

The purpose of this document is to assist Kansas educators when aligning the DLM Essential Elements with the VB-MAPP. Educators are expected to purchase the protocol to administer the VB-MAPP assessments

# 1<sup>st</sup> Grade

## VB-MAPP Milestones Alignment to the KS DLM Essential Elements & SECD Standards

### MAND — LEVEL 1

<b>VB-MAPP Milestones</b>	<b>KS DLM Essential Elements &amp; SECD Standards</b>
<b>MAND 1 M – 5 M</b>	

### MAND — LEVEL 2

<b>VB-MAPP Milestones</b>	<b>KS DLM Essential Elements &amp; SECD Standards</b>
<b>MAND 6 M – 10 M</b>	<p><b>ELA</b></p> <ul style="list-style-type: none"> <li>EE.RL.1.1 Identify details in familiar stories.</li> <li>EE.RL.1.2 With guidance and support, recount major events in familiar stories.</li> <li>EE.RL.1.3 Identify characters and settings in a familiar story.</li> <li>EE.RL.1.4 With guidance and support, identify sensory or feeling words in a familiar story.</li> <li>EE.RL.1.5 With guidance and support, identify a text as telling a story.</li> <li>EE.RL.1.6 With guidance and support, identify a speaker within a familiar story.</li> <li>EE.RL.1.7 Identify illustrations or objects/tactual information that go with a familiar text.</li> <li>EE.RL.1.9 With guidance and support, identify adventures or experiences of characters in a story as same or different.</li> <li>EE.RL.1.10 With guidance and support, actively engage in shared reading for a clearly stated purpose.</li> <li>EE.RI.1.1 Identify details in familiar text.</li> <li>EE.RI.1.2 With guidance and support, identify details related to the topic of a text.</li> <li>EE.RI.1.3 Identify individuals, events, or details in a familiar informational text</li> </ul>

### MAND — LEVEL 3

<b>VB-MAPP Milestones</b>	<b>KS DLM Essential Elements &amp; SECD Standards</b>
<b>MAND 11 M – 15 M</b>	<p><b>ELA</b></p> <ul style="list-style-type: none"> <li>EE.RL.1.1 Identify details in familiar stories.</li> <li>EE.RL.1.2 With guidance and support, recount major events in familiar stories.</li> <li>EE.RL.1.3 Identify characters and settings in a familiar story.</li> <li>EE.RL.1.4 With guidance and support, identify sensory or feeling words in a familiar story.</li> <li>EE.RL.1.5 With guidance and support, identify a text as telling story.</li> <li>EE.RL.1.6 With guidance and support, identify a speaker within a familiar story.</li> <li>EE.RL.1.7 Identify illustrations or objects/tactual information that go with a familiar text.</li> </ul>

EE.RL.1.9 With guidance and support identify adventures or experiences of characters in a story as same or different.

EE.RL.1.10 With guidance and support, actively engage in shared reading for a clearly stated purpose.

EE.RI.1.1 Identify details in familiar text.

EE.RI.1.2 With guidance and support, identify details related to the topic of a text.

EE.RI.1.3 Identify individuals, events, or details in a familiar informational text.

EE.RI.1.6 Distinguish between words and illustrations in a text.

EE.RI.1.7 Identify illustrations or objects/tactual information that go with a familiar text.

EE.RI.1.8 Identify points the author makes in a familiar informational text.

EE.RI.1.9 With guidance and support, match similar parts of two texts on the same topic.

EE.RI.1.10 Actively engage in shared reading of informational text.

EE.W.1.1 Select a familiar book and use drawing, dictating, or writing to state an opinion about it.

EE.W.1.2 Select a familiar topic and use drawing, dictating, or writing to share information about it.

EE.W.1.3 Select an event and use drawing, dictating, or writing to share information about it.

EE.W.1.5 With guidance and support from adults, add more information to own drawing dictation.

EE.W.1.6 With guidance and support from adults, explore a variety of digital tools to produce individual or group writing.

EE.W.1.7 With guidance and support, participate in shared research and writing projects.

EE.SL.1.1 Participate in conversations with adults.

- Engage in multiple turn-taking exchanges with supportive adults.

- Build on comments or topics initiated by an adult.

- Uses one or two words to ask questions related to personally relevant topics.

EE.SL.1.2 During shared reading activities, answer questions about details presented orally or other media.

EE.SL.1.3 Communicate confusion or lack of understanding (“I don’t know”)

EE.SL.1.4 Identify familiar people, places, things, and events.

EE.SL.1.5 Add or select drawings or other visual or tactual displays that relate to familiar people, places, things, and events.

EE.SL.1.6 With guidance and support, provide more information to clarify ideas, thoughts, and feelings.

## TACT — LEVEL 1

VB-MAPP Milestones	KS DLM Essential Elements & SECD Standards
<b>TACT 1 M</b>	<p><b>ELA</b></p> <p>EE.RI.1.1 Identify details in familiar text.</p> <p>EE.RI.1.2 With guidance and support, identify details related to the topic of a text.</p> <p>EE.RI.1.3 Identify individuals, events, or details in a familiar informational text.</p>
<b>TACT 2 M – 5M</b>	<p><b>ELA</b></p> <p>EE.RI.1.1 Identify details in familiar text.</p> <p>EE.RI.1.2 With guidance and support, identify details related to the topic of a text.</p> <p>EE.RI.1.3 Identify individuals, events, or details in a familiar informational text.</p> <p>EE.RI.1.5 Locate the front cover, back cover, and title page of a book.</p> <p>EE.RI.1.7 Identify illustrations or objects/tactual information that go with a familiar text.</p> <p>EE.SL.1.4 Identify familiar people, places, things, and events.</p> <p>EE.SL.1.5 Add or select drawings or other visual or tactual displays that relate to familiar people, places, things, and events.</p> <p>EE.SL.1.6 With guidance and support, provide more information to clarify ideas, thoughts, and feelings.</p> <p>EE.L.1.1 Demonstrate emerging understanding of letter and word use.</p> <p>-Write letters from own name.</p>

## TACT — LEVEL 2

VB-MAPP Milestones	KS DLM Essential Elements & SECD Standards
<b>TACT 6 M</b>	<p><b>ELA</b></p> <p>EE.RL.1.1 Identify details in familiar stories.</p> <p>EE.RL.1.2 With guidance and support, recount major events in familiar stories.</p> <p>EE.RL.1.3 Identify characters and settings in a familiar story.</p> <p>EE.RL.1.4 With guidance and support, identify sensory or feeling words in a familiar story.</p> <p>EE.RL.1.5 With guidance and support, identify a text as telling a story.</p> <p>EE.RL.1.6 With guidance and support, identify a speaker within a familiar story.</p> <p>EE.RL.1.7 Identify illustrations or objects/tactual information that go with a familiar text.</p> <p>EE.RL.1.9 With guidance and support identify adventures or experiences of characters in a story as same or different.</p> <p>EE.RL.1.10 With guidance and support, actively engage in shared reading for a clearly stated purpose.</p> <p>EE.RI.1.1 Identify details in familiar text.</p> <p>EE.RI.1.2 With guidance and support, identify details related to the topic of the text.</p> <p>EE.RI.1.3 Identify individuals, events, or details in a familiar informational text.</p> <p>EE.RI.1.4 With guidance and support, ask a reader to clarify the meaning of a word in a text.</p> <p>EE.RI.1.5 Locate the front cover, back cover, and title page of a book.</p> <p>EE.RI.1.6 Distinguish between words and illustrations in a text.</p> <p>EE.RI.1.7 Identify illustrations or objects/tactual information that go with a familiar text.</p> <p>EE.RI.1.8 Identify points an author makes in a familiar informational text.</p> <p>EE.RI.1.9 With guidance and support, match similar parts of two texts on the same topic.</p>

	<p>EE.RI.1.10 Actively engage in shared reading of informational text.</p> <p>EE.RF.1.1 Demonstrate emerging understanding of the organization of print.      -Demonstrate understanding of the organization of basic features of print (e.g. left-to-right, top-to-bottom orientation of print, one-to-one correspondence between written and spoken word.)</p> <p>EE.RF.1.3 Demonstrate emerging letter and word identification skills.      -Identify upper case letters of the alphabet      -With guidance and support, recognize familiar words that are used in everyday routines.</p> <p>EE.RF.1.4 Begin to attend to words in print.      -Engage in sustained, independent study of books.      -Participate in shared reading of a variety of reading materials reflecting a variety of text genre.</p> <p>EE.W.1.1 Select a familiar book and use drawing, dictating, or writing to state an opinion about it.</p> <p>EE.W.1.2 Select a familiar topic and use drawing, dictating, or writing to share information about it.</p> <p>EE.W.1.3 Select an event and use drawing, dictating, or writing to share information about it.</p> <p>EE.W.1.5 With guidance and support from adults, add more information to own drawing, dictation, or writing to strengthen it.</p> <p>EE.W.1.6 With guidance and support from adults, explore a variety of digital tools to produce Individual or group writing.</p> <p>EE.W.1.7 With guidance and support, participate in shared research and writing projects.</p> <p>EE.SL.1.2 During shared reading activities, answer questions about details presented orally or through other media.</p> <p>EE.SL.1.3 Communicate confusion or lack of understanding (“I don’t know”).</p> <p>EE.SL.1.4 Identify familiar people, places, things, and events.</p> <p>EE.SL.1.5 Add or select drawings or other visual or tactual displays that relate to familiar people, places, things, and events.</p> <p>EE.SL.1.6 With guidance and support provide more information to clarify ideas, thoughts, and feelings.</p> <p>EE.L.1.1 Demonstrate emerging understanding of letter and word use      -Writes letters from own name.</p>
<p><b>TACT</b> <b>7 M</b></p>	<p><b>ELA</b></p> <p>EE.RL.1.1 Identify details in familiar stories.</p> <p>EE.RL.1.2 With guidance and support, recount major events in familiar stories.</p> <p>EE.RL.1.3 Identify characters and settings in a familiar story.</p> <p>EE.RL.1.4 With guidance and support, identify sensory or feeling words in a familiar story.</p> <p>EE.RL.1.5 With guidance and support, identify a text as telling a story.</p> <p>EE.RL.1.6 With guidance and support, identify a speaker within a familiar story.</p> <p>EE.RL.1.7 Identify illustrations or objects/tactual information that go with a familiar text.</p> <p>EE.RL.1.9 With guidance and support identify adventures or experiences of characters in a story as same or different.</p> <p>EE.RL.1.10 With guidance and support, actively engage in shared reading for a clearly stated purpose.</p> <p>EE.RI.1.1 Identify details in familiar text.</p> <p>EE.RI.1.2 With guidance and support, identify details related to the topic of the text.</p> <p>EE.RI.1.3 Identify individuals, events, or details in a familiar informational text.</p> <p>EE.RI.1.4 With guidance and support, ask a reader to clarify the meaning of a word in a text.</p> <p>EE.RI.1.5 Locate the front cover, back cover, and title page of a book.</p> <p>EE.RI.1.6 Distinguish between words and illustrations in a text.</p> <p>EE.RI.1.7 Identify illustrations or objects/tactual information that go with a familiar text.</p> <p>EE.RI.1.8 Identify points an author makes in a familiar informational text.</p> <p>EE.RI.1.9 With guidance and support, match similar parts of two texts on the same topic.</p> <p>EE.RI.1.10 Actively engage in shared reading of informational text.</p> <p>EE.RF.1.1 Demonstrate emerging understanding of the organization of print.</p>

- Demonstrate understanding of the organization of basic features of print (e.g. left-to-right, top-to-bottom orientation of print, one-to-one correspondence between written and spoken word.)
- EE.RF.1.3 Demonstrate emerging letter and word identification skills.
  - Identify upper case letters of the alphabet
  - With guidance and support, recognize familiar words that are used in everyday routines.
- EE.RF.1.4 Begin to attend to words in print.
  - Engage in sustained, independent study of books.
  - Participate in shared reading of a variety of reading materials reflecting a variety of text genre.
- EE.W.1.1 Select a familiar book and use drawing, dictating, or writing to state an opinion about it.
- EE.W.1.2 Select a familiar topic and use drawing, dictating, or writing to share information about it.
- EE.W.1.3 Select an event and use drawing, dictating, or writing to share information about it.
- EE.W.1.5 With guidance and support from adults, add more information to own drawing, dictation, or writing to strengthen it.
- EE.W.1.6 With guidance and support from adults, explore a variety of digital tools to produce Individual or group writing.
- EE.W.1.7 With guidance and support, participate in shared research and writing projects.
- EE.SL.1.2 During shared reading activities, answer questions about details presented orally or through other media.
- EE.SL.1.3 Communicate confusion or lack of understanding (“I don’t know”).
- EE.SL.1.4 Identify familiar people, places, things, and events.
- EE.SL.1.5 Add or select drawings or other visual or tactual displays that relate to familiar people, places, things, and events.
- EE.SL.1.6 With guidance and support provide more information to clarify ideas, thoughts, and feelings.
- EE.L.1.1 Demonstrate emerging understanding of letter and word use
  - Writes letters from own name.

**Social Emotional and Character Development Standards**

**TACT  
8 M – 10 M**

**ELA**

- EE.RL.1.1 Identify details in familiar stories.
- EE.RL.1.2 With guidance and support, recount major events in familiar stories.
- EE.RL.1.3 Identify characters and settings in a familiar story.
- EE.RL.1.4 With guidance and support, identify sensory or feeling words in a familiar story.
- EE.RL.1.5 With guidance and support, identify a text as telling a story.
- EE.RL.1.6 With guidance and support, identify a speaker within a familiar story.
- EE.RL.1.7 Identify illustrations or objects/tactual information that go with a familiar text.
- EE.RL.1.9 With guidance and support identify adventures or experiences of characters in a story as same or different.
- EE.RL.1.10 With guidance and support, actively engage in shared reading for a clearly stated purpose.
- EE.RI.1.1 Identify details in familiar text.
- EE.RI.1.2 With guidance and support, identify details related to the topic of the text.
- EE.RI.1.3 Identify individuals, events, or details in a familiar informational text.
- EE.RI.1.4 With guidance and support, ask a reader to clarify the meaning of a word in a text.
- EE.RI.1.5 Locate the front cover, back cover, and title page of a book.
- EE.RI.1.6 Distinguish between words and illustrations in a text.
- EE.RI.1.7 Identify illustrations or objects/tactual information that go with a familiar text.
- EE.RI.1.8 Identify points an author makes in a familiar informational text.
- EE.RI.1.9 With guidance and support, match similar parts of two texts on the same topic.
- EE.RI.1.10 Actively engage in shared reading of informational text.
- EE.RF.1.1 Demonstrate emerging understanding of the organization of print.

-Demonstrate understanding of the organization of basic features of print (e.g. left-to-right, top-to-bottom orientation of print, one-to-one correspondence between written and spoken word.)

EE.RF.1.3 Demonstrate emerging letter and word identification skills.

-Identify upper case letters of the alphabet.

-With guidance and support, recognize familiar words that are used in everyday routines.

EE.RF.1.4 Begin to attend to words in print.

-Engage in sustained, independent study of books.

-Participate in shared reading of a variety of reading materials reflecting a variety of text genre.

EE.W.1.1 Select a familiar book and use drawing, dictating, or writing to state an opinion about it.

EE.W.1.2 Select a familiar topic and use drawing, dictating, or writing to share information about it.

EE.W.1.3 Select an event and use drawing, dictating, or writing to share information about it.

EE.W.1.5 With guidance and support from adults, add more information to own drawing, dictation, or writing to strengthen it.

EE.W.1.6 With guidance and support from adults, explore a variety of digital tools to produce Individual or group writing.

EE.W.1.7 With guidance and support, participate in shared research and writing projects.

EE.SL.1.2 During shared reading activities, answer questions about details presented orally or through other media.

EE.SL.1.3 Communicate confusion or lack of understanding (“I don’t know”).

EE.SL.1.4 Identify familiar people, places, things, and events.

EE.SL.1.5 Add or select drawings or other visual or tactual displays that relate to familiar people, places, things, and events.

EE.SL.1.6 With guidance and support provide more information to clarify ideas, thoughts, and feelings.

EE.L.1.1 Demonstrate emerging understanding of letter and word use.

-Writes letters from own name.

-Use frequently occurring nouns in communication.

-Use frequently occurring plural nouns in communication.

-With guidance and support, use familiar personal pronouns (e.g. I, me, you).

-Use familiar present tense verbs.

-With guidance and support, use familiar frequently occurring adjectives (e.g. big, hot).

-With guidance and support, use common prepositions (e.g. on, off, in, out).

EE.L.1.4 Demonstrate emerging knowledge of word meanings.

-Demonstrate understanding of words used in everyday routines.

EE.L.1.5 Demonstrate emerging understanding of word relationships.

-With guidance and support, sort common objects into familiar categories.

-With guidance and support, identify attributes of familiar words.

-With guidance and support, demonstrate understanding of words by identifying real-life connections between words and their use.

EE.L.1.6 With guidance and support, use words acquired through conversations, being read to and during shared reading activities.

[Social Emotional and Character Development Standards](#)

## TACT — LEVEL 3

VB-MAPP Milestones	KS DLM Essential Elements & SECD Standards
<b>TACT</b> <b>11 M – 15 M</b>	<b>ELA</b> <p>EE.RL.1.1 Identify details in familiar stories.</p> <p>EE.RL.1.2 With guidance and support, recount major events in familiar stories.</p> <p>EE.RL.1.3 Identify characters and settings in a familiar story.</p> <p>EE.RL.1.4 With guidance and support, identify sensory or feeling words in a familiar story.</p> <p>EE.RL.1.5 With guidance and support, identify a text as telling a story.</p> <p>EE.RL.1.6 With guidance and support, identify a speaker within a familiar story.</p> <p>EE.RL.1.7 Identify illustrations or objects/tactual information that go with a familiar text.</p> <p>EE.RL.1.9 With guidance and support identify adventures or experiences of characters in a story as same or different.</p> <p>EE.RL.1.10 With guidance and support, actively engage in shared reading for a clearly stated purpose.</p> <p>EE.RI.1.1 Identify details in familiar text.</p> <p>EE.RI.1.2 With guidance and support, identify details related to the topic of the text.</p> <p>EE.RI.1.3 Identify individuals, events, or details in a familiar informational text.</p> <p>EE.RI.1.4 With guidance and support, ask a reader to clarify the meaning of a word in a text.</p> <p>EE.RI.1.5 Locate the front cover, back cover, and title page of a book.</p> <p>EE.RI.1.6 Distinguish between words and illustrations in a text.</p> <p>EE.RI.1.7 Identify illustrations or objects/tactual information that go with a familiar text.</p> <p>EE.RI.1.8 Identify points an author makes in a familiar informational text.</p> <p>EE.RI.1.9 With guidance and support, match similar parts of two texts on the same topic.</p> <p>EE.RI.1.10 Actively engage in shared reading of informational text.</p> <p>EE.RF.1.1 Demonstrate emerging understanding of the organization of print.</p> <ul style="list-style-type: none"> <li>-Demonstrate understanding of the organization of basic features of print (e.g. left-to-right, top-to-bottom orientation of print, one-to-one correspondence between written and spoken word.)</li> </ul> <p>EE.RF.1.3 Demonstrate emerging letter and word identification skills.</p> <ul style="list-style-type: none"> <li>-Identify upper case letters of the alphabet.</li> <li>-With guidance and support, recognize familiar words that are used in everyday routines.</li> </ul> <p>EE.RF.1.4 Begin to attend to words in print.</p> <ul style="list-style-type: none"> <li>-Engage in sustained, independent study of books.</li> <li>-Participate in shared reading of a variety of reading materials reflecting a variety of text genre.</li> </ul> <p>EE.W.1.1 Select a familiar book and use drawing, dictating, or writing to state an opinion about it.</p> <p>EE.W.1.2 Select a familiar topic and use drawing, dictating, or writing to share information about it.</p> <p>EE.W.1.3 Select an event and use drawing, dictating, or writing to share information about it.</p> <p>EE.W.1.5 With guidance and support from adults, add more information to own drawing, dictation, or writing to strengthen it.</p> <p>EE.W.1.6 With guidance and support from adults, explore a variety of digital tools to produce Individual or group writing.</p> <p>EE.W.1.7 With guidance and support, participate in shared research and writing projects.</p> <p>EE.SL.1.2 During shared reading activities, answer questions about details presented orally or through other media.</p> <p>EE.SL.1.3 Communicate confusion or lack of understanding (“I don’t know”).</p> <p>EE.SL.1.4 Identify familiar people, places, things, and events.</p> <p>EE.SL.1.5 Add or select drawings or other visual or tactual displays that relate to familiar people, places, things, and events.</p> <p>EE.SL.1.6 With guidance and support provide more information to clarify ideas, thoughts, and feelings.</p>

EE.L.1.1 Demonstrate emerging understanding of letter and word use.

-Writes letters from own name.

-Use frequently occurring nouns in communication.

-Use frequently occurring plural nouns in communication.

-With guidance and support, use familiar personal pronouns (e.g. I, me, you).

-Use familiar present tense verbs.

-With guidance and support, use familiar frequently occurring adjectives (e.g. big, hot).

-With guidance and support, use common prepositions (e.g. on, off, in, out).

EE.L.1.4 Demonstrate emerging knowledge of word meanings.

-Demonstrate understanding of words used in everyday routines.

EE.L.1.5 Demonstrate emerging understanding of word relationships.

-With guidance and support, sort common objects into familiar categories.

-With guidance and support, identify attributes of familiar words.

-With guidance and support, demonstrate understanding of words by identifying real-life connections between words and their use.

EE.L.1.6 With guidance and support, use words acquired through conversations, being read to and during shared reading activities.

[Social Emotional and Character Development Standards](#)



## LISTENER RESPONDING (LR) — LEVEL 1

VB-MAPP Milestones	KS DLM Essential Elements & SECD Standards
LR 1 M – 4 M	
LR 5 M	<p><b>ELA</b></p> <p>EE.RL.1.1 Identify details in familiar stories.</p> <p>EE.RL.1.2 With guidance and support, recount major events in familiar stories.</p> <p>EE.RL.1.3 Identify characters and settings in a familiar story.</p> <p>EE.RL.1.4 With guidance and support, identify sensory or feeling words in a familiar story.</p> <p>EE.RL.1.5 With guidance and support, identify a text as telling a story.</p> <p>EE.RL.1.6 With guidance and support, identify a speaker within a familiar story.</p> <p>EE.RL.1.7 Identify illustrations or objects/tactual information that go with a familiar text.</p> <p>EE.RL.1.9 With guidance and support identify adventures or experiences of characters in a story as dame or different.</p> <p>EE.RL.1.10 With guidance and support, actively engage in shared reading for a clearly stated purpose.</p> <p>EE.RI.1.1 Identify details in familiar text.</p> <p>EE.RI.1.2 With guidance and support, identify details related to the topic of the text.</p> <p>EE.RI.1.3 Identify individuals, events, or details in a familiar informational text.</p> <p>EE.RI.1.5 Locate the front cover, back cover, and title page of a book.</p> <p>EE.RF.1.3 Demonstrate emerging letter and word identification skills.</p> <ul style="list-style-type: none"> <li>-Identify upper case letters of the alphabet</li> <li>-With guidance and support, recognize familiar words that are used in everyday routines.</li> </ul> <p>EE.W.1.2 Select a familiar topic and use drawing, dictating, or writing to share information about it.</p> <p>EE.L.1.1 Demonstrate emerging understanding of letter and word use.</p> <ul style="list-style-type: none"> <li>-Write letters from own name.</li> </ul>

## LISTENER RESPONDING (LR) — LEVEL 2

VB-MAPP Milestones	KS DLM Essential Elements & SECD Standards
LR 6 M – 8 M	<p><b>ELA</b></p> <p>EE.RL.1.2 With guidance and support, recount major events in familiar stories.</p> <p>EE.RL.1.3 Identify characters and settings in a familiar story.</p> <p>EE.RL.1.4 With guidance and support, identify sensory or feeling words in a familiar story.</p> <p>EE.RL.1.5 With guidance and support, identify a text as telling a story.</p> <p>EE.RL.1.6 With guidance and support, identify a speaker within a familiar story.</p> <p>EE.RL.1.7 Identify illustrations or objects/tactual information that go with a familiar text.</p> <p>EE.RL.1.9 With guidance and support identify adventures or experiences of characters in a story as dame or different.</p> <p>EE.RL.1.10 With guidance and support, actively engage in shared reading for a clearly stated purpose.</p> <p>EE.RI.1.1 Identify details in familiar text.</p> <p>EE.RI.1.2 With guidance and support, identify details related to the topic of the text.</p> <p>EE.RI.1.3 Identify individuals, events, or details in a familiar informational text.</p> <p>EE.RI.1.5 Locate the front cover, back cover, and title page of a book.</p>

- EE.RF.1.3 Demonstrate emerging letter and word identification skills.
  - Identify upper case letters of the alphabet
  - With guidance and support, recognize familiar words that are used in everyday routines.
- EE.W.1.2 Select a familiar topic and use drawing, dictating, or writing to share information about it.
- EE.L.1.1 Demonstrate emerging understanding of letter and word use.
  - Write letters from own name.
  - Use frequently occurring nouns in communication.
  - Use frequently occurring plural nouns in communication.
  - With guidance and support, use familiar personal pronouns (e.g. I, me, you)
  - Use familiar present tense verbs.
  - With guidance and support, use familiar frequently occurring adjectives (e.g. big, hot).
  - With guidance and support, use common prepositions (e.g. on, off, in, out)

[Social Emotional and Character Development Standards](#)

**LR**  
**9 M – 10 M**

**ELA**

- EE.RL.1.1 Identify details in familiar stories.
- EE.RL.1.2 With guidance and support, recount major events in familiar stories.
- EE.RL.1.3 Identify characters and settings in a familiar story.
- EE.RL.1.4 With guidance and support, identify sensory or feeling words in a familiar story.
- EE.RL.1.5 With guidance and support, identify a text as telling a story.
- EE.RL.1.6 With guidance and support, identify a speaker within a familiar story.
- EE.RL.1.7 Identify illustrations or objects/tactual information that go with a familiar text.
- EE.RL.1.9 With guidance and support identify adventures or experiences of characters in a story as same or different.
- EE.RL.1.10 With guidance and support, actively engage in shared reading for a clearly stated purpose.
- EE.RI.1.1 Identify details in familiar text.
- EE.RI.1.2 With guidance and support, identify details related to the topic of the text.
- EE.RI.1.3 Identify individuals, events, or details in a familiar informational text.
- EE.RI.1.5 Locate the front cover, back cover, and title page of a book.
- EE.RF.1.3 Demonstrate emerging letter and word identification skills.
  - Identify upper case letters of the alphabet
  - With guidance and support, recognize familiar words that are used in everyday routines.
- EE.W.1.2 Select a familiar topic and use drawing, dictating, or writing to share information about it.
- EE.L.1.1 Demonstrate emerging understanding of letter and word use.
  - Write letters from own name.
  - Use frequently occurring nouns in communication.
  - Use frequently occurring plural nouns in communication.
  - With guidance and support, use familiar personal pronouns (e.g. I, me, you)
  - Use familiar present tense verbs.
  - With guidance and support, use familiar frequently occurring adjectives (e.g. big, hot).
  - With guidance and support, use common prepositions (e.g. on, off, in, out)

[Social Emotional and Character Development Standards](#)

## LISTENER RESPONDING (LR) — LEVEL 3

VB-MAPP Milestones	KS DLM Essential Elements & SECD Standards
<b>LR</b> <b>11 M – 15 M</b>	<p><b>ELA</b></p> <p>EE.RL.1.1 Identify details in familiar stories.</p> <p>EE.RL.1.2 With guidance and support, recount major events in familiar stories.</p> <p>EE.RL.1.3 Identify characters and settings in a familiar story.</p> <p>EE.RL.1.4 With guidance and support, identify sensory or feeling words in a familiar story.</p> <p>EE.RL.1.5 With guidance and support, identify a text as telling a story.</p> <p>EE.RL.1.6 With guidance and support, identify a speaker within a familiar story.</p> <p>EE.RL.1.7 Identify illustrations or objects/tactual information that go with a familiar text.</p> <p>EE.RL.1.9 With guidance and support identify adventures or experiences of characters in a story as same or different.</p> <p>EE.RL.1.10 With guidance and support, actively engage in shared reading for a clearly stated purpose.</p> <p>EE.RI.1.1 Identify details in familiar text.</p> <p>EE.RI.1.2 With guidance and support, identify details related to the topic of the text.</p> <p>EE.RI.1.3 Identify individuals, events, or details in a familiar informational text.</p> <p>EE.RI.1.5 Locate the front cover, back cover, and title page of a book.</p> <p>EE.RF.1.3 Demonstrate emerging letter and word identification skills.</p> <ul style="list-style-type: none"> <li>-identify upper case letters of the alphabet</li> <li>-With guidance and support, recognize familiar words that are used in everyday routines.</li> </ul> <p>EE.W. 1.2 Select a familiar topic and use drawing, dictating, or writing to share information about it.</p> <p>EE.L.1.1 Demonstrate emerging understanding of letter and word use.</p> <ul style="list-style-type: none"> <li>-Write letters from own name</li> <li>-Use frequently occurring nouns in communication.</li> <li>-Use frequently occurring plural nouns in communication.</li> <li>-With guidance and support, use familiar personal pronouns (e.g. I, me, you)</li> <li>-Use familiar present tense verbs.</li> <li>-With guidance and support, use familiar frequently occurring adjectives (e.g. big, hot).</li> <li>-With guidance and support, use common prepositions (e.g. on, off, in, out)</li> </ul> <p>EE.L.1.4 Demonstrate emerging knowledge of word meanings.</p> <ul style="list-style-type: none"> <li>-Demonstrate understanding of words used in everyday routines.</li> </ul> <p>EE.L.1.5 Demonstrate emerging understanding of word relationships</p> <ul style="list-style-type: none"> <li>-With guidance and support, sort common objects into familiar categories</li> <li>-With guidance and support, identify attributes of familiar words.</li> <li>-With guidance and support, demonstrate understanding of words by identifying real-life connections between words and their use.</li> </ul> <p><a href="#"><u>Social Emotional and Character Development Standards</u></a></p>

## VISUAL PERCEPTUAL SKILLS AND MATCHING-TO-SAMPLE (VP-MTS) — LEVEL 1

VB-MAPP Milestones	KS DLM Essential Elements & SECD Standards
VP-MTS 1 M – 2 M	
VP-MTS 3 M- 4 M	<p><b>ELA</b></p> <p>EE.W.1.1 Select a familiar book and use drawing, dictating, or writing to state an opinion about it.</p>
VP-MTS 5 M	<p><b>ELA</b></p> <p>EE.RL.1.1 Identify details in familiar stories.</p> <p>EE.RL.1.2 With guidance and support, recount major events in familiar stories.</p> <p>EE.RL.1.3 Identify characters and settings in a familiar story.</p> <p>EE.RL.1.9 With guidance and support identify adventures or experiences of characters in a story as same or different.</p> <p>EE.RF.1.3 Demonstrate emerging letter and word identification skills.</p> <ul style="list-style-type: none"> <li>-Identify uppercase letters of the alphabet.</li> <li>-With guidance and support, recognize familiar words that are used in everyday routines.</li> </ul> <p>EE.W.1.1 Select a familiar book and use drawing, dictating, or writing to state an opinion about it.</p> <p>EE.W. 1.2 Select a familiar topic and use drawing, dictating, or writing to share information about it.</p> <p>EE.W. 1.3 Select an event and use drawing, dictating, or writing to share information about it.</p> <p>EE.W.1.5 With guidance and support from adults, add more information to own drawing, dictation, or writing to strengthen it.</p> <p>EE.W.1.6 With guidance and support from adults, explore a variety of digital tools to produce individual or group writing.</p> <p>EE.W.1.7 With guidance and support, participate in shared research and writing projects.</p> <p>EE.W.1.8 With guidance and support from adults, identify information related to personal experiences and answer simple questions about those experiences.</p> <p>EE.L.1.5 Demonstrate emerging understanding of word relationships.</p> <ul style="list-style-type: none"> <li>-With guidance and support, sort common objects into familiar categories.</li> <li>-With guidance and support, identify attributes of familiar words.</li> <li>-With guidance and support, demonstrate understanding of words by identifying real-life connections between words and their use.</li> </ul> <p><b>MATH</b></p> <p>EE.1.G.2 Sort shapes of same size and orientation (circle, square, rectangle, triangle).</p>

## VISUAL PERCEPTUAL SKILLS AND MATCHING-TO-SAMPLE (VP-MTS) — LEVEL 2

VB-MAPP Milestones	KS DLM Essential Elements & SECD Standards
<b>VP-MTS 6 M</b>	<p><b>ELA</b></p> <p>EE.RL.1.1 Identify details in familiar stories.</p> <p>EE.RL.1.2 With guidance and support, recount major events in familiar stories.</p> <p>EE.RL.1.3 Identify characters and settings in a familiar story.</p> <p>EE.RL.1.5 With guidance and support, identify a text as telling a story.</p> <p>EE.RL.1.6 With guidance and support, identify a speaker within a familiar text.</p> <p>EE.RL.1.7 Identify illustrations or objects/tactual information that go with a familiar text.</p> <p>EE.RL.1.9 With guidance and support identify adventures or experiences of characters in a story as same or different.</p> <p>EE.RI.1.1 Identify details in a familiar text.</p> <p>EE.RI.1.2 With guidance and support, identify details related to the topic of a text.</p> <p>EE.RI.1.3 Identify individuals, events, or details in a familiar informational text.</p> <p>EE.RI.1.5 Locate the front cover, back cover, and title page of a book.</p> <p>EE.RI.1.7 Identify illustrations or objects/tactual information that go with a familiar text.</p> <p>EE.RF.1.3 Demonstrate emerging letter and word identification skills.</p> <ul style="list-style-type: none"> <li>- Identify uppercase letters of the alphabet</li> <li>- With guidance and support, recognize familiar words that are used in everyday routines.</li> </ul> <p>EE.W.1.2 Select a familiar topic and use drawing, dictating, or writing to share information about it.</p> <p>EE.L.1.1 Demonstrate emerging understanding of letter and word use.</p> <ul style="list-style-type: none"> <li>-Write letters from own name.</li> <li>-Use frequently occurring nouns in communication.</li> <li>-Use frequently occurring plural nouns in communication.</li> <li>-With guidance and support, use familiar personal pronouns (e.g. I, me, you).</li> <li>-Use familiar present tense verbs.</li> <li>-With guidance and support, use familiar frequently occurring adjectives (e.g. big, hot).</li> <li>-With guidance and support, use common prepositions (e.g. on, off, in, out)</li> <li>-With guidance and support, use simple question words (e.g. who, what).</li> </ul>
<b>VP-MTS 7 M – 10 M</b>	<p><b>ELA</b></p> <p>EE.RL.1.1 Identify details in familiar stories.</p> <p>EE.RL.1.2 With guidance and support, recount major events in familiar stories.</p> <p>EE.RL.1.3 Identify characters and settings in a familiar story.</p> <p>EE.RL.1.5 With guidance and support, identify a text as telling a story.</p> <p>EE.RL.1.6 With guidance and support, identify a speaker within a familiar text.</p> <p>EE.RL.1.7 Identify illustrations or objects/tactual information that go with a familiar text.</p> <p>EE.RL.1.9 With guidance and support identify adventures or experiences of characters in a story as same or different.</p> <p>EE.RI.1.1 Identify details in a familiar text.</p> <p>EE.RI.1.2 With guidance and support, identify details related to the topic of a text.</p> <p>EE.RI.1.3 Identify individuals, events, or details in a familiar informational text.</p> <p>EE.RI.1.4 With guidance and support, ask a reader to clarify the meaning of a word in a text.</p> <p>EE.RI.1.5 Locate the front cover, back cover, and title page of a book.</p> <p>EE.RI.1.6 Distinguish between words and illustrations in a text.</p>

EE.RI.1.7 Identify illustrations or objects/factual information that go with a familiar text.

EE.RI.1.8 Identify points the author makes in a familiar informational text.

EE.RF.1.3 Demonstrate emerging letter and word identification skills.

- Identify uppercase letters of the alphabet

- With guidance and support, recognize familiar words that are used in everyday routines.

EE.W.1.2 Select a familiar topic and use drawing, dictating, or writing to share information about it.

EE.L.1.1 Demonstrate emerging understanding of letter and word use.

- Write letters from own name.

- Use frequently occurring nouns in communication.

- Use frequently occurring plural nouns in communication.

- With guidance and support, use familiar personal pronouns (e.g. I, me, you).

- Use familiar present tense verbs.

- With guidance and support, use familiar frequently occurring adjectives (e.g. big, hot).

- With guidance and support, use common prepositions (e.g. on, off, in, out)

- With guidance and support, use simple question words (e.g. who, what).

## VISUAL PERCEPTUAL SKILLS AND MATCHING-TO-SAMPLE (VP-MTS) — LEVEL 3

VB-MAPP Milestones	KS DLM Essential Elements & SECD Standards
<b>VP-MTS</b> <b>11 M</b>	<p><b>ELA</b></p> <p>EE.RL.1.1 Identify details in familiar stories.</p> <p>EE.RL.1.2 With guidance and support, recount major events in familiar stories.</p> <p>EE.RL.1.3 Identify characters and settings in a familiar story.</p> <p>EE.RL.1.5 With guidance and support, identify a text as telling a story.</p> <p>EE.RL.1.6 With guidance and support, identify a speaker within a familiar text.</p> <p>EE.RL.1.7 Identify illustrations or objects/tactual information that go with a familiar text.</p> <p>EE.RL.1.9 With guidance and support identify adventures or experiences of characters in a story as same or different.</p> <p>EE.RI.1.1 Identify details in a familiar text.</p> <p>EE.RI.1.2 With guidance and support, identify details related to the topic of a text.</p> <p>EE.RI.1.3 Identify individuals, events, or details in a familiar informational text.</p> <p>EE.RI.1.4 With guidance and support, ask a reader to clarify the meaning of a word in a text.</p> <p>EE.RI.1.5 Locate the front cover, back cover, and title page of a book.</p> <p>EE.RI.1.6 Distinguish between words and illustrations in a text.</p> <p>EE.RI.1.7 Identify illustrations or objects/tactual information that go with a familiar text.</p> <p>EE.RI.1.8 Identify points the author makes in a familiar informational text.</p> <p>EE.RF.1.3 Demonstrate emerging letter and word identification skills.</p> <ul style="list-style-type: none"> <li>-Identify uppercase letters of the alphabet</li> <li>-With guidance and support, recognize familiar words that are used in everyday routines.</li> </ul> <p>EE.W.1.2 Select a familiar topic and use drawing, dictating, or writing to share information about it.</p> <p>EE.L.1.1 Demonstrate emerging understanding of letter and word use.</p> <ul style="list-style-type: none"> <li>-Write letters from own name.</li> <li>-Use frequently occurring nouns in communication.</li> <li>-Use frequently occurring plural nouns in communication.</li> <li>-With guidance and support, use familiar personal pronouns (e.g. I, me, you).</li> <li>-Use familiar present tense verbs.</li> <li>-With guidance and support, use familiar frequently occurring adjectives (e.g. big, hot).</li> <li>-With guidance and support, use common prepositions (e.g. on, off, in, out)</li> <li>-With guidance and support, use simple question words (e.g. who, what).</li> </ul> <p>EE.L.1.4 Demonstrate emerging knowledge of word meanings.</p> <ul style="list-style-type: none"> <li>-Demonstrate understanding of words used in everyday routines.</li> </ul> <p>EE.L.1.5 Demonstrate emerging understanding of word relationships.</p> <ul style="list-style-type: none"> <li>-With guidance and support, sort common objects into familiar categories.</li> <li>-With guidance and support, identify attributes of familiar words.</li> <li>-With guidance and support, demonstrate understanding of words by identifying real-life connections between words and their use.</li> </ul>
<b>VP-MTS</b> <b>12 M</b>	<p><b>ELA</b></p> <p>EE.RL.1.1 Identify details in familiar stories.</p> <p>EE.RL.1.2 With guidance and support, recount major events in familiar stories.</p> <p>EE.RL.1.3 Identify characters and settings in a familiar story.</p>

	<p>EE.RL.1.5 With guidance and support, identify a text as telling a story.</p> <p>EE.RL.1.6 With guidance and support, identify a speaker within a familiar text.</p> <p>EE.RL.1.7 Identify illustrations or objects/tactual information that go with a familiar text.</p> <p>EE.RL.1.9 With guidance and support identify adventures or experiences of characters in a story as same or different.</p> <p>EE.RI.1.1 Identify details in a familiar text.</p> <p>EE.RI.1.2 With guidance and support, identify details related to the topic of a text.</p> <p>EE.RI.1.3 Identify individuals, events, or details in a familiar informational text.</p> <p>EE.RI.1.4 With guidance and support, ask a reader to clarify the meaning of a word in a text.</p> <p>EE.RI.1.5 Locate the front cover, back cover, and title page of a book.</p> <p>EE.RI.1.6 Distinguish between words and illustrations in a text.</p> <p>EE.RI.1.7 Identify illustrations or objects/tactual information that go with a familiar text.</p> <p>EE.RI.1.8 Identify points the author makes in a familiar informational text.</p> <p>EE.RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds.</p> <ul style="list-style-type: none"> <li>-Recognize rhyming words.</li> <li>-With guidance and support, match orally presented segmented phonemes pictures or words illustrating the corresponding word.</li> <li>-Identify a single syllable spoken word with the same onset as a familiar word.</li> <li>-With guidance and support, substitute individual sounds in simple, one syllable words to make new sounds.</li> </ul> <p>EE.RF.1.3 Demonstrate emerging letter and word identification skills.</p> <ul style="list-style-type: none"> <li>-Identify uppercase letters of the alphabet</li> <li>-With guidance and support, recognize familiar words that are used in everyday routines.</li> </ul> <p>EE.SL.1.1 Participate in conversations with adults.</p> <ul style="list-style-type: none"> <li>-Engage in multiple turn-taking exchanges with supportive adults.</li> <li>-Build on comments or topics initiated by an adult.</li> </ul> <p>EE.W.1.2 Select a familiar topic and use drawing, dictating, or writing to share information about it.</p> <p>EE.L.1.1 Demonstrate emerging understanding of letter and word use.</p> <ul style="list-style-type: none"> <li>-Write letters from own name.</li> <li>-Use frequently occurring nouns in communication.</li> <li>-Use frequently occurring plural nouns in communication.</li> <li>-With guidance and support, use familiar personal pronouns (e.g. I, me, you).</li> <li>-Use familiar present tense verbs.</li> <li>-With guidance and support, use familiar frequently occurring adjectives (e.g. big, hot).</li> <li>-With guidance and support, use common prepositions (e.g. on, off, in, out)</li> <li>-With guidance and support, use simple question words (e.g. who, what).</li> </ul> <p>EE.L.1.4 Demonstrate emerging knowledge of word meanings.</p> <ul style="list-style-type: none"> <li>-Demonstrate understanding of words used in everyday routines.</li> </ul>
<p><b>VP-MTS</b> <b>13 M – 15 M</b></p>	<p><b>ELA</b></p> <p>EE.RL.1.1 Identify details in familiar stories.</p> <p>EE.RL.1.2 With guidance and support, recount major events in familiar stories.</p> <p>EE.RL.1.3 Identify characters and settings in a familiar story.</p> <p>EE.RL.1.5 With guidance and support, identify a text as telling a story.</p> <p>EE.RL.1.6 With guidance and support, identify a speaker within a familiar text.</p> <p>EE.RL.1.7 Identify illustrations or objects/tactual information that go with a familiar text.</p> <p>EE.RL.1.9 With guidance and support identify adventures or experiences of characters in a story as same or different.</p> <p>EE.RI.1.1 Identify details in a familiar text.</p>



- EE.RI.1.2 With guidance and support, identify details related to the topic of a text.
- EE.RI.1.3 Identify individuals, events, or details in a familiar informational text.
- EE.RI.1.4 With guidance and support, ask a reader to clarify the meaning of a word in a text.
- EE.RI.1.5 Locate the front cover, back cover, and title page of a book.
- EE.RI.1.6 Distinguish between words and illustrations in a text.
- EE.RI.1.7 Identify illustrations or objects/factual information that go with a familiar text.
- EE.RI.1.8 Identify points the author makes in a familiar informational text.
- EE.RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds.
  - Recognize rhyming words.
  - With guidance and support, match orally presented segmented phonemes pictures or words illustrating the corresponding word.
  - Identify a single syllable spoken word with the same onset as a familiar word.
  - With guidance and support, substitute individual sounds in simple, one syllable words to make new sounds.
- EE.RF.1.3 Demonstrate emerging letter and word identification skills.
  - Identify uppercase letters of the alphabet
  - With guidance and support, recognize familiar words that are used in everyday routines.
- EE.SL.1.1 Participate in conversations with adults.
  - Engage in multiple turn-taking exchanges with supportive adults.
  - Build on comments or topics initiated by an adult.
- EE.SL.1.2 During shared reading activities, answer questions about details presented orally or through other media.
- EE.W.1.2 Select a familiar topic and use drawing, dictating, or writing to share information about it.
- EE.L.1.1 Demonstrate emerging understanding of letter and word use.
  - Write letters from own name.
  - Use frequently occurring nouns in communication.
  - Use frequently occurring plural nouns in communication.
  - With guidance and support, use familiar personal pronouns (e.g. I, me, you).
  - Use familiar present tense verbs.
  - With guidance and support, use familiar frequently occurring adjectives (e.g. big, hot).
  - With guidance and support, use common prepositions (e.g. on, off, in, out)
  - With guidance and support, use simple question words (e.g. who, what).
- EE.L.1.4 Demonstrate emerging knowledge of word meanings.
  - Demonstrate understanding of words used in everyday routines.

**INDEPENDENT PLAY (IND PLAY) — LEVEL 1**

<b>VB-MAPP Milestones</b>	<b>KS DLM Essential Elements &amp; SECD Standards</b>
<b>IND PLAY 1 M – 5 M</b>	<a href="#">Social Emotional and Character Development Standards</a>

**INDEPENDENT PLAY (IND PLAY) — LEVEL 2**

<b>VB-MAPP Milestones</b>	<b>KS DLM Essential Elements &amp; SECD Standards</b>
<b>IND PLAY 6 M – 10 M</b>	<a href="#">Social Emotional and Character Development Standards</a>

**INDEPENDENT PLAY (IND PLAY) — LEVEL 3**

<b>VB-MAPP Milestones</b>	<b>KS DLM Essential Elements &amp; SECD Standards</b>
<b>IND PLAY 11 M – 14 M</b>	<a href="#">Social Emotional and Character Development Standards</a>
<b>IND PLAY 15 M</b>	<b>ELA</b> EE.RF.1.3 Demonstrate emerging letter and word identification skills. - Identify uppercase letters of the alphabet - With guidance and support, recognize familiar words that are used in everyday routines.  <a href="#">Social Emotional and Character Development Standards</a>

## SOCIAL BEHAVIOR AND SOCIAL PLAY (SOCIAL B&P) — LEVEL 1

VB-MAPP Milestones	KS DLM Essential Elements & SECD Standards
<b>SOCIAL B&amp;P</b> <b>1M – 5 M</b>	<b>ELA</b> EE.SL1.1 Participate in conversations with adults. -Engage in multiple turn-taking exchanges with supportive adults. -Build on comments or topics initiated by an adult.  <a href="#">Social Emotional and Character Development Standards</a>

## SOCIAL BEHAVIOR AND SOCIAL PLAY (SOCIAL B&P) — LEVEL 2

VB-MAPP Milestones	KS DLM Essential Elements & SECD Standards
<b>SOCIAL B&amp;P</b> <b>6 M – 10 M</b>	<b>ELA</b> EE.SL1.1 Participate in conversations with adults. -Engage in multiple turn-taking exchanges with supportive adults. -Build on comments or topics initiated by an adult.  <a href="#">Social Emotional and Character Development Standards</a>

## SOCIAL BEHAVIOR AND SOCIAL PLAY (SOCIAL B&P) — LEVEL 3

VB-MAPP Milestones	KS DLM Essential Elements & SECD Standards
<b>SOCIAL B&amp;P</b> <b>11 M – 15 M</b>	<b>ELA</b> EE.SL1.1 Participate in conversations with adults. -Engage in multiple turn-taking exchanges with supportive adults. -Build on comments or topics initiated by an adult.  <a href="#">Social Emotional and Character Development Standards</a>

## MOTOR IMITATION (MI) — LEVEL 1

<b>VB-MAPP Milestones</b>	<b>KS DLM Essential Elements &amp; SECD Standards</b>
<b>MI 1 M – 5 M</b>	

## MOTOR IMITATION (MI) — LEVEL 2

<b>VB-MAPP Milestones</b>	<b>KS DLM Essential Elements &amp; SECD Standards</b>
<b>MI 6 M – 7 M</b>	
<b>MI 8 M</b>	<p><b>ELA</b></p> <p>EE.RL.1.1 Identify details in familiar stories.                      EE.RL.1.2 With guidance and support, recount major events in familiar stories.                      EE.RL.1.3 Identify characters and settings in a familiar story.                      EE.RL.1.4 With guidance and support, identify sensory or feeling words in a familiar story.                      EE.RL.1.7 Identify illustrations or objects/tactual information that go with a familiar story.                      EE.RI.1.1 Identify details in familiar text.                      EE.RI.1.2 With guidance and support, identify details related to the topic of a text.                      EE.RI.1.3 Identify individuals, events, or details in a familiar informational text.                      EE.RI.1.5 Locate the front cover, back cover, and title page of a book.                      EE.RI.1.8 Identify points the author takes in a familiar text.                      EE.RF.1.3 Demonstrate emerging letter and word identification skills.                          -Identify uppercase letters of the alphabet                          -With guidance and support, recognize familiar words that used in everyday routines.                      EE.W.1.7 With guidance and support, participate in shared research and writing projects.                      EE.SL.1.2 During shared reading activities, answer questions about details presented orally or through other media.                      EE.SL.1.3 Communicate confusion or lack of understanding (“I don’t know”).                      EE.SL.1.4 Identify familiar people, places, things, and events.</p>
<b>MI 9 M - 10 M</b>	<p><b>ELA</b></p> <p>EE.RL.1.1 Identify details in familiar stories.                      EE.RL.1.2 With guidance and support, recount major events in familiar stories.                      EE.RL.1.3 Identify characters and settings in a familiar story.                      EE.RL.1.4 With guidance and support, identify sensory or feeling words in a familiar story.                      EE.RL.1.7 Identify illustrations or objects/tactual information that go with a familiar story.                      EE.RI.1.1 Identify details in familiar text.                      EE.RI.1.2 With guidance and support, identify details related to the topic of a text.                      EE.RI.1.3 Identify individuals, events, or details in a familiar informational text.                      EE.RI.1.5 Locate the front cover, back cover, and title page of a book.                      EE.RI.1.8 Identify points the author takes in a familiar text.                      EE.RF.1.3 Demonstrate emerging letter and word identification skills.                          -Identify uppercase letters of the alphabet</p>

-With guidance and support, recognize familiar words that used in everyday routines.

EE.W.1.7 With guidance and support, participate in shared research and writing projects.

EE.SL.1.2 During shared reading activities, answer questions about details presented orally or through other media.

EE.SL.1.3 Communicate confusion or lack of understanding (“I don’t know”).

EE.SL.1.4 Identify familiar people, places, things, and events.

## ECHOIC— LEVEL 1

VB-MAPP Milestones	KS DLM Essential Elements & SECD Standards
<b>ECHOIC 1 M – 5 M</b>	<b>ELA</b> EE.RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds -Recognize rhyming words -With guidance and support, match orally presented segmented phonemes to pictures or words illustrating the corresponding word. -Identify a single syllable spoken word with the same onset as a familiar word -With guidance and support, substitute individual sounds in simple, one syllable words to make new words. EE.L.1.1 Demonstrate emerging understanding of letter and word use. -Write letters from own name -Use frequently occurring nouns in communication -Use frequently occurring plural nouns in communication -With guidance and support, use familiar personal pronouns (I, me., you) -With guidance and support, use familiar frequently occurring adjectives (big, hot) -With guidance and support, use common prepositions (on, off, in, out) -With guidance and support, use simple question words (who, what)

## ECHOIC — LEVEL 2

VB-MAPP Milestones	KS DLM Essential Elements & SECD Standards
<b>ECHOIC 6 M – 10 M</b>	<b>ELA</b> EE.RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds -Recognize rhyming words -With guidance and support, match orally presented segmented phonemes to pictures or words illustrating the corresponding word. -Identify a single syllable spoken word with the same onset as a familiar word -With guidance and support, substitute individual sounds in simple, one syllable words to make new words. EE.L.1.1 Demonstrate emerging understanding of letter and word use. -Write letters from own name -Use frequently occurring nouns in communication -Use frequently occurring plural nouns in communication -With guidance and support, use familiar personal pronouns (I, me., you) -With guidance and support, use familiar frequently occurring adjectives (big, hot) -With guidance and support, use common prepositions (on, off, in, out) -With guidance and support, use simple question words (who, what)

**SPONTANEOUS VOCAL BEHAVIOR (SVB) — LEVEL 1**

**VB-MAPP  
Milestones**

**KS DLM Essential Elements & SECD Standards**

**SVB  
1 M – 5 M**

## LISTENER RESPONDING BY FUNCTION, FEATURE, & CLASS (LRFFC) — LEVEL 2

VB-MAPP Milestones	KS DLM Essential Elements & SECD Standards
<b>LRFFC</b> <b>6 M – 10 M</b>	<p><b>ELA</b></p> <p>EE.RL.1.1 Identify details in familiar stories.</p> <p>EE.RL.1.2 With guidance and support, recount major events in familiar stories.</p> <p>EE.RL.1.3 Identify characters and settings in a familiar story.</p> <p>EE.RL.1.4 With guidance and support, identify sensory or feeling words in a familiar story.</p> <p>EE.RL.1.6 With guidance and support, identify a speaker within a familiar story.</p> <p>EE.RL.1.7 Identify illustrations or objects/tactual information that go with a familiar text.</p> <p>EE.RL.1.9 With guidance and support, identify adventures or experiences of characters in a story as same or different.</p> <p>EE.RL.1.10 With guidance and support, actively engage in shared reading for a clearly stated purpose.</p> <p>EE.RI.1.1 Identify details in familiar text.</p> <p>EE.RI.1.2 With guidance and support, identify details related to the topic of a text.</p> <p>EE.RI.1.3 Identify individuals, events, or details in a familiar informational text.</p> <p>EE.RI.1.6 Distinguish between words and illustrations in a text.</p> <p>EE.RI.1.7 Identify illustrations or objects/tactual information that go with a familiar text.</p> <p>EE.RI.1.8 Identify points the author makes in a familiar informational text.</p> <p>EE.RI.1.9 With guidance and support, match similar parts of two texts on the same topic.</p> <p>EE.RI.1.10 Actively engage in shared reading of informational text.</p> <p>EE.L.1.1 Demonstrate emerging understanding of letter and word use.</p> <ul style="list-style-type: none"> <li>-Write letters from own name.</li> <li>-Use frequently occurring nouns in communication.</li> <li>-Use frequently occurring plural nouns in communication.</li> <li>-With guidance and support, use familiar personal pronouns (e.g. I, me, you).</li> <li>-Use familiar present tense verbs.</li> <li>-With guidance and support, use familiar frequently occurring adjectives (e.g. big, hot).</li> <li>-With guidance and support, use common prepositions (e.g. on, off, in, out)</li> <li>-With guidance and support, use simple question words (e.g. who, what).</li> </ul> <p>EE.L.1.4 Demonstrate emerging knowledge of word meanings.</p> <ul style="list-style-type: none"> <li>-Demonstrate understanding of words used in everyday routines.</li> </ul> <p>EE.L.1.5 Demonstrate emerging understanding of word relationships.</p> <ul style="list-style-type: none"> <li>-With guidance and support, sort common objects into familiar categories</li> <li>-With guidance and support, identify attributes of familiar words.</li> </ul> <p><b>MATH</b></p> <p>EE.OA.1.1.a Represent addition and subtraction with objects. Fingers, mental images, drawings, sounds (claps), or acting out situations.</p> <p>EE.OA.1.1.b Recognize two groups that have the same or equal quantity.</p> <p>EE.1.MD.1 Compare lengths to identify which is longer/shorter, taller/shorter.</p> <p>EE.1.MD.2 Express the length of an object as a whole number of length units by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same size length units that span it with no gaps or overlaps. Limit to contexts here the object being measured is spanned by a whole number of length units with no gaps or overlaps.</p> <p>EE.1.MD.3.a Demonstrate an understanding of the terms tomorrow, yesterday, and today</p> <p>EE.1.MD.3.b Demonstrate an understanding of the term morning, afternoon, day, and night</p>



EE.1.MD.3.c Identify activities that come before, next, after

EE.1.MD.4.d Demonstrate an understanding that telling time is the same every day.

## LISTENER RESPONDING BY FUNCTION, FEATURE, & CLASS (LRFFC) — LEVEL 3

VB-MAPP Milestones	KS DLM Essential Elements & SECD Standards
<b>LRFFC</b> <b>11 M – 15 M</b>	<p><b>ELA</b></p> <p>EE.RL.1.1 Identify details in familiar stories.</p> <p>EE.RL.1.2 With guidance and support, recount major events in familiar stories.</p> <p>EE.RL.1.3 Identify characters and settings in a familiar story.</p> <p>EE.RL.1.4 With guidance and support, identify sensory or feeling words in a familiar story.</p> <p>EE.RL.1.6 With guidance and support, identify a speaker within a familiar story.</p> <p>EE.RL.1.7 Identify illustrations or objects/tactual information that go with a familiar text.</p> <p>EE.RL.1.9 With guidance and support, identify adventures or experiences of characters in a story as same or different.</p> <p>EE.RL.1.10 With guidance and support, actively engage in shared reading for a clearly stated purpose.</p> <p>EE.RI.1.1 Identify details in familiar text.</p> <p>EE.RI.1.2 With guidance and support, identify details related to the topic of a text.</p> <p>EE.RI.1.3 Identify individuals, events, or details in a familiar informational text.</p> <p>EE.RI.1.6 Distinguish between words and illustrations in a text.</p> <p>EE.RI.1.7 Identify illustrations or objects/tactual information that go with a familiar text.</p> <p>EE.RI.1.8 Identify points the author makes in a familiar informational text.</p> <p>EE.RI.1.9 With guidance and support, match similar parts of two texts on the same topic.</p> <p>EE.RI.1.10 Actively engage in shared reading of informational text.</p> <p>EE.L.1.1 Demonstrate emerging understanding of letter and word use.</p> <ul style="list-style-type: none"> <li>-Write letters from own name.</li> <li>-Use frequently occurring nouns in communication.</li> <li>-Use frequently occurring plural nouns in communication.</li> <li>-With guidance and support, use familiar personal pronouns (e.g. I, me, you).</li> <li>-Use familiar present tense verbs.</li> <li>-With guidance and support, use familiar frequently occurring adjectives (e.g. big, hot).</li> <li>-With guidance and support, use common prepositions (e.g. on, off, in, out)</li> <li>-With guidance and support, use simple question words (e.g. who, what).</li> </ul> <p>EE.L.1.4 Demonstrate emerging knowledge of word meanings.</p> <ul style="list-style-type: none"> <li>-Demonstrate understanding of words used in everyday routines.</li> </ul> <p>EE.L.1.5 Demonstrate emerging understanding of word relationships.</p> <ul style="list-style-type: none"> <li>-With guidance and support, sort common objects into familiar categories</li> <li>-With guidance and support, identify attributes of familiar words.</li> </ul> <p><b>MATH</b></p> <p>EE.OA.1.1.a Represent addition and subtraction with objects. Fingers, mental images, drawings, sounds (claps), or acting out situations.</p> <p>EE.OA.1.1.b Recognize two groups that have the same or equal quantity.</p> <p>EE.1.MD.1 Compare lengths to identify which is longer/shorter, taller/shorter.</p> <p>EE.1.MD.2 Express the length of an object as a whole number of length units by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same size length units that span it with no gaps or overlaps. Limit to contexts here the object being measured is spanned by a whole number of length units with no gaps or overlaps.</p> <p>EE.1.MD.3.a Demonstrate an understanding of the terms tomorrow, yesterday, and today</p> <p>EE.1.MD.3.b Demonstrate an understanding of the term morning, afternoon, day, and night</p>

EE.1.MD.3.c Identify activities that come before, next, after

EE.1.MD.4.d Demonstrate an understanding that telling time is the same every day.

## INTRAVERBAL (IV) — LEVEL 2

### VB-MAPP Milestones

### KS DLM Essential Elements & SECD Standards

**IV**  
**6 M – 10 M**

#### ELA

- EE.RL.1.1 Identify details in familiar stories.
- EE.RL.1.2 With guidance and support, recount major events in familiar stories.
- EE.RL.1.3 Identify characters and settings in a familiar story.
- EE.RL.1.4 With guidance and support, identify sensory or feeling words in a familiar story.
- EE.RL.1.6 With guidance and support, identify a speaker within a familiar story.
- EE.RL.1.7 Identify illustrations or objects/tactual information that go with a familiar text.
- EE.RL.1.9 With guidance and support, identify adventures or experiences of characters in a story as same or different.
- EE.RL.1.10 With guidance and support, actively engage in shared reading for a clearly stated purpose.
- EE.RI.1.1 Identify details in familiar text.
- EE.RI.1.2 With guidance and support, identify details related to the topic of a text.
- EE.RI.1.3 Identify individuals, events, or details in a familiar informational text.
- EE.RI.1.6 Distinguish between words and illustrations in a text.
- EE.RI.1.7 Identify illustrations or objects/tactual information that go with a familiar text.
- EE.RI.1.8 Identify points the author makes in a familiar informational text.
- EE.RI.1.9 With guidance and support, match similar parts of two texts on the same topic.
- EE.RI.1.10 Actively engage in shared reading of informational text.
- EE.W.1.1 Select a familiar book and use drawing, dictating, or writing to state an opinion about it.
- EE.W.1.2 Select a familiar topic and use drawing, dictating, or writing to share information about it.
- EE.W.1.3 Select an event and use drawing, dictating, or writing to share information about it.
- EE.SL.1.2 During shared reading activities, answer questions about details presented orally or through other media.
- EE.SL.1.4 Identify familiar people, places, things, and events.
- EE.L.1.1 Demonstrate emerging understanding of letter and word use.
  - Write letters from own name.
  - Use frequently occurring nouns in communication.
  - Use frequently occurring plural nouns in communication.
  - With guidance and support, use familiar personal pronouns (e.g. I, me, you).
  - Use familiar present tense verbs.
  - With guidance and support, use familiar frequently occurring adjectives (e.g. big, hot).
  - With guidance and support, use common prepositions (e.g. on, off, in, out)
  - With guidance and support, use simple question words (e.g. who, what).
- EE.L.1.4 Demonstrate emerging knowledge of word meanings.
  - Demonstrate understanding of words used in everyday routines.
- EE.L.1.5 Demonstrate emerging understanding of word relationships.
  - With guidance and support, sort common objects into familiar categories
  - With guidance and support, identify attributes of familiar words.
- EE.L.1.6 With guidance and support, use words acquired through conversations being read to, and during shared reading activities.

## INTRAVERBAL (IV) — LEVEL 3

**VB-MAPP  
Milestones**

**KS DLM Essential Elements & SECD Standards**

**IV  
11 M – 15 M**

**ELA**

- EE.RL.1.1 Identify details in familiar stories.
- EE.RL.1.2 With guidance and support, recount major events in familiar stories.
- EE.RL.1.3 Identify characters and settings in a familiar story.
- EE.RL.1.4 With guidance and support, identify sensory or feeling words in a familiar story.
- EE.RL.1.6 With guidance and support, identify a speaker within a familiar story.
- EE.RL.1.7 Identify illustrations or objects/tactual information that go with a familiar text.
- EE.RL.1.9 With guidance and support, identify adventures or experiences of characters in a story as same or different.
- EE.RL.1.10 With guidance and support, actively engage in shared reading for a clearly stated purpose.
- EE.RI.1.1 Identify details in familiar text.
- EE.RI.1.2 With guidance and support, identify details related to the topic of a text.
- EE.RI.1.3 Identify individuals, events, or details in a familiar informational text.
- EE.RI.1.6 Distinguish between words and illustrations in a text.
- EE.RI.1.7 Identify illustrations or objects/tactual information that go with a familiar text.
- EE.RI.1.8 Identify points the author makes in a familiar informational text.
- EE.RI.1.9 With guidance and support, match similar parts of two texts on the same topic.
- EE.RI.1.10 Actively engage in shared reading of informational text.
- EE.W.1.1 Select a familiar book and use drawing, dictating, or writing to state an opinion about it.
- EE.W.1.2 Select a familiar topic and use drawing, dictating, or writing to share information about it.
- EE.W.1.3 Select an event and use drawing, dictating, or writing to share information about it.
- EE.SL.1.2 During shared reading activities, answer questions about details presented orally or through other media.
- EE.SL.1.4 Identify familiar people, places, things, and events.
- EE.L.1.1 Demonstrate emerging understanding of letter and word use.
  - Write letters from own name.
  - Use frequently occurring nouns in communication.
  - Use frequently occurring plural nouns in communication.
  - With guidance and support, use familiar personal pronouns (e.g. I, me, you).
  - Use familiar present tense verbs.
  - With guidance and support, use familiar frequently occurring adjectives (e.g. big, hot).
  - With guidance and support, use common prepositions (e.g. on, off, in, out)
  - With guidance and support, use simple question words (e.g. who, what).
- EE.L.1.4 Demonstrate emerging knowledge of word meanings.
  - Demonstrate understanding of words used in everyday routines.
- EE.L.1.5 Demonstrate emerging understanding of word relationships.
  - With guidance and support, sort common objects into familiar categories
  - With guidance and support, identify attributes of familiar words.
- EE.L.1.6 With guidance and support, use words acquired through conversations being read to, and during shared reading activities.

**CLASSROOM ROUTINES & GROUP SKILLS (ROUTINES & GROUP) — LEVEL 2**

<b>VB-MAPP Milestones</b>	<b>KS DLM Essential Elements &amp; SECD Standards</b>
<b>ROUTINES &amp; GROUP 6 M – 10 M</b>	<a href="#"><u>Social Emotional and Character Development Standards</u></a>

**CLASSROOM ROUTINES & GROUP SKILLS (ROUTINES & GROUP) — LEVEL 3**

<b>VB-MAPP Milestones</b>	<b>KS DLM Essential Elements &amp; SECD Standards</b>
<b>ROUTINES &amp; GROUP 11 M – 15 M</b>	<a href="#"><u>Social Emotional and Character Development Standards</u></a>

## LINGUISTIC STRUCTURE (LING STRUC) — LEVEL 2

VB-MAPP Milestones	KS DLM Essential Elements & SECD Standards
<b>LING STRUC 6 M – 10 M</b>	<p><b>ELA</b></p> <p>EE.RL.1.10 With guidance and support, actively engage in shared reading for a clearly stated purpose.</p> <p>EE.RI.1.10 Actively engage in shared reading of informational text.</p> <p>EE.RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds.</p> <ul style="list-style-type: none"> <li>-Recognize rhyming words</li> <li>-With guidance and support, match orally presented segmented phonemes to pictures or words illustrating the corresponding word</li> <li>-Identify a single syllable spoken word with the same onset as the familiar word</li> <li>-With guidance and support, substitute individual sounds in simple one syllable words to make new words.</li> </ul> <p>EE.RF.1.4 Begin to attend to words in print.</p> <ul style="list-style-type: none"> <li>-Engage in sustained, independent study of books</li> <li>-Participate in shared reading of a variety of reading materials reflecting a variety of text genre.</li> </ul> <p>EE.W.1.1 Select a familiar book and use drawing, dictating, or writing to state an opinion about it.</p> <p>EE.W.1.2 Select a familiar topic and use drawing, dictating, or writing to share information about it.</p> <p>EE.W.1.3 Select an event and use drawing, dictating, or writing to share information about it.</p> <p>EE.SL.1.1 Participate in conversations with adults</p> <ul style="list-style-type: none"> <li>-Engage in multiple turn-taking exchanges with supportive adults</li> <li>-Build on comments or topics initiated by an adult</li> </ul> <p>EE.L.1.6 With guidance and support, use words acquired through conversations, being read to and during shared reading activities.</p>

## LINGUISTIC STRUCTURE (LING STRUC) — LEVEL 3

VB-MAPP Milestones	KS DLM Essential Elements & SECD Standards
<b>LING STRUC 11 M – 15 M</b>	<p><b>ELA</b></p> <p>EE.RL.1.10 With guidance and support, actively engage in shared reading for a clearly stated purpose.</p> <p>EE.RI.1.10 Actively engage in shared reading of informational text.</p> <p>EE.RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds.</p> <ul style="list-style-type: none"> <li>-Recognize rhyming words</li> <li>-With guidance and support, match orally presented segmented phonemes to pictures or words illustrating the corresponding word</li> <li>-Identify a single syllable spoken word with the same onset as the familiar word</li> <li>-With guidance and support, substitute individual sounds in simple one syllable words to make new words.</li> </ul> <p>EE.RF.1.4 Begin to attend to words in print.</p> <ul style="list-style-type: none"> <li>-Engage in sustained, independent study of books</li> <li>-Participate in shared reading of a variety of reading materials reflecting a variety of text genre.</li> </ul> <p>EE.W.1.1 Select a familiar book and use drawing, dictating, or writing to state an opinion about it.</p> <p>EE.W.1.2 Select a familiar topic and use drawing, dictating, or writing to share information about it.</p> <p>EE.W.1.3 Select an event and use drawing, dictating, or writing to share information about it.</p> <p>EE.SL.1.1 Participate in conversations with adults</p> <ul style="list-style-type: none"> <li>-Engage in multiple turn-taking exchanges with supportive adults</li> </ul>

-Build on comments or topics initiated by an adult  
EE.L.1.6 With guidance and support, use words acquired through conversations, being read to and during shared reading activities.



## READING — LEVEL 3

### VB-MAPP Milestones

### KS DLM Essential Elements & SECD Standards

#### READING 11 M

#### READING 12 M

#### ELA

- EE.L.1.1 Demonstrate emerging understanding of letter and word use.
- Write letters from own name.
  - Use frequently occurring nouns in communication.
  - Use frequently occurring plural nouns in communication.
  - With guidance and support, use familiar personal pronouns (e.g. I, me, you).
  - Use familiar present tense verbs.
  - With guidance and support, use familiar frequently occurring adjectives (e.g. big, hot).
  - With guidance and support, use common prepositions (e.g. on, off, in, out)
  - With guidance and support, use simple question words (e.g. who, what).

#### READING 13 M – 14 M

#### ELA

- EE.RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds.
- Recognize rhyming words
  - With guidance and support, match orally presented segmented phonemes to pictures or words illustrating the corresponding word
  - Identify a single syllable spoken word with the same onset as the familiar word
  - With guidance and support, substitute individual sounds in simple one syllable words to make new words.
- EE.RF.1.3 Demonstrate emerging letter and word identification skills.
- Identify uppercase letters of the alphabet
  - With guidance and support, recognize familiar words that are used in everyday routines.

#### READING 15M

#### ELA

- EE.RI.1.1 Identify details in familiar text.
- EE.RI.1.2 With guidance and support, identify details related to the topic of a text.
- EE.RI.1.3 Identify individuals, events, or details in a familiar informational text.
- EE.RI.1.6 Distinguish between words and illustrations in a text.
- EE.RI.1.7 Identify illustrations or objects/tactual information that go with a familiar text.
- EE.RF.1.3 Demonstrate emerging letter and word identification skills.
- Identify uppercase letters of the alphabet
  - With guidance and support, recognize familiar words that are used in everyday routines.
- EE.SL.1.4 Identify familiar people, places, things, and events.
- EE.SL.1.5 Add or select drawings or other visual or tactual displays that relate to familiar people, places, things, and events.
- EE.L.1.4 Demonstrate emerging knowledge of word meanings.
- Demonstrate understanding of words used in everyday routines.

## WRITING — LEVEL 3

**VB-MAPP  
Milestones**

**KS DLM Essential Elements & SECD Standards**

**WRITING  
11 M – 15 M**

**ELA**

EE.RF.1.3 Demonstrate emerging letter and word identification skills.

-Identify uppercase letters of the alphabet

-With guidance and support, recognize familiar words that are used in everyday routines.

EE.W.1.1 Select a familiar book and use drawing, dictating, or writing to state an opinion about it.

EE.W.1.2 Select a familiar topic and use drawing, dictating, or writing to share information about it.

EE.W.1.3 Select an event and use drawing, dictating, or writing to share information about it.

EE.W.1.6 With guidance and support from adults, explore a variety of digital tools to produce individual or group writing.

EE.W.1.7 With guidance and support, participate in shared research and writing projects.

## MATH — LEVEL 3

**VB-MAPP  
Milestones**

**KS DLM Essential Elements & SECD Standards**

**MATH  
11 M - 15M**

**MATH**

EE.K.CC.4 Starting with one, count to 10 by ones.