs in a text to support particular points. CC.1.2.3.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies and tools. CC.1.3.3.A Determine the central message, lesson, or moral in literary text; explain how it is conveyed in text. CC.1.3.3.C Describe characters in a story and explain how their actions contribute to the sequence of events. CC.1.3.3.D Explain the point of view of the author. CC.1.3.3.F Determine the meaning of words and phrases as they are used in grade level text, distinguishing literal from non-literal meaning as well as shades of meaning among related words. CC.1.4.3.L Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. CC.1.4.3.R Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. CC.1.4.3.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. CC.1.4.3.U With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. CC.1.5.3.A Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly. CC.1.5.3.E Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
13-a	Spontaneously uses please and thank you with an adult or peer 2 times	
13-b	Demonstrates any reciprocal verbal exchanges with a peer 2 times	
13-c	Follows directions given by a peer in a social play activity 2 times	
13-d	Gives directions to a peer in a social play activity 2 times	
13-e	Spontaneously offers a reinforcer (sharing) to a peer 2 times	
14-M	Engages in pretend social play activities with peers for 5 minutes without adult prompts or reinforcement (e.g., dress up play, acting out videos, playing house)	CC.1.4.3.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. CC.1.4.3.U With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. CC.1.5.3.A Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly.
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	CC.1.5.3.E Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
15-M	Engages in 4 verbal exchanges on 1 topic with peers for 5 topics (e.g., the children go back and forth talking about making a creek in a sandbox)	CC.1.2.3.A Determine the main idea of a text; recount key details and explain how they support the main idea.
15-a	Engages in at least 3 verbal exchanges with a peer 2 times	CC.1.2.3.C Explain how a series of events, concepts, or steps in a procedure is connected within a text, using language that pertains to time, sequence, and cause/effect.
15-b	Engages in a verbal exchange with two or more peers in one setting 2 times	CC.1.2.3.G Use information gained from text features to demonstrate understanding of a text.
15-c	Demonstrates coping behavior when a peer takes a reinforcer 2 times	CC.1.2.3.H Describe how an author connects sentences and paragraphs in a text to support particular points.
15-d	Attends to a peer telling a story for 10 seconds, 2 times	CC.1.2.3.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies and tools.
15-e	Narrates the activity of a peer with at least 2 facts, 2 times	CC.1.3.3.A Determine the central message, lesson, or moral in literary text; explain how it is conveyed in text.
15-f	Spontaneously provides sympathy to a peer when hurt 2 times	CC.1.3.3.C Describe characters in a story and explain how their actions contribute to the sequence of events.
15-g	Negotiates time with a reinforcer with a peer 2 times	CC.1.3.3.D Explain the point of view of the author. CC.1.3.3.F Determine the meaning of words and phrases as they are used in grade level text, distinguishing literal from non-literal meaning as well as shades of meaning among related words. CC.1.4.3.L Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. CC.1.4.3.R Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. CC.1.4.3.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. CC.1.4.3.U With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. CC.1.4.3.W Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. CC.1.4.3.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences. CC.1.5.3.A Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly.

MOTOR IMITATION LEVEL 1

Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
1-M	Imitates 2 gross motor movements when prompted with, Do this (e.g., clapping, raising arms)	CC.1.5.3.E Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
1-a	Imitates mouthing movements 3 times (e.g., puckering lips, opening mouth)	CC.1.5.3.G Demonstrate command of the conventions of standard English when speaking based on grade 3 level and content.
1-b	Imitates 1 motor movement of another person on demand (i.e., will imitate when asked)	
2-M	Imitates 4 gross motor movements when prompted with, Do this	CC.1.2.3.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.
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)	<p>CC.1.3.3.G Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</p> <p>CC.1.3.3.H Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.</p> <p>CC.1.4.3.A Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>CC.1.4.3.D Create an organizational structure that includes information grouped and connected logically with a concluding statement or section.</p> <p>CC.1.4.3.I Support an opinion with reasons.</p> <p>CC.1.4.3.K Use a variety of words and sentence types to appeal to the audience.</p> <p>CC.1.4.3.Q Choose words and phrases for effect.</p> <p>CC.1.4.3.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>CC.1.4.3.U With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p>
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)	<p>CC.1.2.3.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</p> <p>CC.1.2.3.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies</p> <p>CC.1.4.3.D Create an organizational structure that includes information grouped and connected logically with a concluding statement or section.</p> <p>CC.1.4.3.K Use a variety of words and sentence types to appeal to the audience.</p> <p>CC.1.4.3.Q Choose words and phrases for effect.</p> <p>CC.1.4.3.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>CC.1.4.3.U With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p>
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	<p>CC.1.2.3.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</p> <p>CC.1.4.3.D Create an organizational structure that includes information grouped and connected logically with a concluding statement or section.</p> <p>CC.1.4.3.N Establish a situation and introduce a narrator and/or characters.</p> <p>CC.1.4.3.P Organize an event sequence that unfolds naturally, using temporal words and phrases to signal event order; provide a sense of closure.</p> <p>CC.1.4.3.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>CC.1.4.3.U With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p>
4-a	Imitates pointing at people or objects	
4-b	Imitates transferring an object from one hand to another	
4-c	Imitates 5 actions that produce an outcome (e.g., pushing buttons on a pop-up toy)	
4-d	Imitates 2 head movements (e.g., nods yes and no)	
5-M	Imitates 20 motor movements of any type (e.g., fine motor, gross motor, imitation with objects)	CC.1.2.3.C

5-a	Imitates 5 different fine motor movements (e.g., pokes clay with index finger, a pincer grasp)	Explain how a series of events, concepts, or steps in a procedure is connected within a text, using language that pertains to time, sequence, and cause/effect.
5-b	Imitates the gross motor behavior of other children 2 times when prompted (e.g., running)	CC.1.2.3.F
5-c	Spontaneously imitates the behavior of others on 2 occasions (e.g., filling containers)	Determine the meaning of words and phrases as they are used in grade level text, distinguishing literal from non-literal meaning as well as shades of meaning among related words.
5-d	Demonstrates generalization of 10 imitative responses to 3 new people	<p>CC.1.2.3.G Use information from text features to demonstrate understanding of a text.</p> <p>CC.1.2.3.H Describe how an author connects sentences and paragraphs in a text to support particular points.</p> <p>CC.1.2.3.J Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.</p> <p>CC.1.2.3.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.2.3.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</p> <p>CC.1.3.3.A Determine the central message, lesson, or moral in literary text; explain how it is conveyed in text.</p> <p>CC.1.3.3.C Describe characters in a story and explain how their actions contribute to the sequence of events.</p> <p>CC.1.3.3.D Explain the point of view of the author.</p> <p>CC.1.3.3.E Refer to parts of texts when writing or speaking about a text using such terms as chapter, scene and stanza and describe how each successive part builds upon earlier sections.</p> <p>CC.1.4.3.D Create an organizational structure that includes information grouped and connected logically with a concluding statement or section.</p> <p>CC.1.4.3.J Create an organizational structure that includes information grouped and connected logically with a concluding statement or section.</p> <p>CC.1.4.3.K Use a variety of words and sentence types to appeal to the audience.</p> <p>CC.1.4.3.O Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>CC.1.4.3.P Organize an event sequence that unfolds naturally, using temporal words and phrases to signal event order; provide a sense of closure.</p> <p>CC.1.4.3.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and informational texts.</p> <p>CC.1.4.3.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>CC.1.4.3.U With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p> <p>CC.1.4.3.W Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>CC.1.4.3.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.</p> <p>CC.1.5.3.D Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly with adequate volume, appropriate pacing, and clear pronunciation.</p> <p>CC.1.5.3.E Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>

MOTOR IMITATION LEVEL 2

Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
6-M	Imitates 10 actions that require selecting a specific object from an array (e.g., selects a drumstick from an array also containing a horn and a bell, and imitates an adult's drumming)	<p>CC.1.2.3.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</p> <p>CC.1.3.3.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p> <p>CC.1.4.3.D Create an organizational structure that includes information grouped and connected logically with a concluding statement or section.</p> <p>CC.1.4.3.K Use a variety of words and sentence types to appeal to the audience.</p> <p>CC.1.4.3.O Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>CC.1.4.3.P Organize an event sequence that unfolds naturally, using temporal words and phrases to signal event order; provide a sense of closure.</p> <p>CC.1.4.3.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and informational texts.</p> <p>CC.1.4.3.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>CC.1.4.3.U With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p>
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)	<p>CC.1.1.3.E Read with accuracy and fluency to support comprehension:</p> <ul style="list-style-type: none"> • Read on-level text with purpose and understanding. • Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary. <p>CC.1.2.3.J Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.</p> <p>CC.1.4.3.D Create an organizational structure that includes information grouped and connected logically with a concluding statement or section.</p> <p>CC.1.4.3.K Use a variety of words and sentence types to appeal to the audience.</p> <p>CC.1.4.3.M Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.3.O Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>CC.1.4.3.P Organize an event sequence that unfolds naturally, using temporal words and phrases to signal event order; provide a sense of closure.</p> <p>CC.1.4.3.Q Choose words and phrases for effect.</p> <p>CC.1.4.3.S</p>
7-a	Imitates 3 play behaviors in the natural environment (e.g., pushing a car down a ramp)	
7-b	Imitates 5 two-step behaviors (e.g., touch head and touch shoulders)	
7-c	Spontaneously imitates a behavior observed on a TV or video (e.g., dancing, hopping)	
7-d	Imitates 5 facial expressions (e.g., kissing, opening mouth, shutting eyes, scrunching nose)	
7-e	Maintains a newly acquired imitative behavior after 24 hours without training	
7-f	Imitates a new behavior correctly on the first trial	
7-g	Imitates 5 examples of finger play (e.g., pretend walking on two fingers, finger dancing)	

		Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and informational texts.
8-M	Imitates 10 different three-component sequences of actions when prompted, Do this (e.g., clapping, jumping, touching toes; pick up a doll, place her in a crib and rock the crib)	CC.1.1.3.E Read with accuracy and fluency to support comprehension: <ul style="list-style-type: none"> • Read on-level text with purpose and understanding. • Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary. CC.1.2.3.A Determine the main idea of a text; recount the key details and explain how they support the main idea. CC.1.2.3.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. CC.1.3.3.E Refer to parts of texts when writing or speaking about a text using such terms as chapter, scene and stanza and describe how each successive part builds upon earlier sections. CC.1.4.3.A Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. CC.1.4.3.D Create an organizational structure that includes information grouped and connected logically with a concluding statement or section. CC.1.4.3.K Use a variety of words and sentence types to appeal to the audience. CC.1.4.3.M Write narratives to develop real or imagined experiences or events. CC.1.4.3.Q Choose words and phrases for effect. CC.1.4.3.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. CC.1.4.3.U With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. CC.1.4.3.W Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. CC.1.4.3.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences. CC.1.5.3.F Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. CC.2.1.3.B.1 Apply place value understanding and properties of operations to perform multi-digit arithmetic. CC.2.2.3.A.1 Represent and solve problems involving multiplication and division. CC.2.2.3.A.2 Understand properties of multiplication and the relationships between multiplication and division. CC.2.2.3.A.4 Solve problems involving the four operations, and identify and explain patterns in arithmetic. CC.2.3.3.A.1 Identify, compare, and classify shapes and their attributes.
8-a	Imitates 5 actions in a 10-second fluency test	
8-b	Imitates drawing a circle on 2 occasions	
8-c	Imitates 5 pretend play activities (e.g., a monster, pouring tea, shooting spider webs)	
8-d	Spontaneously imitates 5 fine motor arts and crafts activities (e.g., cutting, pasting, drawing)	
8-e	Acquires 5 new listener skills through transfer of control from imitation to listener (e.g., the child learns to cast a toy fishing pole by first being shown how, then told how)	
8-f	Imitates other children during daily activities on 2 occasions (e.g., lining up, pulling a wagon)	
8-g	Repeats a fun behavior previously observed (delayed imitation) (e.g., squirting water)	
9-M	Spontaneously imitates 5 functional skills in the natural environment (e.g., eating with a spoon, putting on a coat, removing shoes)	CC.1.4.3.D Create an organizational structure that includes information grouped and connected logically with a concluding statement or section CC.1.4.3.J Create an organizational structure that includes reasons linked in a logical order with a concluding statement or section. CC.1.4.3.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. CC.1.4.3.U With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
9-a	Imitates a socio-dramatic play activity modeled by peers on 2 occasions	
9-b	Spontaneously imitates 5 behaviors in a group activity (e.g., sits when other children sit)	
9-c	Imitates 10 two-component actions (e.g., pretend pouring and drinking)	
9-d	Imitates the same behavior going fast and slow for 5 behaviors (e.g., arms up fast then slow)	

10-M	Imitates (or attempts to with approximations) any novel motor action modeled by an adult with and without objects (i.e., a “generalized imitative repertoire”)	CC.1.2.3.E Use text features and search tools to locate and interpret information.
10-a	Imitates building items or the construction of a toy set (e.g., Legos, a train set, Lincoln Logs)	CC.1.4.3.J Create an organizational structure that includes reasons linked in a logical order with a concluding statement or section.
10-b	Imitates 5 sequences of multi-step functional self-care skills (e.g., brushing teeth, washing face, putting on shoes)	CC.1.4.3.O Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
10-c	Imitates 5 functional activities of daily living skills (e.g., setting the table, sweeping the floor)	CC.1.4.3.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and informational texts.
10-d	Demonstrates delayed imitation of adult behavior in pretend play (e.g., driving a car, typing)	CC.1.5.3.D Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly with adequate volume, appropriate pacing, and clear pronunciation.
10-e	Imitates 50 different motor behaviors on command	CC.1.5.3.E Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. CC.2.2.3.A.2 Understand properties of multiplication and the relationship between multiplication and division. CC.2.2.3.A.4 Solve problems involving the four operations, and identify and explain patterns in arithmetic.

ECHOIC LEVEL 1

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

ECHOIC LEVEL 2

Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
	Intentionally left blank	CC.1.5.3.D Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly with adequate volume, appropriate pacing, and clear pronunciation. CC.1.5.3.E Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

		CC.1.5.3.G Demonstrate command of the conventions of standard English when speaking based on grade 3 level and content.
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SPONTANEOUS VOCAL BEHAVIOR LEVEL 1

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

LISTENER RESPONDING BY FUNCTION, FEATURE, & CLASS LEVEL 2

Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
6-M	Selects 5 different foods or drinks when each are presented in an array of 5 (with 4 non-food or non-drink items) and asked the verbal fill-ins You eat... and You drink...	CC.1.1.3.E Read with accuracy and fluency to support comprehension: <ul style="list-style-type: none"> • Read on-level text with purpose and understanding. • Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary. CC.1.5.3.C Ask and answer questions about information from a speaker, offering appropriate detail.
6-a	Selects an animal from an array of 3 for 5 different sounds made by animals (e.g., Meow says a...)	
6-b	Selects an object from an array of 3 for 5 different sounds made by objects (e.g., Toot, toot goes the...)	
6-c	Selects an item from an array of 3 for 5 different song fill-ins corresponding with the items (e.g., The wheels on the...)	
7-M	Selects the correct item from an array of 8 for 25 different LRFFC fill-in statements of any type (e.g., You sit on a...)	CC.1.1.3.E Read with accuracy and fluency to support comprehension: <ul style="list-style-type: none"> • Read on-level text with purpose and understanding. • Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary. CC.1.2.3.I Compare and contrast the most important points and key details presented in two texts on the same topic.
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...)	CC.1.4.3.D Create an organizational structure that includes information grouped and connected logically with a concluding statement or section. CC.1.4.3.V Conduct short research projects that build knowledge about a topic. CC.1.5.3.C Ask and answer questions about information from a speaker, offering appropriate detail. CC.2.3.3.A.1 Identify, compare, and classify shapes and their attributes. CC.2.4.3.A.4 Represent and interpret data using tally charts, tables, pictographs, line plots, and bar graphs. CC.2.4.3.A.5 Determine the area of a rectangle and apply the concept to multiplication and to addition. CC.2.4.3.A.6 Solve problems involving perimeters of polygons and distinguish between linear and area measures.
7-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.1.1.3.E Read with accuracy and fluency to support comprehension: <ul style="list-style-type: none"> • Read on-level text with purpose and understanding. • Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary. CC.1.2.3.B Ask and answer questions about the text and make inferences from text; refer to text to support responses. CC.1.2.3.I Compare and contrast the most important points and key details presented in two texts on the same topic. CC.1.2.3.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. CC.1.3.3.B Ask and answer questions about the text and make inferences from text; refer to text to support responses. CC.1.3.3.K Read and comprehend literary fiction on grade level, reading independently and proficiently. CC.1.4.3.D Create an organizational structure that includes information grouped and connected logically with a concluding statement or section. CC.1.4.3.K Use a variety of words and sentence types to appeal to the audience. CC.1.4.3.N Establish a situation and introduce a narrator and/or characters. CC.1.4.3.Q Choose words and phrases for effect. CC.1.4.3.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. CC.1.4.3.U With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. CC.1.4.3.V Conduct short research projects that build knowledge about a topic. CC.1.5.3.C Ask and answer questions about information from a speaker, offering appropriate detail. CC.2.2.3.A.3 Demonstrate multiplication and division fluency. CC.2.4.3.A.1 Solve problems involving measurement and estimation of temperature, liquid volume, mass or length. CC.2.4.3.A.4 Represent and interpret data using tally charts, tables, pictographs, line plots, and bar graphs. CC.2.4.3.A.5 Determine the area of a rectangle and apply the concept to multiplication and to addition.
8-a	Selects an item from an array of 8 for 10 fill-in function statements (e.g., You draw with a...)	
8-b	Selects an item from an array of 8 for 10 fill-in feature statements (e.g., You find wheels on a...)	
8-c	Selects an item from an array of 8 for 10 fill-in class statements (e.g., A kind of animal is a...)	
8-d	Selects an item from an array of 8 for 10 different what questions (e.g., What do you eat?)	
8-e	Selects an item from an array of 8 for 10 different what questions (e.g., which one flies?)	
8-f	Selects an item from an array of 8 for 10 different which questions (e.g., Who builds a nest?)	
9-M	Selects an item given 3 different verbal statements about each item when independently presented (e.g., Find an animal. What barks? What has paws?) for 25 items	
9-a	Demonstrates LRFFC class generalization with 5 examples (e.g., 5 different animals) for 10 classes	
9-b	Emits 10 known LRFFC responses in an array of 10 in less than 1 minute (fluency)	

9-c	Selects an item given 2 different verbal statements about each item when independently presented (e.g., Find a food. What do you eat?) for 10 different items	CC.1.2.3.I Compare and contrast the most important points and key details presented in two texts on the same topic. CC.1.2.3.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies and tools. CC.1.4.3.D Create an organizational structure that includes information grouped and connected logically with a concluding statement or section. CC.1.4.3.K Use a variety of words and sentence types to appeal to the audience. CC.1.4.3.Q Choose words and phrases for effect. CC.1.5.3.C Ask and answer questions about information from a speaker, offering appropriate detail. CC.2.2.3.A.2 Understand properties of multiplication and the relationship between multiplication and division. CC.2.2.3.A.3 Demonstrate multiplication and division fluency. CC.2.2.3.A.4 Solve problems involving the four operations, and identify and explain patterns in arithmetic. CC.2.3.3.A.1 Identify, compare, and classify shapes and their attributes. CC.2.4.3.A.4 Represent and interpret data using tally charts, tables, pictographs, line plots, and bar graphs. CC.1.4.3.J Create an organizational structure that includes reasons linked in a logical order with a concluding statement or section.
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)	
10-a	Selects an item from an array of 10 given the class and a function (e.g., Find something you wear on your feet.) for 25 items	
10-b	Selects an item from an array of 10 given the class and a feature (e.g., Find an animal with wings.) for 25 items	
10-c	Demonstrates 5 untrained LRFFC responses in the natural environment	
10-d	Generalizes to 25 novel 2-component LRFFC tasks without training (e.g., Do you see a red fruit.)	
10-e	Spontaneously emits 5 LRFFC responses (e.g., gets a broom after hearing, There's dirt on the floor.)	

LISTENER RESPONDING BY FUNCTION, FEATURE, & CLASS LEVEL 3

Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
11-M	Selects the correct item from an array of 10 that contains 3 similar stimuli (e.g., similar color, shape, or class, but they are the wrong choices), for 25 different WH question LRFFC tasks	CC.1.4.3.I Support an opinion with reasons. CC.2.1.3.B.1 Apply place value understanding and properties of operations to perform multi-digit arithmetic. CC.2.2.3.A.3 Demonstrate multiplication and division fluency.
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	CC.2.3.3.A.1 Identify, compare, and classify shapes and their attributes.
11-d	Demonstrates 200 different LRFFC response, tested or obtained from an accumulated list of known responses	CC.2.4.3.A.4
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	Represent and interpret data using tally charts, tables, pictographs, line plots, and bar graphs.
11-f	Selects a picture from an array of 10 given a general time question (e.g., when asked, What time do you go to bed? the child selects a picture of nighttime) for 5 items	CC.2.4.3.A.5 Determine the area of a rectangle and apply the concept to multiplication and to addition.
12-M	Selects an item from a book based on 2 verbal components: either a feature (e.g., color), function (e.g., draw with), or class (e.g., clothing) for 25 items (e.g., Do you see a brown animal? Can you find some clothing with buttons?)	CC.1.2.3.B Ask and answer questions about the text and make inferences from text; refer to text to support responses.
12-a	Selects an item from an array of 10 given a color and class (e.g., a yellow animal) for 25 items	CC.1.3.3.B Ask and answer questions about the text and make inferences from text; refer to text to support responses.
12-b	Selects an item from an array of 10 given a shape and class (e.g., a round food) for 25 items	CC.1.4.3.D Create an organizational structure that includes information grouped and connected logically with a concluding statement or section.
12-c	Selects an item from an array of 10 given a function (e.g., color on it) and a class (e.g., art supplies) for 25 LRFFC tasks (e.g., Find something to color on from the art cabinet.)	CC.1.4.3.I Support an opinion with reasons.
12-d	Selects an item from an array of 10 given a feature (e.g., wheels, wings) and a class (e.g., animals, vehicles) for 25 LRFFC tasks (e.g., Where's a vehicle with wheels? Where's a vehicle with wings?)	CC.1.4.3.K Use a variety of words and sentence types to appeal to the audience.
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	CC.1.4.3.Q Choose words and phrases for effect.
12-f	Selects an item from an array of 10 given any adjective (but not color or shape) and a feature (e.g., It's soft and has ears... rabbit) for 25 LRFFC tasks	CC.2.4.3.A.1 Solve problems involving measurement and estimation of temperature, liquid volume, mass or length.
13-M	Selects items from a page in a book or in the natural environment based on 3 verbal components (e.g. verb, adjective, preposition, pronoun), for 25 WH-question LRFFC tasks (e.g. Which fruit grows on trees?)	CC.1.2.3.B Ask and answer questions about the text and make inferences from text; refer to text to support responses.
13-a	Selects an item from a book after being read a short passage (10+ words) and given an LRFFC question (e.g., Who blew the house down?)	CC.1.2.3.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.
13-b	Selects an item from an array of 10 given a preposition and any LRFFC question (e.g., What's above a roof?) for 25 items	CC.1.3.3.B Ask and answer questions about the text and make inferences from text; refer to text to support responses.
13-c	Selects an item from an array of 10 given a pronoun and any LRFFC question (e.g., Which toys are his?) for 25 items	CC.1.3.3.K Read and comprehend literary fiction on grade level, reading independently and proficiently.
13-d	Selects an item from an array of 10 given an adverb and any LRFFC question (e.g., Which animal runs fast?) for 25 items	CC.1.4.3.D Create an organizational structure that includes information grouped and connected logically with a concluding statement or section.
13-e	Selects 10 community helpers from a book when asked what they do (e.g., Who helps you when you are sick?)	CC.1.4.3.I Support an opinion with reasons.
13-f	Selects 2 different items from an array of 10 given 2 different classes or functions (e.g., Can you find a fruit and a meat?) for 25 sets	CC.1.4.3.K Use a variety of words and sentence types to appeal to the audience.
13-g	Selects a location from an array of 10 given 2 items from that location (e.g., You buy meat and bread at the...store) for 10 locations	CC.1.4.3.N Establish a situation and introduce a narrator and/or characters.
13-h	Selects an item in the natural environment that contains 3 similar stimuli when given an LRFFC question for 25 tasks (e.g., Get something to sweep with. Find something to make this stick.)	CC.1.4.3.Q Choose words and phrases for effect.
		CC.1.4.3.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
		CC.1.4.3.U With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
14-M	Selects the correct items from a book or the natural environment given 4 different rotating LRFFC questions about a single topic (Where does the cow live? What does the cow eat? Who milks the cow?) for 25 different topics	CC.1.2.3.B Ask and answer questions about the text and make inferences from text; refer to text to support responses.
14-a	Selects all members of a class from an array of 10 when asked (e.g., Find all the clothing.) for 3 members of 25 classes	CC.1.2.3.C Explain how a series of events, concepts, or steps in a procedure is connected within a text, using language that pertains to time, sequence, and cause/effect.
14-b	Selects an item from a book given a when question (e.g., When do you need a towel?) for 10 items	CC.1.2.3.I
14-c	Selects an item from a book given a how question (e.g., How do you get to school?) for 10 items	Compare and contrast the most important points and key details presented in two texts on the same topic.
14-d	Selects an item from an array of 10 given a preposition after a verb (e.g., eat with, eat at, write on, write with) for 25 verb-	CC.1.2.3.L

	preposition combinations	Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. CC.1.3.3.B Ask and answer questions about the text and make inferences from text; refer to text to support responses.
14-e	Selects an item when asked to find something that is different in an array of 5 (e.g., 4 spoons and 1 fork) for 25 items	CC.1.3.3.K Read and comprehend literary fiction on grade level, reading independently and proficiently.
14-f	Selects an item from an array of 10 when asked What is missing? from a picture (e.g., a car without wheels, an airplane without wings) for 25 items	CC.1.4.3.D Create an organizational structure that includes information grouped and connected logically with a concluding statement or section. CC.1.4.3.I Support an opinion with reasons. CC.1.4.3.K Use a variety of words and sentence types to appeal to the audience. CC.1.4.3.M Write narratives to develop real or imagined experiences or events. CC.1.4.3.Q Choose words and phrases for effect. CC.1.4.3.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. CC.1.4.3.U With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
15-M	Demonstrates 1000 different LRFFC responses, tested or obtained from an accumulated list of known responses	CC.1.5.3.B Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally.
15-a	Selects an item from an array of 10 relating to past events (e.g., Where did you go yesterday?) for 5 events	CC.1.2.3.C Explain how a series of events, concepts, or steps in a procedure is connected within a text, using language that pertains to time, sequence, and cause/effect.
15-b	Selects an item relating to future events (e.g., What's happening tomorrow?) for 5 events	CC.1.2.3.I Compare and contrast the most important points and key details presented in two texts on the same topic.
15-c	Selects an item from an array of 10 when asked Which one can't...? in an LRFFC format for 10 items (e.g., Which one can't fly?)	CC.1.2.3.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.
15-d	Selects an item from an array of 10 when asked Which one is not? in an LRFFC format (e.g., Which one is not a musical instrument?) for 25 functions, features, or classes	CC.1.3.3.K Read and comprehend literary fiction on grade level, reading independently and proficiently.
15-e	Selects items from a page in a book or in the natural environment based on 4 verbal components (e.g., verb, adjective, preposition, pronoun) for 25 LRFFC tasks (e.g., Whose bed did Goldilocks sleep in?)	CC.1.4.3.D Create an organizational structure that includes information grouped and connected logically with a concluding statement or section. CC.1.4.3.I Support an opinion with reasons. CC.1.4.3.J Create an organizational structure that includes reasons linked in a logical order with a concluding statement or section. CC.1.4.3.K Use a variety of words and sentence types to appeal to the audience. CC.1.4.3.M Write narratives to develop real or imagined experiences or events. CC.1.4.3.N Establish a situation and introduce a narrator and/or characters. CC.1.4.3.Q Choose words and phrases for effect. CC.1.4.3.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. CC.1.4.3.U With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. CC.2.2.3.A.2 Understand properties of multiplication and the relationship between multiplication and division. CC.2.2.3.A.4 Solve problems involving the four operations, and identify and explain patterns in arithmetic.

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)	<p>CC.1.1.3.D Know and apply grade level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words.</p> <p>CC.1.1.3.E Read with accuracy and fluency to support comprehension:</p> <ul style="list-style-type: none"> • Read on-level text with purpose and understanding. • Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary. <p>CC.1.2.3.B Ask and answer questions about the text and make inferences from text; refer to text to support responses.</p> <p>CC.1.2.3.C Explain how a series of events, concepts, or steps in a procedure is connected within a text, using language that pertains to time, sequence, and cause/effect.</p> <p>CC.1.3.3.B Ask and answer questions about the text and make inferences from text; refer to text to support responses.</p> <p>CC.1.3.3.G Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</p> <p>CC.1.3.3.H Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.</p> <p>CC.1.4.3.D Create an organizational structure that includes information grouped and connected logically with a concluding statement or sections.</p> <p>CC.1.4.3.I Support an opinion with reasons.</p> <p>CC.1.4.3.M Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.3.V Conduct short research projects that build knowledge about a topic.</p> <p>CC.1.5.3.A Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others’ ideas and expressing their own clearly.</p>
6-a	Provides the sound made by 2 animals or objects (e.g., A dog says... A horn goes...)	
6-b	Gives 2 animal names when given the sounds they make (e.g., Meow says a...)	
6-c	Completes 5 different song fill-ins (e.g., The wheels on the... Twinkle, twinkle little...)	
6-d	Completes 2 different verbal fill-ins involving fun activities (e.g., Peek-a-... Ready, set...)	
7-M	Provides first name when asked, What is your name? (T) 8-a Completes 2 eat and 2 drink classification fill-ins (e.g., You eat... You drink...)	<p>CC.1.2.3.J Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.</p> <p>CC.1.3.3.G Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</p> <p>CC.1.3.3.H Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.</p> <p>CC.1.4.3.C Develop the topic with facts, definitions, details, and illustrations, as appropriate.</p> <p>CC.1.4.3.D Create an organizational structure that includes information grouped and connected logically with a concluding statement or section.</p> <p>CC.1.4.3.I Support an opinion with reasons.</p> <p>CC.1.4.3.K Use a variety of words and sentence types to appeal to the audience.</p> <p>CC.1.4.3.M Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.3.Q Choose words and phrases for effect.</p> <p>CC.1.4.3.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>
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	

		<p>CC.1.4.3.U With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p>
8-M	Completes 25 different fill-in-the-blank phrases (not including songs) (e.g., You eat... You sleep in a... Shoes and...)	<p>CC.1.1.3.D Know and apply grade level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words.</p> <p>CC.1.1.3.E Read with accuracy and fluency to support comprehension:</p> <ul style="list-style-type: none"> • Read on-level text with purpose and understanding. • Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary. <p>CC.1.2.3.A Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>CC.1.2.3.B Ask and answer questions about the text and make inferences from text; refer to text to support responses.</p> <p>CC.1.2.3.J Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.</p> <p>CC.1.3.3.B Ask and answer questions about the text and make inferences from text; refer to text to support responses.</p> <p>CC.1.3.3.F Determine the meaning of words and phrases as they are used in grade level text, distinguishing literal from non-literal meaning as well as shades of meaning among related words.</p> <p>CC.1.4.3.D Create an organizational structure that includes information grouped and connected logically with a concluding statement or section.</p> <p>CC.1.4.3.K Use a variety of words and sentence types to appeal to the audience.</p> <p>CC.1.4.3.L Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>CC.1.4.3.Q Choose words and phrases for effect.</p> <p>CC.1.4.3.R Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>CC.1.4.3.V Conduct short research projects that build knowledge about a topic.</p> <p>CC.1.4.3.W Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>CC.1.4.3.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.</p> <p>CC.1.5.3.A Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly.</p> <p>CC.1.5.3.B Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally.</p> <p>CC.2.3.3.A.2 Use the understanding of fractions to partition shapes into parts with equal areas and express the area of each part as a unit fraction of the whole.</p> <p>CC.2.4.3.A.2 Tell and write time to the nearest minute and solve problems by calculating time intervals.</p> <p>CC.2.4.3.A.4 Represent and interpret data using tally charts, tables, pictographs, line plots, and bar graphs.</p> <p>CC.2.4.3.A.5 Determine the area of a rectangle and apply the concept to multiplication and to addition.</p>
8-a	Completes 2 <i>eat</i> and 2 <i>drink</i> classification fill-ins (e.g., <i>You eat... You drink...</i>)	
8-b	Completes 5 different noun-noun association fill-in-the-blank phrases (e.g., mommy and...)	
8-c	Completes 5 song fill-ins with 2 or more words (e.g., Old McDonald... had a farm)	
8-d	Generalizes 10 intraverbal responses to new carrier phrases (e.g., We bounce a... Let's bounce a...)	
9-M	Answers 25 different what questions (e.g., What do you brush?)	<p>CC.1.2.3.A</p>

9-a	Completes 10 different verb-noun fill-in-the-blank phrases (e.g., You ride the... You play in...)	Determine the main idea of a text; recount the key details and explain how they support the main idea.
9-b	Spontaneously emits (no additional verbal prompts) 2 intraverbal responses	CC.1.2.3.B Ask and answer questions about the text and make inferences from text; refer to text to support responses.
9-c	Answers 10 different what questions with a verb as the primary SD (e.g., What do you brush?)	CC.1.2.3.F
9-d	Answers 10 different what questions with a noun as the primary SD (e.g., What's in the barn?)	Determine the meaning of words and phrases as they are used in grade level text, distinguishing literal from non-literal meaning as well as shades of meaning among related words.
9-e	When asked What do you eat (or drink)? provides 2 or more members of each category	CC.1.2.3.G Use information gained from text features to demonstrate understanding of a text.
9-f	Provides 5 novel responses to previously acquired questions (response generalization) (e.g., when asked to name an animal the child answers bear for the first time without receiving training on bear)	CC.1.2.3.H Describe how an author connects sentences and paragraphs in a text to support particular points.
		CC.1.2.3.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies and tools. CC.1.2.3.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. CC.1.2.3.J Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships. CC.1.3.3.A Determine the central message, lesson, or moral in literary text; explain how it is conveyed in text. CC.1.3.3.B Ask and answer questions about the text and make inferences from text; refer to text to support responses. CC.1.3.3.C Describe characters in a story and explain how their actions contribute to the sequence of events. CC.1.3.3.D Explain the point of view of the author. CC.1.3.3.J Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships. CC.1.4.3.D Create an organizational structure that includes information grouped and connected logically with a concluding statement or section. CC.1.4.3.J Create an organizational structure that includes reasons linked in a logical order with a concluding statement or section. CC.1.4.3.K Use a variety of words and sentence types to appeal to the audience. CC.1.4.3.N Establish a situation and introduce a narrator and/or characters. CC.1.4.3.O Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. CC.1.4.3.P Organize an event sequence that unfolds naturally, using temporal words and phrases to signal event order; provide a sense of closure. CC.1.4.3.Q Choose words and phrases for effect. CC.1.4.3.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and informational texts. CC.1.4.3.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. CC.1.4.3.U With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. CC.1.4.3.V Conduct short research projects that build knowledge about a topic. CC.1.4.3.W Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. CC.1.4.3.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.

		<p>CC.1.5.3.A Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly.</p> <p>CC.1.5.3.B Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally.</p> <p>CC.1.5.3.D Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly with adequate volume, appropriate pacing, and clear pronunciation.</p> <p>CC.1.5.3.E Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p>CC.2.2.3.A.3 Demonstrate multiplication and division fluency.</p> <p>CC.2.4.3.A.2 Tell and write time to the nearest minute and solve problems by calculating time intervals.</p> <p>CC.2.4.3.A.3 Solve problems and make change involving money using a combination of coins and bills.</p> <p>CC.2.4.3.A.4 Represent and interpret data using tally charts, tables, pictographs, line plots, and bar graphs.</p> <p>CC.2.4.3.A.5 Determine the area of a rectangle and apply the concept to multiplication and to addition.</p> <p>CC.2.4.3.A.6 Solve problems involving perimeters of polygons and distinguish between linear and area measures.</p>
10-M	Answers 25 different who or where questions (e.g., Whose your friend? Where is your pillow?)	CC.1.1.3.E Read with accuracy and fluency to support comprehension:
10-a	Answers 5 different where questions (e.g., Where are your videos?).	<ul style="list-style-type: none"> • Read on-level text with purpose and understanding. • Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
10-b	Answers 5 different who questions (e.g., Who is your teacher?)	
10-c	Demonstrates 2 untrained intraverbal responses (e.g., responds flower when someone says daisy)	
10-d	Answers 10 different class questions (e.g., What animals do you like? What toys do you like?)	CC.1.2.3.A Determine the main idea of a text; recount the key details and explain how they support the main idea.
10-e	Answers both color and name questions about 10 visible items (e.g., What is it? What color is it?)	CC.1.2.3.B Ask and answer questions about the text and make inferences from text; refer to text to support responses.
10-f	Answers 10 different function questions (e.g., What do you do with a toothbrush?)	CC.1.2.3.F Determine the meaning of words and phrases as they are used in grade level text, distinguishing literal from non-literal meaning as well as shades of meaning among related words.
10-g	Spontaneously emits 5 intraverbal-mands (e.g., Dad says It's hot. and the child says Let's go swimming.)	<p>CC.1.2.3.G Use information gained from text features to demonstrate understanding of a text.</p> <p>CC.1.2.3.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.2.3.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</p> <p>CC.1.2.3.J Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.</p> <p>CC.1.3.3.B Ask and answer questions about the text and make inferences from text; refer to text to support responses.</p> <p>CC.1.3.3.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.4.3.D Create an organizational structure that includes information grouped and connected logically with a concluding statement or section.</p> <p>CC.1.4.3.J Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.</p> <p>CC.1.4.3.K Use a variety of words and sentence types to appeal to the audience.</p> <p>CC.1.4.3.N Establish a situation and introduce a narrator and/or characters.</p> <p>CC.1.4.3.O</p>

		<p>Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>CC.1.4.3.P Organize an event sequence that unfolds naturally, using temporal words and phrases to signal event order; provide a sense of closure.</p> <p>CC.1.4.3.Q Choose words and phrases for effect.</p> <p>CC.1.4.3.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and informational texts.</p> <p>CC.1.4.3.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>CC.1.4.3.U With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p> <p>CC.1.4.3.V Conduct short research projects that build knowledge about a topic.</p> <p>CC.1.4.3.W Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>CC.1.4.3.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.</p> <p>CC.1.5.3.A Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly.</p> <p>CC.1.5.3.B Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally.</p> <p>CC.1.5.3.D Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly with adequate volume, appropriate pacing, and clear pronunciation.</p> <p>CC.1.5.3.E Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p>CC.2.2.3.A.3 Solve problems and make change involving money using a combination of coins and bills.</p> <p>CC.2.4.3.A.4 Represent and interpret data using tally charts, tables, pictographs, line plots, and bar graphs.</p> <p>CC.2.4.3.A.5 Determine the area of a rectangle and apply the concept to multiplication and to addition.</p> <p>CC.2.4.3.A.6 Solve problems involving perimeters of polygons and distinguish between linear and area measures.</p>
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INTRAVERBAL LEVEL 3		
Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
11-M	Spontaneously emits 20 intraverbal comments (can be part mand) (e.g., dad says I'm going to the car, and the child spontaneously says I want to go for a ride!)	CC.1.2.3.A Determine the main idea of a text; recount the key details and explain how they support the main idea.
11-a	Completes 10 two-component (noun-verb) fill-ins (e.g., For breakfast you eat... For lunch you eat...)	CC.1.2.3.B Ask and answer questions about the text and make inferences from text; refer to text to support responses.
11-b	Answers 25 two-component where questions (e.g., Where do you find the milk? Where's your wagon?)	CC.1.2.3.C Explain how a series of events, concepts, or steps in a procedure is connected within a text, using language that pertains to time, sequence, and cause/effect.
11-c	Answers 25 two-component who questions (e.g., Who takes you to school? Who do you play with?)	CC.1.2.3.J
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?)	<p>Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships. CC.1.3.3.B Ask and answer questions about the text and make inferences from text; refer to text to support responses. CC.1.3.3.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies and tools. CC.1.3.3.J Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships. CC.1.3.3.K Read and comprehend literary fiction on grade level, reading independently and proficiently. CC.1.4.3.D Create an organizational structure that includes information grouped and connected logically with a concluding statement or section. CC.1.4.3.I Support an opinion with reasons. CC.1.4.3.K Use a variety of word and sentence types to appeal to the audience. CC.1.4.3.M Write narratives to develop real or imagined experiences or events. CC.1.4.3.N Establish a situation and introduce a narrator and/or characters. CC.1.4.3.Q Choose words and phrases for effect. CC.1.4.3.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. CC.1.4.3.U With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. CC.1.4.3.V Conduct short research projects that build knowledge about a topic.</p>
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	<p>CC.1.2.3.A Determine the main idea of a text; recount the key details and explain how they support the main idea. CC.1.2.3.B Ask and answer questions about the text and make inferences from text; refer to text to support responses. CC.1.2.3.F Determine the meaning of words and phrases as they are used in grade level text, distinguishing literal from non-literal meaning as well as shades of meaning among related words. CC.1.3.3.B Ask and answer questions about the text and make inferences from text; refer to text to support responses. CC.1.3.3.E Refer to parts of texts when writing or speaking about a text using such terms as chapter, scene and stanza and describe how each successive part builds upon earlier sections. CC.1.3.3.K Read and comprehend literary fiction on grade level, reading independently and proficiently. CC.1.4.3.A Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. CC.1.4.3.B Identify and introduce the topic. CC.1.4.3.C Develop the topic with facts, definitions, details, and illustrations, as appropriate. CC.1.4.3.D Create an organizational structure that includes information grouped and connected logically with a concluding statement or section. CC.1.4.3.G Write opinion pieces on familiar topics or texts. CC.1.4.3.H Introduce the topic and state an opinion on the topic. CC.1.4.3.I Support an opinion with reasons. CC.1.4.3.J</p>
12-a	Provides at least 3 members of 10 classes (e.g., What do you see on a playground?)	
12-b	Answers 25 multiple choice questions (e.g., Does a fish live in the water or in trees?)	
12-c	Provides 10 categories when given several members (e.g., a horse, cow, and pig are all...)	
12-d	Provides the name of 25 items when given a specific feature (e.g., What has wheels?)	
12-e	Provides 2 features of 10 items when given their names (e.g., What's on a fire truck?)	
12-f	Provides an answer to 3 emotion questions (e.g., What makes you sad? What makes you happy?)	
12-g	Provides at least 25 3+ word responses to questions (e.g., when asked What do you like to play? the child responds I like to play with cars)	

		<p>Create an organizational structure that includes reasons linked in a logical order with a concluding statement or section. CC.1.4.3.K Use a variety of word and sentence types to appeal to the audience. CC.1.4.3.M Write narratives to develop real or imagined experiences or events. CC.1.4.3.O Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. CC.1.4.3.P Organize an event sequence that unfolds naturally, using temporal words and phrases to signal event order; provide a sense of closure. CC.1.4.3.Q Choose words and phrases for effect. CC.1.4.3.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. CC.1.4.3.U With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. CC.1.4.3.W Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. CC.1.4.3.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences. CC.1.5.3.A Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly. CC.1.5.3.B Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally. CC.1.5.3.D Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly with adequate volume, appropriate pacing, and clear pronunciation. CC.1.5.3.E Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. CC.2.2.3.A.3 Demonstrate multiplication and division fluency. CC.2.4.3.A.3 Solve problems and make change involving money using a combination of coins and bills. CC.2.4.3.A.4 Represent and interpret data using tally charts, tables, pictographs, line plots, and bar graphs. CC.2.4.3.A.5 Determine the area of a rectangle and apply the concept to multiplication and to addition.</p>
13-M	Answers 2 questions after being read short passages (15+ words) from books, for 25 passages (e.g., Who blew the house down?)	CC.1.2.3.A Determine the main idea of a text; recount the key details and explain how they support the main idea.
13-a	Answers 25 questions with yes or no (e.g., Is a shoe good to eat?)	CC.1.2.3.B Ask and answer questions about the text and make inferences from text; refer to text to support responses.
13-b	Describes 5 locations not in view (e.g., Tell me about your bedroom?)	CC.1.2.3.C Explain how a series of events, concepts, or steps in a procedure is connected within a text, using language that pertains to time, sequence, and cause/effect.
13-c	Answers 25 intraverbal questions involving adjectives (e.g., Can you tell me a big animal?)	CC.1.2.3.G Use information gained from text features to demonstrate understanding of a text.
13-d	Answers a question about a single sentence just read, for 10 sentences	CC.1.2.3.H Describe how an author connects sentences and paragraphs in a text to support particular points.
13-e	Correctly answers the question How old are you?	CC.1.2.3.J Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.
13-f	Answers 2 time questions with general responses (e.g., What time do you go to bed? ...at nighttime)	CC.1.2.3.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.
13-g	Completes a story sequence for 5 stories (e.g., Then what happened to the three little pigs?)	CC.1.3.3.A Determine the central message, lesson, or moral in literary text; explain how it is conveyed in text.
13-h	Engages in 5 different conversations that contain at least 3 intraverbal exchanges on a single topic	CC.1.3.3.B
13-i	Describes 2 attributes about himself (e.g., I have brown hair. I have blue eyes.)	

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

CC.1.3.3.C
Describe characters in a story and explain how their actions contribute to the sequence of events.

CC.1.3.3.D
Explain the point of view of the author.

CC.1.3.3.E
Refer to parts of texts when writing or speaking about a text using such terms as chapter, scene and stanza and describe how each successive part builds upon earlier sections.

CC.1.3.3.I
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies and tools.

CC.1.3.3.K
Read and comprehend literary fiction on grade level, reading independently and proficiently.

CC.1.4.3.A
Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.

CC.1.4.3.B
Identify and introduce the topic.

CC.1.4.3.C
Develop the topic with facts, definitions, details, and illustrations, as appropriate.

CC.1.4.3.D
Create an organizational structure that includes information grouped and connected logically with a concluding statement or section.

CC.1.4.3.I
Support an opinion with reasons.

CC.1.4.3.K
Use a variety of words and sentence types to appeal to the audience.

CC.1.4.3.M
Write narratives to develop real or imagined experiences or events.

CC.1.4.3.O
Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

CC.1.4.3.P
Organize an event sequence that unfolds naturally, using temporal words and phrases to signal event order; provide a sense of closure.

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

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

CC.1.4.3.U
With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

CC.1.4.3.W
Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

CC.1.4.3.X
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.

CC.1.5.3.A
Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly.

CC.1.5.3.B
Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally.

CC.1.5.3.D
Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly with adequate volume, appropriate pacing, and clear pronunciation.

CC.1.5.3.E
Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

CC.2.2.3.A.1
Represent and solve problems involving multiplication and division.

CC.2.4.3.A.3
Solve problems and make change involving money using a combination of coins and bills.

		<p>CC.2.4.3.A.4 Represent and interpret data using tally charts, tables, pictographs, line plots, and bar graphs.</p> <p>CC.2.4.3.A.5 Determine the area of a rectangle and apply the concept to multiplication and to addition.</p>
14-M	Describes 25 different events, videos, stories, etc. with 8+ words (e.g., Tell me what happened... The big monster scared everybody and they all ran into the house.)	<p>CC.1.2.3.A Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>CC.1.2.3.B Ask and answer questions about the text and make inferences from text; refer to text to support responses.</p> <p>CC.1.2.3.C Explain how a series of events, concepts, or steps in a procedure is connected within a text, using language that pertains to time, sequence, and cause/effect.</p> <p>CC.1.2.3.F Determine the meaning of words and phrases as they are used in grade level text, distinguishing literal from non-literal meaning as well as shades of meaning among related words.</p> <p>CC.1.2.3.G Use information gained from text features to demonstrate understanding of a text.</p> <p>CC.1.2.3.H Describe how an author connects sentences and paragraphs in a text to support particular points.</p> <p>CC.1.2.3.J Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.</p> <p>CC.1.2.3.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.2.3.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</p> <p>CC.1.3.3.A Determine the central message, lesson, or moral in literary text; explain how it is conveyed in text.</p> <p>CC.1.3.3.B Ask and answer questions about the text and make inferences from text; refer to text to support responses.</p> <p>CC.1.3.3.C Describe characters in a story and explain how their actions contribute to the sequence of events.</p> <p>CC.1.3.3.D Explain the point of view of the author.</p> <p>CC.1.3.3.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p> <p>CC.1.4.3.A Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>CC.1.4.3.B Identify and introduce the topic.</p> <p>CC.1.4.3.C Develop the topic with facts, definitions, details, and illustrations, as appropriate.</p> <p>CC.1.4.3.D Create an organizational structure that includes information grouped and connected logically with a concluding statement or section.</p> <p>CC.1.3.3.E Refer to parts of texts when writing or speaking about a text using such terms as chapter, scene and stanza and describe how each successive part builds upon earlier sections.</p> <p>CC.1.3.3.F Determine the meaning of words and phrases as they are used in grade level text, distinguishing literal from non-literal meaning as well as shades of meaning among related words.</p> <p>CC.1.4.3.I Support an opinion with reasons.</p> <p>CC.1.4.3.J Create an organizational structure that includes reasons linked in a logical order with a concluding statement or section.</p> <p>CC.1.4.3.K Use a variety of words and sentence types to appeal to the audience.</p> <p>CC.1.4.3.L Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>CC.1.4.3.M Write narratives to develop real or imagined experiences or events.</p>
14-a	Answers 25 different who, what, or where questions that contain 3 or more elements (e.g., What color is a fire truck?)	
14-b	Provides at least 3 members of 25 categories (e.g., What do you find on a playground?)	
14-c	Answers 5 questions about daily or current events (e.g., Where are you going with dad?)	
14-d	Intraverbally responds at least 25 times in a day to the verbal questions or statements from peers	
14-e	Shows generalization by giving the same answer to 10 questions presented in 3 different ways (e.g., answers my house to Where do you live? Where is your dog? and Where do play?)	
14-f	Will say 3 things about a single item for 25 items (e.g., It's a crayon. It's red. You draw with it.)	
14-g	Provides 3 pieces of personal information (e.g., Where do you live? What's your brother's name?)	
14-h	Answers 25 intraverbal questions involving prepositions (e.g., What's under your bed?)	
14-i	Answers 25 intraverbal questions involving pronouns (e.g., Who has a brown dog?)	
14-j	Provides 25 answers to sequence questions (e.g., What do you do after you get to school?)	
14-k	Answers 10 when questions (e.g., When do you take a bath?)	

		<p>CC.1.4.3.N Establish a situation and introduce a narrator and/or characters.</p> <p>CC.1.4.3.O Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>CC.1.4.3.P Organize an event sequence that unfolds naturally, using temporal words and phrases to signal event order; provide a sense of closure.</p> <p>CC.1.4.3.Q Choose words and phrases for effect.</p> <p>CC.1.4.3.R Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>CC.1.4.3.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and informational texts.</p> <p>CC.1.4.3.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>CC.1.4.3.U With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p> <p>CC.1.4.3.V Conduct short research projects that build knowledge about a topic.</p> <p>CC.1.4.3.W Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>CC.1.4.3.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.</p> <p>CC.1.5.3.A Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly.</p> <p>CC.1.5.3.B Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally.</p> <p>CC.1.5.3.D Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly with adequate volume, appropriate pacing, and clear pronunciation.</p> <p>CC.1.5.3.E Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p>CC.2.2.3.A.1 Represent and solve problems involving multiplication and division.</p> <p>CC.2.2.3.A.3 Demonstrate multiplication and division fluency.</p> <p>CC.2.4.3.A.2 Tell and write time to the nearest minute and solve problems by calculating time intervals.</p> <p>CC.2.4.3.A.3 Solve problems and make change involving money using a combination of coins and bills.</p>
15-M	Answers 4 different rotating WH questions about a single topic for 10 topics (e.g., Who takes you to school? Where do you go to school? What do you take to school?)	CC.1.2.3.A Determine the main idea of a text; recount the key details and explain how they support the main idea.
15-a	Answers 10 questions about community helpers (e.g., What does a doctor do?)	CC.1.2.3.B Ask and answer questions about the text and make inferences from text; refer to text to support responses.
15-b	Answers 25 different questions that contain 4 or more parts of speech (e.g., What tool do you need to pound nails?)	CC.1.2.3.C Explain how a series of events, concepts, or steps in a procedure is connected within a text, using language that pertains to time, sequence, and cause/effect.
15-c	Takes turns adding to a story started by others (e.g., And then he saw a boat...)	CC.1.2.3.D Explain the point of view of the author.
15-d	Answers 5 different how questions (e.g., How do you fix the hole?)	CC.1.2.3.F Determine the meaning of words and phrases as they are used in grade level text, distinguishing literal from non-literal meaning as well as shades of meaning among related words.
15-e	Provides last name when asked (e.g., Harrison)	CC.1.2.3.G Use information gained from text features to demonstrate understanding of a text.
15-f	Answers 25 intraverbal questions involving adverbs (e.g., What animal moves slow?)	CC.1.2.3.H
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	Describe how an author connects sentences and paragraphs in a text to support particular points.
15-j	Summarizes 5 different stories with at least 10 words	CC.1.2.3.I Compare and contrast the most important points and key details presented in two texts on the same topic.
15-k	Suggests a possible solution when presented with a problem	CC.1.2.3.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies and tools. CC.1.2.3.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. CC.1.3.3.A Determine the central message, lesson, or moral in literary text; explain how it is conveyed in text. CC.1.3.3.B Ask and answer questions about the text and make inferences from text; refer to text to support responses. CC.1.3.3.C Describe characters in a story and explain how their actions contribute to the sequence of events. CC.1.3.3.D Explain the point of view of the author. CC.1.3.3.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies and tools. CC.1.3.3.K Read and comprehend literary fiction on grade level, reading independently and proficiently. CC.1.4.3.D Create an organizational structure that includes information grouped and connected logically with a concluding statement or section. CC.1.3.3.F Determine the meaning of words and phrases as they are used in grade level text, distinguishing literal from non-literal meaning as well as shades of meaning among related words. CC.1.4.3.I Support an opinion with reasons. CC.1.4.3.J Create an organizational structure that includes reasons linked in a logical order with a concluding statement or section. CC.1.4.3.K Use a variety of words and sentence types to appeal to the audience. CC.1.4.3.L Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. CC.1.4.3.M Write narratives to develop real or imagined experiences or events. CC.1.4.3.O Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. CC.1.4.3.P Organize an event sequence that unfolds naturally, using temporal words and phrases to signal event order; provide a sense of closure. CC.1.4.3.Q Choose words and phrases for effect. CC.1.4.3.R Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. CC.1.4.3.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and informational texts. CC.1.4.3.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. CC.1.4.3.U With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. CC.1.4.3.V Conduct short research projects that build knowledge about a topic. CC.1.4.3.W Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. CC.1.4.3.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or

		<p>a day or two) for a range of discipline-specific tasks, purposes and audiences.</p> <p>CC.1.5.3.B Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally.</p> <p>CC.1.5.3.D Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly with adequate volume, appropriate pacing, and clear pronunciation.</p> <p>CC.1.5.3.E Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p>CC.2.2.3.A.3 Demonstrate multiplication and division fluency.</p> <p>CC.2.4.3.A.2 Tell and write time to the nearest minute and solve problems by calculating time intervals.</p> <p>CC.2.4.3.A.3 Solve problems and make change involving money using a combination of coins and bills.</p>
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CLASSROOM ROUTINES & GROUP SKILLS LEVEL 2

Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
6-M	Sits at a group snack or lunch table without negative behavior for 3 minutes	<p>CC.1.4.3.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>CC.1.4.3.U With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p> <p>CC.1.5.3.A Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly.</p>
6-a	Adjusts to separation from parents (e.g., does not cry when parents leave)	
6-b	Sits at a snack or lunch table when physically prompted for 1 minute	
6-c	Lines up with other children when physically prompted	
6-d	Demonstrates general compliance for all classroom aides	
7-M	Puts away personal items, lines up, and comes to a table with only 1 verbal prompt	<p>CC.1.4.3.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>CC.1.4.3.U With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p>
7-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	<p>CC.1.4.3.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>CC.1.4.3.U With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p>
8-a	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	<p>CC.1.4.3.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>CC.1.4.3.U With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p> <p>CC.1.5.3.A</p>
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)	Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly.
10-M	Sits in a small group for 10 minutes, attends to the teacher or material for 50% of the period, and responds to 5 of a teacher's SDs	CC.1.3.3.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies and tools.
10-a	Gets lunch with only verbal prompts	CC.1.4.3.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
10-b	Puts away backpack, lunch box, or coat upon entering the classroom with group prompts	CC.1.4.3.U With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
10-c	Imitates group activities with objects (e.g., tapping sticks together, shaking a maraca)	CC.1.5.3.A Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly.
10-d	Gets out and opens most snack/lunch items independently	
10-e	Verbally responds in a group setting 2 times during a 5 minute session	
10-f	Imitates peers doing a song or activity in a group setting 2 times in a 5 minute session	
10-g	Will sit on the toilet without negative behavior when prompted, but may not eliminate	

CLASSROOM ROUTINES & GROUP SKILLS LEVEL 3

Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
11-M	Uses the toilet and washes hands with only verbal prompts	CC.1.4.3.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
11-a	Sits or stands at an arts and crafts or activity table for 5 minutes without disruptive behavior	CC.1.4.3.U With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
11-b	Responds to 1 group instruction without additional prompts (e.g., Everybody stand up	CC.1.4.3.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.
11-c	Works independently on a task or activity for 1 minute without prompts or reinforcement	
11-d	Comes to the front of the group with 1 verbal prompt	
12-M	Responds to 5 different group instructions or questions without direct prompts in a group of 3 or more children (e.g., Everybody stand up. Does anyone have a red shirt on?)	CC.1.4.3.D Create an organizational structure that includes information grouped and connected logically with a concluding statement or section.
12-a	Raises hand to take a turn in a group setting (e.g., Who wants to pick a song?)	CC.1.4.3.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
12-b	Uses classroom materials as designed (e.g., glue, scissors, crayons, paper)	CC.1.4.3.U With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
12-c	Puts away toys and material when prompted to do so	CC.1.5.3.F Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
12-d	Stays on task for 1 minute during an arts and crafts activity when an adult leaves the table	
13-M	Works independently for 5 minutes in a group, and stays on task for 50% of the period	CC.1.4.3.D Create an organizational structure that includes information grouped and connected logically with a concluding statement or section.
13-a	Gets necessary materials to complete an activity when verbally prompted (e.g., Get some glue.)	CC.1.4.3.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
13-b	Independently transitions between classroom activities with only group verbal prompts	CC.1.4.3.U With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
13-c	Responds to group questions without a direct prompt (e.g., What happened to Simba?)	
13-d	Mands to use the toilet and has minimal accidents	

14-M	Acquires 2 new behaviors in a 15-minute group-teaching format involving 5 or more children	CC.1.4.3.D Create an organizational structure that includes information grouped and connected logically with a concluding statement or section.
14-a	Takes turns and shares items with peers	CC.1.4.3.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
14-b	Discriminates and follows two-component group instructions (e.g., All the boys line up)	CC.1.4.3.U With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
14-c	Follows safety rules in a classroom (e.g., No running. No pushing.)	
14-d	Leads 2 different group activities involving 3 other children (e.g., red-light, green-light game)	
14-e	Mands for a specific activity in a group setting (e.g., Let's play tag!)	
14-f	Assists in picking up after an activity with only 1 verbal prompt	
15-M	Sits in a 20-minute group session involving 5 children without disruptive behaviors, and answers 5 intraverbal questions	CC.1.4.3.D Create an organizational structure that includes information grouped and connected logically with a concluding statement or section.
15-a	Focuses on a task despite disruptions in the room	CC.1.4.3.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
15-b	Meets some of his own self-care needs without prompts (e.g., wipes nose, puts on coat)	CC.1.4.3.U With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
15-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.1.2.3.A Determine the main idea of a text; recount the key details and explain how they support the main idea. CC.1.2.3.B Ask and answer questions about the text and make inferences from text; refer to text to support responses. CC.1.3.3.B Ask and answer questions about the text and make inferences from text; refer to text to support responses. CC.1.3.3.E Refer to parts of texts when writing or speaking about a text using such terms as chapter, scene and stanza and describe how each successive part builds upon earlier sections. CC.1.3.3.G Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). CC.1.3.3.H Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters. CC.1.4.3.A Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. CC.1.4.3.B Identify and introduce the topic. CC.1.4.3.D Create an organizational structure that includes information grouped and connected logically with a concluding statement or section. CC.1.4.3.F Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. CC.1.4.3.I Support an opinion with reasons.

		<p>CC.1.4.3.K Use a variety of words and sentence types to appeal to the audience.</p> <p>CC.1.4.3.M Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.3.N Establish a situation and introduce a narrator and/or characters.</p> <p>CC.1.4.3.Q Choose words and phrases for effect.</p> <p>CC.1.4.3.W Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>CC.1.5.3.A Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly.</p> <p>CC.1.5.3.B Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally.</p> <p>CC.1.5.3.C Ask and answer questions about information from a speaker, offering appropriate detail.</p> <p>CC.1.5.3.D Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly with adequate volume, appropriate pacing, and clear pronunciation.</p> <p>CC.1.5.3.E Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>
7-M	Has a total listener vocabulary of 100 words (e.g., Touch nose. Jump. Find keys.)	CC.1.1.3.E
7-a	Uses recognizable words more frequently than jargon	Read with accuracy and fluency to support comprehension:
7-b	Emits 2-3 word carrier phrases without "understanding" each word (e.g., It's a cat. Go for a ride?)	<ul style="list-style-type: none"> • Read on-level text with purpose and understanding. • Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
7-c	Has a total speaker vocabulary size of 50 words (all verbal operants except echoic)	<ul style="list-style-type: none"> • Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
		<p>CC.1.2.3.A Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>CC.1.2.3.B Ask and answer questions about the text and make inferences from text; refer to text to support responses.</p> <p>CC.1.3.3.B Ask and answer questions about the text and make inferences from text; refer to text to support responses.</p> <p>CC.1.3.3.F Determine the meaning of words and phrases as they are used in grade level text, distinguishing literal from non-literal meaning as well as shades of meaning among related words.</p> <p>CC.1.3.3.G Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</p> <p>CC.1.3.3.H Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.</p> <p>CC.1.4.3.A Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>CC.1.4.3.B Identify and introduce the topic.</p> <p>CC.1.4.3.D Create an organizational structure that includes information grouped and connected logically with a concluding statement or section.</p> <p>CC.1.4.3.E Choose words and phrases for effect.</p> <p>CC.1.4.3.I Support an opinion with reasons.</p> <p>CC.1.4.3.J Create an organizational structure that includes reasons linked in a logical order with a concluding statement or section.</p> <p>CC.1.4.3.K Use a variety of words and sentence types to appeal to the audience.</p> <p>CC.1.4.3.M</p>

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

		<p>CC.1.5.3.A Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly.</p> <p>CC.1.5.3.B Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally.</p> <p>CC.1.5.3.C Ask and answer questions about information from a speaker, offering appropriate detail.</p> <p>CC.1.5.3.D Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly with adequate volume, appropriate pacing, and clear pronunciation.</p> <p>CC.1.5.3.E Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>
9-M	Emits functional prosody (i.e., rhythm, stress, intonation) on 5 occasions in one day (e.g., puts emphasis or stress on certain words at appropriate times such as, It's MINE!)	
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)	
		<p>CC.1.1.3.E Read with accuracy and fluency to support comprehension:</p> <ul style="list-style-type: none"> • Read on-level text with purpose and understanding. • Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary. <p>CC.1.4.3.E Choose words and phrases for effect.</p> <p>CC.1.4.3.R Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>CC.1.4.3.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and informational texts.</p> <p>CC.1.5.3.A Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly.</p> <p>CC.1.5.3.B Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally.</p> <p>CC.1.5.3.C Ask and answer questions about information from a speaker, offering appropriate detail.</p> <p>CC.1.5.3.D Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly with adequate volume, appropriate pacing, and clear pronunciation.</p> <p>CC.1.5.3.E Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>
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	<p>CC.1.1.3.D Know and apply grade level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words.</p> <p>CC.1.1.3.E Read with accuracy and fluency to support comprehension:</p> <ul style="list-style-type: none"> • Read on-level text with purpose and understanding. • Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
10-b	Strangers can understand at least 50% of the words emitted by the child	
10-c	Emits a total listener vocabulary size of 400 words	
10-d	Emits a mean length of utterance (MLU) of 2 1/2 morphemes (e.g., Push car. Where mommy go?)	
		<p>CC.1.2.3.A Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>CC.1.2.3.B Ask and answer questions about the text and make inferences from txt; refer to text to support responses.</p> <p>CC.1.2.3.C Explain how a series of events, concepts, or steps in a procedure is connected within a text, using language that pertains to time, sequence, and cause/effect.</p> <p>CC.1.2.3.D Explain the point of view of the author.</p> <p>CC.1.2.3.F Demonstrate the meaning of words and phrases as they are used in grade level text, distinguishing literal from non-literal meaning as well as shades of meaning among related words.</p> <p>CC.1.2.3.G Use information gained from text features to demonstrate understanding of text.</p> <p>CC.1.2.3.I</p>

Compare and contrast the most important points and key details presented in two texts on the same topic.

CC.1.2.3.K
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies and tools.

CC.1.2.3.L
Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.

CC.1.3.3.B
Ask and answer questions about the text and make inferences from text; refer to text to support responses.

CC.1.3.3.E
Refer to parts of texts when writing or speaking about a text using such terms as chapter, scene and stanza and describe how each successive part builds upon earlier sections.

CC.1.3.3.F
Determine the meaning of words and phrases as they are used in grade level text, distinguishing literal from non-literal meaning as well as shades of meaning among related words.

CC.1.3.3.G
Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

CC.1.3.3.H
Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.

CC.1.4.3.A
Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.

CC.1.4.3.B
Identify and introduce the topic.

CC.1.4.3.D
Create an organizational structure that includes information grouped and connected logically with a concluding statement or section.

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

CC.1.4.3.F
Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.

CC.1.4.3.I
Support an opinion with reasons.

CC.1.4.3.J
Create an organizational structure that includes reasons linked in a logical order with a concluding statement or section.

CC.1.4.3.K
Use a variety of words and sentence types to appeal to the audience.

CC.1.4.3.M
Write narratives to develop real or imagined experiences or events.

CC.1.4.3.O
Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

CC.1.4.3.P
Organize an event sequence that unfolds naturally, using temporal words and phrases to signal event order; provide a sense of closure.

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

CC.1.4.3.S
Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and informational texts

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

CC.1.4.3.W
Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

CC.1.4.3.X
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.

CC.1.5.3.A
Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly.

CC.1.5.3.B
Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats,

		including visually, quantitatively, and orally. CC.1.5.3.C Ask and answer questions about information from a speaker, offering appropriate detail. CC.1.5.3.D Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly with adequate volume, appropriate pacing, and clear pronunciation. CC.1.5.3.E Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
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LINGUISTIC STRUCTURE LEVEL 3

Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
11-M	Emits noun inflections by combining 10 root nouns with suffixes for plurals (e.g., dog vs. dogs) and 10 root nouns with suffixes for possession (e.g., dog's collar vs. cat's collar)	CC.1.2.3.G Use information gained from text features to demonstrate understanding of a text. CC.1.2.3.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies and tools. CC.1.3.3.F Determine the meaning of words and phrases as they are used in grade level text, distinguishing literal from non-literal meaning as well as shades of meaning among related words. CC.1.4.3.D Create an organizational structure that includes information grouped and connected logically with a concluding statement or section. CC.1.4.3.E Choose words and phrases for effect. CC.1.4.3.F Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. CC.1.4.3.L Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. CC.1.4.3.R Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. CC.1.4.3.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences. CC.1.5.3.A Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly. CC.1.5.3.B Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally. CC.1.5.3.C Ask and answer questions about information from a speaker, offering appropriate detail. CC.1.5.3.D Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly with adequate volume, appropriate pacing, and clear pronunciation. CC.1.5.3.E Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. CC.1.5.3.G Demonstrate command of the conventions of standard English when speaking based on grade 3 level and content.
11-a	Emits auxiliary (helping) verbs in a tact or mand carrier phrase (e.g., do, have, will, can, was)	
11-b	Phrases emitted by the child in one day contain several different "small" words that were not directly taught, but seem appropriate for the context (e.g., it, that, a, the, an, too, or, but)	
11-c	Uses "s" vs. "es" plural markers (e.g., books or glasses)	
11-d	Uses irregular plurals correctly (e.g., foot-feet, mouse-mice, tooth-teeth)	
12-M	Emits verb inflections by combining 10 root verbs with affixes for regular past tense (e.g., played) and 10 root verbs with affixes for future tense (e.g., will play)	CC.1.3.3.F Determine the meaning of words and phrases as they are used in grade level text, distinguishing literal from non-literal meaning as well as shades of meaning among related words. CC.1.4.3.D
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)	<p>Create an organizational structure that includes information grouped and connected logically with a concluding statement or section.</p> <p>CC.1.4.3.E Choose words and phrases for effect.</p> <p>CC.1.4.3.F Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>CC.1.4.3.L Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>CC.1.4.3.R Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>CC.1.4.3.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.</p> <p>CC.1.5.3.A Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly.</p> <p>CC.1.5.3.B Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally.</p> <p>CC.1.5.3.C Ask and answer questions about information from a speaker, offering appropriate detail.</p> <p>CC.1.5.3.D Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly with adequate volume, appropriate pacing, and clear pronunciation.</p> <p>CC.1.5.3.E Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p>CC.1.5.3.G Demonstrate command of the conventions of standard English when speaking based on grade 3 level and content.</p>
12-c	Emits some irregular past tense verbs appropriately (e.g., dug, ran, built)	
12-d	Emits 2-word noun-verb or verb-noun mands or tacts (e.g., Pour juice. Baby crying.)	
12-e	Emits present participle inflection with “verb-ing” (e.g., running, playing, swimming)	
13-M	Emits 10 different noun phrases containing at least 3 words, with 2 modifiers (e.g., adjectives, prepositions, pronouns) (e.g., He’s my puppet. I want chocolate ice cream.)	<p>CC.1.2.3.A Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>CC.1.2.3.B Ask and answer questions about the text and make inferences from text; refer to text to support responses.</p> <p>CC.1.2.3.G Use information gained from text features to demonstrate understanding of a text.</p> <p>CC.1.2.3.H Demonstrate how an author connects sentences and paragraphs in a text to support particular points.</p> <p>CC.1.2.3.I Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p>CC.1.2.3.J Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.</p> <p>CC.1.2.3.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.3.3.A Determine the central message, lesson, or moral in literary text; explain how it is conveyed in text.</p> <p>CC.1.3.3.B Ask and answer questions about the text and make inferences from text; refer to text to support responses.</p> <p>CC.1.3.3.C Describe characters in a story and explain how their actions contribute to the sequence of events.</p> <p>CC.1.3.3.D Explain the point of view of the author.</p> <p>CC.1.3.3.E Refer to parts of texts when writing or speaking about a text using such terms as chapter, scene and stanza and describe how each successive part builds upon earlier sections.</p> <p>CC.1.3.3.F Determine the meaning of words and phrases as they are used in grade level text, distinguishing literal from non-literal meaning as well as shades of meaning among related words.</p> <p>CC.1.3.3.G Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</p> <p>CC.1.3.3.H</p>
13-a	Speaks in 3-5 word sentences	
13-b	Emits prepositional phrases (e.g., on the table, in the house), but may not discriminate between prepositional pairs (e.g., on vs. under; in vs. out)	
13-c	Emits adjectives to modify nouns (e.g., blue train, chocolate cookie)	
13-d	Emits contractions in a mand, tact, or intraverbal context (e.g., can’t, don’t, won’t)	
13-e	Emits pronouns to modify nouns (e.g., My shoes. Your cup.)	

		<p>Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters. CC.1.3.3.K Read and comprehend literary fiction on grade level, reading independently and proficiently. CC.1.4.3.A Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. CC.1.4.3.B Identify and introduce the topic. CC.1.4.3.D Create an organizational structure that includes information grouped and connected logically with a concluding statement or section. CC.1.4.3.E Choose words and phrases for effect. CC.1.4.3.F Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. CC.1.4.3.I Support an opinion with reasons. CC.1.4.3.J Create an organizational structure that includes reasons linked in a logical order with a concluding statement or section. CC.1.4.3.M Write narratives to develop real or imagined experiences or events. CC.1.4.3.R Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. CC.1.4.3.U With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. CC.1.4.3.W Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. CC.1.4.3.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences. CC.1.5.3.A Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others’ ideas and expressing their own clearly. CC.1.5.3.B Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally. CC.1.5.3.C Ask and answer questions about information from a speaker, offering appropriate detail. CC.1.5.3.D Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly with adequate volume, appropriate pacing, and clear pronunciation. CC.1.5.3.E Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. CC.1.5.3.G Demonstrate command of the conventions of standard English when speaking based on grade 3 level and content.</p>
14-M	Emits 10 different verb phrases containing at least 3 words, with 2 modifiers (e.g., adverbs, prepositions, pronouns) (e.g., Push me hard. Go up the steps.)	CC.1.3.3.E Refer to parts of texts when writing or speaking about a text using such terms as chapter, scene and stanza and describe how each successive part builds upon earlier sections.
14-a	Adjectives usually precede nouns when appropriate (e.g., a big boat vs. a boat big)	CC.1.3.3.F
14-b	Verbs agree with the subjects in person (e.g., he was laughing vs. he were laughing)	Determine the meaning of words and phrases as they are used in grade level text, distinguishing literal from non-literal meaning as well as shades of meaning among related words.
14-c	Verbs agree with the subjects in number (e.g., Joey is home vs. Joey are home)	CC.1.4.3.D
14-d	Emits adjective inflections with the comparative suffixes “er” and “est” (e.g., good, better, best)	Create an organizational structure that includes information grouped and connected logically with a concluding statement or section.
14-e	Emits adverbs to modify verbs (e.g., Go fast. It’s slow.)	CC.1.4.3.F Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.
		CC.1.4.3.J Create an organizational structure that includes reasons linked in a logical order with a concluding statement or section. CC.1.4.3.L Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. CC.1.4.3.R

		<p>Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. CC.1.5.3.A Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly. CC.1.5.3.B Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally. CC.1.5.3.C Ask and answer questions about information from a speaker, offering appropriate detail. CC.1.5.3.D Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly with adequate volume, appropriate pacing, and clear pronunciation. CC.1.5.3.E Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. CC.1.5.3.G Demonstrate command of the conventions of standard English when speaking based on grade 3 level and content.</p>
15-M	Combines noun and verb phrases to produce 10 different syntactically correct clauses or sentences containing at least 5 words (e.g., The dog licked my face.)	CC.1.2.3.G Use information gained from text features to demonstrate understanding of a text.
15-a	Emits different noun and verb phrases connected by conjunctions (e.g., and, or, but, yet)	CC.1.2.3.H Describe how an author connects sentences and paragraphs in a text to support particular points.
15-b	Demonstrates a MLU of 5 morphemes (5 utterances in one "sentence" that each have an individual meaning, e.g., She pushed him down — the "ed" ending is a morpheme)	CC.1.2.3.J Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.
15-c	Pronouns agree with gender (e.g., the boy splashed himself vs. the boy splashed herself)	CC.1.2.3.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies and tools.
15-d	Pronouns agree with number (e.g., the boy splashed himself vs. the boys splashed himself)	CC.1.3.3.A Determine the central message, lesson, or moral in literary text; explain how it is conveyed in text.
15-e	Uses quantification in a sentence (e.g., always, never, sometimes)	CC.1.3.3.C Describe characters in a story and explain how their actions contribute to the sequence of events.
15-f	Uses demonstratives in a sentence (e.g., this that, these, those)	CC.1.3.3.D Explain the point of view of the author.
15-g	Emits words that describe the certainty of other words (e.g., I think... I'm sure... maybe)	CC.1.3.3.F Determine the meaning of words and phrases as they are used in grade level text, distinguishing literal from non-literal meaning as well as shades of meaning among related words. CC.1.4.3.D Create an organizational structure that includes information grouped and connected logically with a concluding statement or section. CC.1.4.3.E Choose words and phrases for effect. CC.1.4.3.F Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. CC.1.4.3.I Support an opinion with reasons. CC.1.4.3.J Create an organizational structure that includes reasons linked in a logical order with a concluding statement or section. CC.1.4.3.L Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. CC.1.4.3.N Establish a situation and introduce a narrator and/or characters. CC.1.4.3.O Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. CC.1.4.3.P Organize an event sequence that unfolds naturally, using temporal words and phrases to signal event order; provide a sense of closure. CC.1.4.3.R Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. CC.1.4.3.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and informational texts. CC.1.4.3.W

		<p>Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>CC.1.4.3.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.</p> <p>CC.1.5.3.A Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly.</p> <p>CC.1.5.3.B Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally.</p> <p>CC.1.5.3.C Ask and answer questions about information from a speaker, offering appropriate detail.</p> <p>CC.1.5.3.D Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly with adequate volume, appropriate pacing, and clear pronunciation.</p> <p>CC.1.5.3.E Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p>CC.1.5.3.G Demonstrate command of the conventions of standard English when speaking based on grade 3 level and content.</p>
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READING LEVEL 3		
Skill	VB-MAPP Milestones & Supporting Skills	PA Core Standards
11-M	Attends to a book when a story is being read to him for 75% of the time	<p>CC.1.1.3.D Know and apply grade level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words.</p> <p>CC.1.2.3.A Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>CC.1.2.3.B Ask and answer questions about the text and make inferences from text; refer to text to support responses.</p> <p>CC.1.2.3.D Explain the point of view of the author.</p> <p>CC.1.2.3.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</p> <p>CC.1.2.3.G Use information gained from text features to demonstrate understanding of a text.</p> <p>CC.1.2.3.H Describe how an author connects sentences and paragraphs in a text to support particular points.</p> <p>CC.1.3.3.A Determine the central message, lesson, or moral in literary text; explain how it is conveyed in text.</p> <p>CC.1.3.3.B Ask and answer questions about the text and make inferences from text; refer to text to support responses.</p> <p>CC.1.3.3.C Describe characters in a story and explain how their actions contribute to the sequence of events.</p> <p>CC.1.3.3.D</p>
11-a	Turns pages and looks at books for 30 seconds	
11-b	Mands to be read stories from books	
11-c	Touches pictures in books that correspond to the story (e.g., Where's the big bad wolf?)	

		<p>Explain the point of view of the author. CC.1.3.3.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies and tools. CC.1.3.3.K Read and comprehend literary fiction on grade level, reading independently and proficiently. CC.1.4.3.I Support an opinion with reasons. CC.1.4.3.M Write narratives to develop real or imagined experiences or events. CC.1.4.3.O Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences or events or show the response of characters to situations. CC.1.4.3.P Organize an event sequence that unfolds naturally, using temporal words and phrases to signal event order; provide a sense of closure. CC.1.4.3.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and informational texts CC.1.4.3.W Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. CC.1.5.3.B Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally. CC.1.5.3.D Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly with adequate volume, appropriate pacing, and clear pronunciation. CC.1.5.3.E Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>
12-M	Selects (LDs) the correct uppercase letter from an array of 5 letters, for 10 different letters	CC.1.1.3.D
12-a	Completes an ABC inset puzzle without prompts	Know and apply grade level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words.
12-b	Recites 5 letters from the alphabet with a starting prompt (e.g., A B...)	CC.1.1.3.E
12-c	Has a favorite book, and can provide the name of it by seeing the pictures on the cover	Read with accuracy and fluency to support comprehension:
12-d	Tacts pictures in books while an adult reads the story	<ul style="list-style-type: none"> • Read on-level text with purpose and understanding. • Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
12-e	Matches to sample all uppercase letters	
		<p>CC.1.2.3.D Explain the point of view of the author. CC.1.2.3.G Use information gained from text features to demonstrate understanding of a text. CC.1.2.3.H Describe how an author connects sentences and paragraphs in a text to support particular points. CC.1.2.3.J Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships. CC.1.2.3.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies and tools. CC.1.3.3.A Demonstrate the central message, lesson, or moral in a literary text; explain how it is conveyed in a text. CC.1.3.3.C Describe characters in a story and explain how their actions contribute to the sequence of events. CC.1.3.3.D Explain the point of view of the author. CC.1.3.3.K Read and comprehend literary fiction on grade level, reading independently and proficiently. CC.1.5.3.B Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally.</p>

13-M	Tacts 10 uppercase letters on command	CC.1.2.3.G Use information gained from text features to demonstrate understanding of a text.
13-a	Recites (or sings) the whole alphabet with only a verbal prompt to do so	CC.1.2.3.H Describe how an author connects sentences and paragraphs in a text to support particular points.
13-b	Mands for what written words say (e.g., What word is that?)	CC.1.2.3.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies and tools.
13-c	Pretends to read a book	CC.1.3.3.A Determine the central message, lesson or moral in literary text; explain how it is conveyed in text.
13-d	Discriminates as a listener (LDs) his own name from an array of 3 written names	CC.1.3.3.C Describe characters in a story and explain how their actions contribute to the sequence of events.
13-e	Looks at the written words, rather than just the pictures when stories are being read to him	CC.1.3.3.D Explain the point of view of the author.
		CC.1.3.3.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies and tools.
		CC.1.3.3.K Read and comprehend literary fiction on grade level, reading independently and proficiently.
14-M	Reads his own name	CC.1.1.3.E Read with accuracy and fluency to support comprehension:
14-a	Discriminates among most uppercase letters (but may confuse some; e.g., M and N; P and R)	<ul style="list-style-type: none"> • Read on-level text with purpose and understanding.
14-b	Matches 5 word cards to the same word written on paper	<ul style="list-style-type: none"> • Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
14-c	Provides the letter name given 5 sounds, and 5 sounds given a letter name	<ul style="list-style-type: none"> • Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
14-d	Intraverbally recalls 3 stories that have been read to him	CC.1.2.3.A Determine the main idea of a text; recount the key details and explain how they support the main idea.
14-e	Demonstrates LD and tact generalization for 3 different variations of the uppercase letters	CC.1.2.3.D Explain the point of view of the author.
		CC.1.2.3.I Compare and contrast the most important points and key details presented in two texts on the same topic.
		CC.1.2.3.J Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.
		CC.1.2.3.L Read and comprehend literary fiction and informational text on grade level, reading independently and proficiently.
		CC.1.4.3.O Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
		CC.1.4.3.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
		CC.1.4.3.U With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
		CC.1.4.3.W Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
		CC.1.5.3.B Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally.
15-M	Matches 5 words to the corresponding pictures or items in an array of 5, and vice versa (e.g., matches the written word bird to a picture of a bird)	CC.1.1.3.D Know and apply grade level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words.
15-a	Indicates if 2 words rhyme or not for 10 different rhymes (e.g., cat and hat vs. cat and book)	CC.1.1.3.E Read with accuracy and fluency to support comprehension:
15-b	Tacts most uppercase letters (may confuse those that look similar; e.g., M and N; P and R)	<ul style="list-style-type: none"> • Read on-level text with purpose and understanding.
15-c	Matches 10 lower case letters to uppercase letters	<ul style="list-style-type: none"> • Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
15-d	Discriminates as a listener between numbers and letters (e.g., Which one is a letter?)	<ul style="list-style-type: none"> • Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
15-e	Spells his own name without prompts	CC.1.2.3.F Determine the meaning of words and phrases as they are used in grade level text, distinguishing literal from non-literal meaning as well as shades of meaning among related words.
15-f	Selects (LDs) the correct written word from an array of 3 words, for 5 different words	CC.1.3.3.K Read and comprehend literary fiction on grade level, reading independently and proficiently.

		<p>CC.1.4.3.V Conduct short research projects that build knowledge about a topic.</p> <p>CC.1.5.3.B Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally.</p> <p>CC.2.4.3.A.2 Tell and write time to the nearest minute and solve problems by calculating time intervals.</p> <p>CC.2.4.3.A.3 Solve problems and make change involving money using a combination of coins and bills.</p>
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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	<p>CC.1.4.3.A Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>CC.1.4.3.B Identify and introduce the topic.</p> <p>CC.1.4.3.C Develop the topic with facts, definitions, details, and illustrations, as appropriate.</p> <p>CC.1.3.3.E Refer to parts of texts when writing or speaking about a text using such terms as chapter, scene and stanza and describe how each successive part builds upon earlier sections.</p> <p>CC.1.4.3.E Choose words and phrases for effect.</p> <p>CC.1.4.3.F Demonstrate a grade appropriate command of standard English grammar and spelling.</p> <p>CC.1.4.3.G Write opinion pieces on familiar topics or texts.</p> <p>CC.1.4.3.H Introduce the topic and state an opinion on the topic.</p> <p>CC.1.4.3.M Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.3.U With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p> <p>CC.1.4.3.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.</p> <p>CC.1.5.3.F Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.</p> <p>CC.2.1.3.B.1 Apply place value understanding and properties of operations to perform multi-digit arithmetic.</p> <p>CC.2.2.3.A.1 Represent and solve problems involving multiplication and division.</p> <p>CC.2.4.3.A.2 Tell and write time to the nearest minute and solve problems by calculating time intervals.</p> <p>CC.2.4.3.A.4</p>
11-a	Uses a writing instrument to mark on paper, white board, or Magna Doodle when prompted	
11-b	Independently scribbles on paper, a white board, Magna Doodle, etc.	
11-c	Demonstrates right or left hand dominance	
11-d	Imitates back and forth horizontal movements with a crayon, marker, or pencil	
11-e	Imitates up and down vertical movements with a crayon, marker, or pencil	
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	

		<p>Represent and interpret data using tally charts, tables, pictographs, line plots, and bar graphs. CC.2.4.3.A.5 Determine the area of a rectangle and apply the concept to multiplication and to addition.</p>
12-M	Independently traces within ¼ inch of the lines of 5 different geometrical shapes (e.g. circle, square, triangle, rectangle, star)	<p>CC.1.4.3.E Choose words and phrases for effect. CC.1.4.3.F Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. CC.1.4.3.G Write opinion pieces on familiar topics or texts. CC.1.4.3.H Introduce the topic and state an opinion on the topic. CC.1.4.3.U With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. CC.1.5.3.F Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences. CC.2.3.3.A.1 Identify, compare, and classify shapes and their attributes. CC.2.4.3.A.2 Tell and write time to the nearest minute and solve problems by calculating time intervals. CC.2.4.3.A.4 Represent and interpret data using tally charts, tables, pictographs, line plots, and bar graphs. CC.2.4.3.A.5 Determine the area of a rectangle and apply the concept to multiplication and to addition.</p>
12-a	Demonstrates a proper grip on a writing instrument	
12-b	Imitates drawing a square and triangle	
12-c	Traces 3 different shapes and stays within 1 inch of the lines	
12-d	Copies 3 different shapes when given a sample	
12-e	Draws a line on paper from point A to point B within 1 inch of the center of a 6 inch curved path	
12-f	Copies 5 different lines and shapes together	
13-M	Copies 10 letters or numbers legibly	<p>CC.1.3.3.E Refer to parts of texts when writing or speaking about a text using such terms as chapter, scene, and stanza and describe how each successive part builds upon earlier sections. CC.1.3.3.G Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). CC.1.3.3.H Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters. CC.1.4.3.A Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. CC.1.4.3.B Identify and introduce the topic. CC.1.4.3.C Develop the topic with facts, definitions, details, and illustrations, as appropriate. CC.1.4.3.E Choose words and phrases for effect. CC.1.4.3.F Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. CC.1.4.3.G Write opinion pieces on familiar topics or texts. CC.1.4.3.H Introduce the topic and state an opinion on the topic. CC.1.4.3.M Write narratives to develop real or imagined experiences or events. CC.1.4.3.U With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. CC.1.4.3.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences. CC.2.2.3.A.1 Represent and solve problems involving multiplication and division. CC.2.3.3.A.1 Identify, compare, and classify shapes and their attributes. CC.2.4.3.A.1 Solve problems involving measurement and estimation of temperature, liquid volume, mass or length. CC.2.4.3.A.4</p>
13-a	Copies 4 numbers or letters	
13-b	Independently combines shapes to make a picture (adult verbal prompts are okay)	
13-c	Independently draws a person with 4 recognizable body parts (adult verbal prompts are okay)	
13-d	Traces his own name on paper and stays within 1/2 inch of the letters	

		<p>Represent and interpret data using tally charts, tables, pictographs, line plots, and bar graphs. CC.2.4.3.A.5 Determine the area of a rectangle and apply the concept to multiplication and to addition.</p>
14-M	Legibly spells and writes his own name without copying	CC.1.4.3.E
14-a	Legibly copies his own name on lined paper	Choose words and phrases for effect. CC.1.4.3.F
14-b	Colors in pictures in coloring books and mostly stays within the lines	Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. CC.1.4.3.G
14-c	Copies numbers 1-10 legibly on lined paper	Write opinion pieces on familiar topics or texts. CC.1.4.3.H
14-d	Copies 10 upper case and 10 lower case letters legibly on lined paper	Introduce the topic and state an opinion on the topic. CC.1.4.3.U With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. CC.2.4.3.A.1 Solve problems involving measurement and estimation of temperature, liquid volume, mass or length. CC.2.4.3.A.2 Tell and write time to the nearest minute and solve problems by calculating time intervals. CC.2.4.3.A.4 Represent and interpret data using tally charts, tables, pictographs, line plots, and bar graphs. CC.2.4.3.A.5 Determine the area of a rectangle and apply the concept to multiplication and to addition.
15-M	Copies all 26 upper and lower case letters legibly	CC.1.4.3.A
15-a	Draws recognizable pictures of 3 different items	Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. CC.1.4.3.B
15-b	Legibly writes 10 letters or numbers when dictated	Identify and introduce the topic. CC.1.4.3.C
15-c	Copies 5 simple words legibly	Develop the topic with facts, definitions, details, and illustrations, as appropriate. CC.1.3.3.E Refer to parts of texts when writing or speaking about a text using such terms as chapter, scene and stanza and describe how each successive part builds upon earlier sections. CC.1.3.3.G Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). CC.1.3.3.H Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters. CC.1.4.3.E Choose words and phrases for effect. CC.1.4.3.F Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. CC.1.4.3.G Write opinion pieces on familiar topics or texts. CC.1.4.3.H Introduce the topic and state an opinion on the topic. CC.1.4.3.I Support an opinion with reasons. CC.1.4.3.J Create an organizational structure that includes reasons linked in a logical order with a concluding statement or section. CC.1.4.3.K Use a variety of words and sentence types to appeal to the audience. CC.1.4.3.M Write narratives to develop real or imagined experiences or events. CC.1.4.3.Q Choose words and phrases for effect. CC.1.4.3.U With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. CC.1.4.3.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences. CC.2.4.3.A.1 Solve problems involving measurement and estimation of temperature, liquid volume, mass or length.

		<p>CC.2.4.3.A.2 Tell and write time to the nearest minute and solve problems by calculating time intervals.</p> <p>CC.2.4.3.A.4 Represent and interpret data using tally charts, tables, pictographs, line plots, and bar graphs.</p> <p>CC.2.4.3.A.5 Determine the area of a rectangle and apply the concept to multiplication and to addition.</p> <p>CC.2.4.3.A.6 Solve problems involving perimeters of polygons and distinguish between linear and area measures.</p>
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MATH LEVEL 3

Skill	VB MAPP Milestones & Task Analysis	PA Core Standards
11-M	Identifies as a listener the numbers 1-5 in an array of 5 different numbers	CC.1.1.3.D Know and apply grade level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words.
11-a	Rote counts to 5 with a verbal starter prompt (e.g., count 1, 2, ...)	CC.2.1.3.B.1 Apply place value understanding and properties of operations to perform multi-digit arithmetic.
11-b	Arranges objects by size (e.g., small, medium, and large blocks)	CC.2.2.3.A.1 Represent and solve problems involving multiplication and division.
11-c	Distinguishes between 1 and 2 items as a listener (e.g., Where are 2 boats?)	CC.2.2.3.A.2 Understand properties of multiplication and the relationship between multiplication and division.
11-d	Distinguishes between 1 and 2 items as a mand (e.g., I want 2 cookies.)	CC.2.2.3.A.3 Demonstrate multiplication and division fluency.
11-e	Matches to sample the numbers 1-10 (e.g., puts the number 4 with the number 4)	CC.2.2.3.A.4 Solve problems involving the four operations, and identify and explain patterns in arithmetic.
		CC.2.4.3.A.1 Solve problems involving measurement and estimation of temperature, liquid volume, mass or length.
		CC.2.4.3.A.2 Tell and write time to the nearest minute and solve problems by calculating time intervals.
		CC.2.4.3.A.3 Solve problems involving money and make change using a combination of coins and bills.
		CC.2.4.3.A.4 Represent and interpret data using tally charts, tables, pictographs, line plots, and bar graphs.
		CC.2.4.3.A.5 Determine the area of a rectangle and apply the concept to multiplication and to addition.
		CC.2.4.3.A.6 Solve problems involving perimeters of polygons and distinguish between linear and area measures.
12-M	Tacts the numbers 1-5	CC.1.1.3.D Know and apply grade level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words.
12-a	Distinguishes between 1 and 2 items as a tact (e.g., How many shoes do you have?)	CC.2.1.3.B.1 Apply place value understanding and properties of operations to perform multi-digit arithmetic.
12-b	Holds up corresponding fingers for numbers 1-5 (e.g., Show me 2 fingers.)	CC.2.2.3.A.1 Represent and solve problems involving multiplication and division.
12-c	Distinguishes between 1, 2, and 3 items as a listener (e.g., Can you find 3 flowers?)	CC.2.2.3.A.2 Understand properties of multiplication and the relationship between multiplication and division.
12-d	Counts 2 items with 1:1 correspondence	CC.2.2.3.A.3 Demonstrate multiplication and division fluency.
		CC.2.2.3.A.4 Solve problems involving the four operations, and identify and explain patterns in arithmetic.
		CC.2.4.3.A.1 Solve problems involving measurement and estimation of temperature, liquid volume, mass or length.
		CC.2.4.3.A.2 Tell and write time to the nearest minute and solve problems by calculating time intervals.

		<p>CC.2.4.3.A.3 Solve problems involving money and make change using a combination of coins and bills.</p> <p>CC.2.4.3.A.4 Represent and interpret data using tally charts, tables, pictographs, line plots, and bar graphs.</p> <p>CC.2.4.3.A.5 Determine the area of a rectangle and apply the concept to multiplication and to addition.</p> <p>CC.2.4.3.A.6 Solve problems involving perimeters of polygons and distinguish between linear and area measures.</p>
13-M	Counts out 1-5 items from a larger set of items with 1 to 1 correspondence (e.g., Give me 4 cars. Now give me 2 cars.)	<p>CC.2.1.3.B.1 Apply place value understanding and properties of operations to perform multi-digit arithmetic.</p> <p>CC.2.2.3.A.1 Represent and solve problems involving multiplication and division.</p> <p>CC.2.2.3.A.2 Understand properties of multiplication and the relationship between multiplication and division.</p> <p>CC.2.2.3.A.3 Demonstrate multiplication and division fluency.</p> <p>CC.2.2.3.A.4 Solve problems involving the four operations, and identify and explain patterns in arithmetic.</p> <p>CC.2.4.3.A.1 Solve problems involving measurement and estimation of temperature, liquid volume, mass or length.</p> <p>CC.2.4.3.A.2 Tell and write time to the nearest minute and solve problems by calculating time intervals.</p> <p>CC.2.4.3.A.3 Solve problems involving money and make change using a combination of coins and bills.</p> <p>CC.2.4.3.A.4 Represent and interpret data using tally charts, tables, pictographs, line plots, and bar graphs.</p> <p>CC.2.4.3.A.5 Determine the area of a rectangle and apply the concept to multiplication and to addition.</p> <p>CC.2.4.3.A.6 Solve problems involving perimeters of polygons and distinguish between linear and area measures.</p>
13-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)	<p>CC.2.1.3.B.1 Apply place value understanding and properties of operations to perform multi-digit arithmetic.</p> <p>CC.2.2.3.A.1 Represent and solve problems involving multiplication and division.</p> <p>CC.2.2.3.A.2 Understand properties of multiplication and the relationship between multiplication and division.</p> <p>CC.2.2.3.A.3 Demonstrate multiplication and division fluency.</p> <p>CC.2.2.3.A.4 Solve problems involving the four operations, and identify and explain patterns in arithmetic.</p> <p>CC.2.4.3.A.1 Solve problems involving measurement and estimation of temperature, liquid volume, mass or length.</p> <p>CC.2.4.3.A.2 Tell and write time to the nearest minute and solve problems by calculating time intervals.</p> <p>CC.2.4.3.A.3 Solve problems involving money and make change using a combination of coins and bills.</p> <p>CC.2.4.3.A.4 Represent and interpret data using tally charts, tables, pictographs, line plots, and bar graphs.</p> <p>CC.2.4.3.A.5 Determine the area of a rectangle and apply the concept to multiplication and to addition.</p> <p>CC.2.4.3.A.6 Solve problems involving perimeters of polygons and distinguish between linear and area measures.</p>
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)	<p>CC.1.4.3.U With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p> <p>CC.2.1.3.B.1 Apply place value understanding and properties of operations to perform multi-digit arithmetic.</p> <p>CC.2.2.3.A.1 Represent and solve problems involving multiplication and division.</p> <p>CC.2.2.3.A.2 Understand properties of multiplication and the relationship between multiplication and division.</p>
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	<p>CC.2.2.3.A.3 Demonstrate multiplication and division fluency.</p> <p>CC.2.2.3.A.4 Solve problems involving the four operations, and identify and explain patterns in arithmetic.</p> <p>CC.2.4.3.A.1 Solve problems involving measurement and estimation of temperature, liquid volume, mass or length.</p> <p>CC.2.4.3.A.2 Tell and write time to the nearest minute and solve problems by calculating time intervals.</p> <p>CC.2.4.3.A.3 Solve problems involving money and make change using a combination of coins and bills.</p> <p>CC.2.4.3.A.4 Represent and interpret data using tally charts, tables, pictographs, line plots, and bar graphs.</p> <p>CC.2.4.3.A.5 Determine the area of a rectangle and apply the concept to multiplication and to addition.</p> <p>CC.2.4.3.A.6 Solve problems involving perimeters of polygons and distinguish between linear and area measures.</p>
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