

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.

Kindergarten

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

MAND — LEVEL 1

VB-MAPP Milestones	KS DLM Essential Elements & SECD Standards
MAND 1 M – 5 M	ELA EE.SL.K.4 With guidance and support, identify familiar people, places, things, and events.

MAND — LEVEL 2

VB-MAPP Milestones	KS DLM Essential Elements & SECD Standards
MAND 6 M – 10 M	ELA EE.RL.K.1 With guidance and support, identify details in familiar stories. EE.RL.K.2 With guidance and support, identify major events in familiar stories. EE.RL.K.3 With guidance and support, identify characters and settings in a familiar story. EE.RL.K.4 With guidance and support, indicate when an unknown word is used in a text. EE.RL.K.5 With guidance and support, recognize familiar texts (e.g., storybooks, poems). EE.RL.K.6 With guidance and support, distinguish between words and illustrations in a story. EE.RL.K.7 With guidance and support, identify illustrations or objects/tactual information that go with a familiar story. EE.RL.K.9 With guidance and support, identify the adventures or experiences of a character in a familiar story. EE.RI.K.1 With guidance and support, identify a detail in a familiar text. EE.RI.K.2 With guidance and support, identify the topic of a familiar text. EE.RI.K.3 With guidance and support, identify individuals, events, or details in a familiar informational text. EE.RI.K.4 With guidance and support, indicate when an unknown word is used in a text. EE.RI.K.5 With guidance and support, identify the front cover of a book EE.SL.K.1 Participate in conversations with others. -Communicate directly with supportive adults or peers. -Participate in multiple-turn communication exchanges with support from adults. EE.SL.K.3 Ask for help when needed. EE.SL.K.4 With guidance and support, identify familiar people, places, things, and events. EE.SL.K.5 With guidance and support, add or select drawings or other visual or tactual displays that relate to familiar people, places, things, and events. EE.SL.K.6 With guidance and support, communicate thoughts, feelings, and ideas. EE.L.K.5 Demonstrate emerging understanding of word relationships. -With guidance and support, use words to communicate in real-life situations. EE.L.K.6 With guidance and support, use words acquired through conversations, being read to, and during shared reading activities.

MAND — LEVEL 3

VB-MAPP Milestones

KS DLM Essential Elements & SECD Standards

MAND
11 M – 15 M

ELA

- EE.RL.K.1 With guidance and support, identify details in familiar stories.
- EE.RL.K.2 With guidance and support, identify major events in familiar stories.
- EE.RL.K.3 With guidance and support, identify characters and settings in a familiar story.
- EE.RL.K.4 With guidance and support, indicate when an unknown word is used in a text.
- EE.RL.K.5 With guidance and support, recognize familiar texts (e.g., storybooks, poems).
- EE.RL.K.6 With guidance and support, distinguish between words and illustrations in a story.
- EE.RL.K.7 With guidance and support, identify illustrations or objects/tactual information that go with a familiar story.
- EE.RL.K.9 With guidance and support, identify the adventures or experiences of a character in a familiar story.
- EE.RL.K.10 With guidance and support, actively engage in shared reading.
- EE.RI.K.1 With guidance and support, identify a detail in a familiar text.
- EE.RI.K.2 With guidance and support, identify the topic of a familiar text.
- EE.RI.K.3 With guidance and support, identify individuals, events, or details in a familiar informational text.
- EE.RI.K.4 With guidance and support, indicate when an unknown word is used in a text.
- EE.RI.K.5 With guidance and support, identify the front cover of a book
- EE.RI.K.6 With guidance and support, distinguish between words and illustrations in an informational text.
- EE.RI.K.7 With guidance and support, identify illustrations or objects/tactual information that go with a familiar text.
- EE.RI.K.8 With guidance and support, identify points the author makes in an informational text.
- EE.RI.K.9 With guidance and support, match similar parts of two familiar texts on the same topic.
- EE.RI.K.10 With guidance and support, actively engage in shared reading of informational text.
- EE.RF.K.4 Engage in purposeful shared reading of familiar text.
- EE.W.K.1 With guidance and support, select a familiar book and use drawing, dictating, or writing to state an opinion about it.
- EE.W.K.2 With guidance and support, select a familiar topic and use drawing, dictating, or writing to share information about the topic.
- EE.W.K.3 With guidance and support, select an event and use drawing, dictating, or writing and share information about it.
- EE.SL.K.1 Participate in conversations with others.
 - Communicate directly with supportive adults or peers.
 - Participate in multiple-turn communication exchanges with support from adults.
- EE.SL.K.2 Demonstrate an emerging understanding of a familiar text read aloud or information presented orally or through other media by answering questions.
- EE.SL.K.3 Ask for help when needed.
- EE.SL.K.4 With guidance and support, identify familiar people, places, things, and events.
- EE.SL.K.5 With guidance and support, add or select drawings or other visual or tactual displays that relate to familiar people, places, things, and events.
- EE.SL.K.6 With guidance and support, communicate thoughts, feelings, and ideas.
- EE.L.K.6 With guidance and support, use words acquired through conversations, being read to, and during shared reading activities.

TACT — LEVEL 1

VB-MAPP Milestones	KS DLM Essential Elements & SECD Standards
TACT 1-M	ELA EE.RI.K.1 With guidance and support, identify a detail in a familiar text. EE.RI.K.2 With guidance and support, identify the topic of a familiar text. EE.RI.K.3 With guidance and support, identify individuals, events, or details in a familiar informational text.
TACT 2-M – 5 M	ELA EE.RI.K.1 With guidance and support, identify a detail in a familiar text. EE.RI.K.2 With guidance and support, identify the topic of a familiar text. EE.RI.K.3 With guidance and support, identify individuals, events, or details in a familiar informational text. EE.RI.K.5 With guidance and support, identify the front cover of a book. EE.RI.K.7 With guidance and support, identify illustrations or objects/tactual information that go with a familiar text. EE.SL.K.4 With guidance and support, identify familiar people, places, things, and events. EE.SL.K.5 With guidance and support, add or select drawings or other visual or tactual displays that relate to familiar people, places, things, and events. EE.L.K.1 Demonstrate emerging understanding of letter and word use. -With guidance and support, distinguish between letters and other symbols or shapes.

TACT — LEVEL 2

VB-MAPP Milestones	KS DLM Essential Elements & SECD Standards
TACT 6 M	ELA EE.RL.K.1 With guidance and support, identify details in familiar stories. EE.RL.K.2 With guidance and support, identify major events in familiar stories. EE.RL.K.3 With guidance and support, identify characters and settings in a familiar story. EE.RL.K.4 With guidance and support, indicate when an unknown word is used in a text. EE.RL.K.5 With guidance and support, recognize familiar texts (e.g. storybooks, poems). EE.RL.K.6 With guidance and support, distinguish between words and illustrations in a story. EE.RL.K.7 With guidance and support, identify illustrations or objects/tactual information that go with a familiar story EE.RL.K.9 With guidance and support, identify the adventures or experiences of a character in a familiar story. EE.RI.K.1 With guidance and support, identify a detail in a familiar text. EE.RI.K.2 With guidance and support, identify the topic of a familiar text EE.RI.K.3 With guidance and support, identify individuals, events, or details in a familiar informational text. EE.RI.K.4 With guidance and support, indicate when an unknown word is being used in a text. EE.RI.K.5 With guidance and support, identify the front cover of a book. EE.RI.K.6 With guidance and support, distinguish between words and illustrations in an informational text. EE.RI.K.7 With guidance and support, identify illustrations or objects/tactual information that go with a familiar text. EE.RI.K.8 With guidance and support, identify points the author makes in an informational text. EE. RI.K.9 With guidance and support, match similar parts of two familiar texts on the same topic. EE. RI.K.10 With guidance and support, actively engage in shared reading of informational text.

	<p>EE.RF.K.1 Demonstrate emerging understanding of the organization of print. -With guidance and support during shared reading, demonstrate understanding that books are read one page at a time from beginning to end.</p> <p>EE.RF.K.3 Demonstrate emerging awareness of print -With guidance and support, recognize first letter of own name in print. -With guidance and support, recognize environmental print</p> <p>EE.SL.K.3 Ask for help when needed.</p> <p>EE.SL.K.4 With guidance and support, identify familiar people, places, things, and events.</p> <p>EE.SL.K.5 With guidance and support, add or select drawings or other visual or tactual displays that relate to familiar people, places, things, and events.</p> <p>EE.L.K.1 Demonstrate emerging understanding of letter and word use. -With guidance and support, distinguish between letters and other symbols or shapes.</p>
<p>TACT 7-M – 10 M</p>	<p>ELA</p> <p>EE.RL.K.1 With guidance and support, identify details in familiar stories.</p> <p>EE.RL.K.2 With guidance and support, identify major events in familiar stories.</p> <p>EE.RL.K.3 With guidance and support, identify characters and settings in a familiar story.</p> <p>EE.RL.K.4 With guidance and support, indicate when an unknown word is used in a text.</p> <p>EE.RL.K.5 With guidance and support, recognize familiar texts (e.g. storybooks, poems).</p> <p>EE.RL.K.6 With guidance and support, distinguish between words and illustrations in a story.</p> <p>EE.RL.K.7 With guidance and support, identify illustrations or objects/tactual information that go with a familiar story</p> <p>EE.RL.K.9 With guidance and support, identify the adventures or experiences of a character in a familiar story.</p> <p>EE.RI.K.1 With guidance and support, identify a detail in a familiar text.</p> <p>EE.RI.K.2 With guidance and support, identify the topic of a familiar text</p> <p>EE.RI.K.3 With guidance and support, identify individuals, events, or details in a familiar informational text.</p> <p>EE.RI.K.4 With guidance and support, indicate when an unknown word is being used in a text.</p> <p>EE.RI.K.5 With guidance and support, identify the front cover of a book.</p> <p>EE.RI.K.6 With guidance and support, distinguish between words and illustrations in an informational text.</p> <p>EE.RI.K.7 With guidance and support, identify illustrations or objects/tactual information that go with a familiar text.</p> <p>EE.RI.K.8 With guidance and support, identify points the author makes in an informational text.</p> <p>EE. RI.K.9 With guidance and support, match similar parts of two familiar texts on the same topic.</p> <p>EE. RI.K.10 With guidance and support, actively engage in shared reading of informational text.</p> <p>EE.RF.K.1 Demonstrate emerging understanding of the organization of print. -With guidance and support during shared reading, demonstrate understanding that books are read one page at a time from beginning to end.</p> <p>EE.RF.K.3 Demonstrate emerging awareness of print -With guidance and support, recognize first letter of own name in print. -With guidance and support, recognize environmental print</p> <p>EE.W.K1 With guidance and support, select a familiar book and use drawing, dictating, or writing to state an opinion about it.</p> <p>EE.W.K.2 With guidance and support, select a familiar topic and use drawing, dictating or writing to share information about the topic.</p> <p>EE.W.K.3 With guidance and support, select an event and use drawing, dictating, or writing and share information about it.</p> <p>EE.SL.K.2 Demonstrate an emerging understanding of a familiar text read aloud or information presented orally or through other media by answering questions.</p> <p>EE.SL.K.3 Ask for help when needed.</p> <p>EE.SL.K.4 With guidance and support, identify familiar people, places, things, and events.</p> <p>EE.SL.K.5 With guidance and support, add or select drawings or other visual or tactual displays that relate to familiar people, places, things, and events.</p>

EE.L.K.1 Demonstrate emerging understanding of letter and word use.
-With guidance and support, distinguish between letters and other symbols or shapes.

[Social Emotional and Character Development Standards](#)

TACT — LEVEL 3

VB-MAPP Milestones

KS DLM Essential Elements & SECD Standards

TACT 11-M – 12 M

ELA

- EE.RL.K.1 With guidance and support, identify details in familiar stories.
- EE.RL.K.2 With guidance and support, identify major events in familiar stories.
- EE.RL.K.3 With guidance and support, identify characters and settings in a familiar story.
- EE.RL.K.4 With guidance and support, indicate when an unknown word is used in a text.
- EE.RL.K.5 With guidance and support, recognize familiar texts (e.g. storybooks, poems).
- EE.RL.K.6 With guidance and support, distinguish between words and illustrations in a story.
- EE.RL.K.7 With guidance and support, identify illustrations or objects/tactual information that go with a familiar story
- EE.RL.K.9 With guidance and support, identify the adventures or experiences of a character in a familiar story.
- EE.RL.K.10 With guidance and support, actively engage in shared reading.
- EE.RI.K.1 With guidance and support, identify a detail in a familiar text.
- EE.RI.K.2 With guidance and support, identify the topic of a familiar text
- EE.RI.K.3 With guidance and support, identify individuals, events, or details in a familiar informational text.
- EE.RI.K.4 With guidance and support, indicate when an unknown word is being used in a text.
- EE.RI.K.5 With guidance and support, identify the front cover of a book.
- EE.RI.K.6 With guidance and support, distinguish between words and illustrations in an informational text.
- EE.RI.K.7 With guidance and support, identify illustrations or objects/tactual information that go with a familiar text.
- EE.RI.K.8 With guidance and support, identify points the author makes in an informational text.
- EE.RI.K.9 With guidance and support, match similar parts of two familiar texts on the same topic.
- EE.RI.K.10 With guidance and support, actively engage in shared reading of informational text.
- EE.RF.K.1 Demonstrate emerging understanding of the organization of print.
 - With guidance and support during shared reading, demonstrate understanding that books are read one page at a time from beginning to end.
- EE.RF.K.2 Demonstrate emerging understanding of spoken words, syllables, and sounds.
 - With guidance and support, recognize rhyming words.
 - With guidance and support, recognize the number of words in a spoken message.
 - With guidance and support, identify single-syllable spoken words with the same onset as a familiar word.
- EE.RF.K.3 Demonstrate emerging awareness of print
 - With guidance and support, recognize first letter of own name in print.
 - With guidance and support, recognize environmental print
- EE.RF.K.4. Engage in purposeful shared reading of familiar text.
- EE.W.K1 With guidance and support, select a familiar book and use drawing, dictating, or writing to state an opinion about it.
- EE.W.K.2 With guidance and support, select a familiar topic and use drawing, dictating or writing to share information about the topic.
- EE.W.K.3 With guidance and support, select an event and use drawing, dictating, or writing and share information about it.
- EE.SL.K.2 Demonstrate an emerging understanding of a familiar text read aloud or information presented orally or through other media by answering questions.
- EE.SL.K.3 Ask for help when needed.
- EE.SL.K.4 With guidance and support, identify familiar people, places, things, and events.
- EE.SL.K.5 With guidance and support, add or select drawings or other visual or tactual displays that relate to familiar people, places, things, and events.
- EE.L.K.1 Demonstrate emerging understanding of letter and word use.

- With guidance and support, distinguish between letters and other symbols or shapes.
- With guidance and support, use frequently occurring nouns in communication.
- With guidance and support, use frequently occurring plural nouns.
- EE.L.K.4 Demonstrate emerging understanding of word meanings.
 - With guidance and support, demonstrate understanding of words used in everyday routines.
- EE.L.K.5 Demonstrate emerging understanding of word relationships.
 - With guidance and support, sort common objects into familiar categories.
 - With guidance and support, demonstrate understanding of frequently occurring opposites.
 - With guidance and support, use words to communicate in real-life situations.
 - With guidance and support, demonstrate an understanding of common verbs.
- EE.L.K.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
13-M – 15 M**

ELA

- EE.RL.K.1 With guidance and support, identify details in familiar stories.
- EE.RL.K.2 With guidance and support, identify major events in familiar stories.
- EE.RL.K.3 With guidance and support, identify characters and settings in a familiar story.
- EE.RL.K.4 With guidance and support, indicate when an unknown word is used in a text.
- EE.RL.K.5 With guidance and support, recognize familiar texts (e.g. storybooks, poems).
- EE.RL.K.6 With guidance and support, distinguish between words and illustrations in a story.
- EE.RL.K.7 With guidance and support, identify illustrations or objects/factual information that go with a familiar story
- EE.RL.K.9 With guidance and support, identify the adventures or experiences of a character in a familiar story.
- EE.RL.K.10 With guidance and support, actively engage in shared reading.
- EE.RI.K.1 With guidance and support, identify a detail in a familiar text.
- EE.RI.K.2 With guidance and support, identify the topic of a familiar text
- EE.RI.K.3 With guidance and support, identify individuals, events, or details in a familiar informational text.
- EE.RI.K.4 With guidance and support, indicate when an unknown word is being used in a text.
- EE.RI.K.5 With guidance and support, identify the front cover of a book.
- EE.RI.K.6 With guidance and support, distinguish between words and illustrations in an informational text.
- EE.RI.K.7 With guidance and support, identify illustrations or objects/factual information that go with a familiar text.
- EE.RI.K.8 With guidance and support, identify points the author makes in an informational text.
- EE.RI.K.9 With guidance and support, match similar parts of two familiar texts on the same topic.
- EE.RI.K.10 With guidance and support, actively engage in shared reading of informational text.
- EE.RF.K.1 Demonstrate emerging understanding of the organization of print.
 - With guidance and support during shared reading, demonstrate understanding that books are read one page at a time from beginning to end.
- EE.RF.K.2 Demonstrate emerging understanding of spoken words, syllables, and sounds.
 - With guidance and support, recognize rhyming words.
 - With guidance and support, recognize the number of words in a spoken message.
 - With guidance and support, identify single-syllable spoken words with the same onset as a familiar word.
- EE.RF.K.3 Demonstrate emerging awareness of print
 - With guidance and support, recognize first letter of own name in print.
 - With guidance and support, recognize environmental print
- EE.RF.K.4. Engage in purposeful shared reading of familiar text.
- EE.W.K.1 With guidance and support, select a familiar book and use drawing, dictating, or writing to state an opinion about it.
- EE.W.K.2 With guidance and support, select a familiar topic and use drawing, dictating or writing to share information about the topic.

EE.W.K.3 With guidance and support, select an event and use drawing, dictating, or writing and share information about it.

EE.SL.K.2 Demonstrate an emerging understanding of a familiar text read aloud or information presented orally or through other media by answering questions.

EE.SL.K.3 Ask for help when needed.

EE.SL.K.4 With guidance and support, identify familiar people, places, things, and events.

EE.SL.K.5 With guidance and support, add or select drawings or other visual or tactual displays that relate to familiar people, places, things, and events.

EE.L.K.1 Demonstrate emerging understanding of letter and word use.

- With guidance and support, distinguish between letters and other symbols or shapes.
- With guidance and support, use frequently occurring nouns in communication.
- With guidance and support, use frequently occurring plural nouns.

EE.L.K.4 Demonstrate emerging understanding of word meanings.

- With guidance and support, demonstrate understanding of words used in everyday routines.

EE.L.K.5 Demonstrate emerging understanding of word relationships.

- With guidance and support, sort common objects into familiar categories.
- With guidance and support, demonstrate understanding of frequently occurring opposites.
- With guidance and support, use words to communicate in real-life situations.
- With guidance and support, demonstrate an understanding of common verbs.

EE.L.K.6 With guidance and support, use words acquired through conversations, being read to, and during shared reading activities.

MATH

EE.K.MD.1-3 Classify objects according to attributes (big/small, heavy/light).

[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>ELA</p> <p>EE.RL.K.1 With guidance and support, identify details in familiar stories.</p> <p>EE.RL.K.2 With guidance and support, identify major events in familiar stories.</p> <p>EE.RL.K.3 With guidance and support, identify characters and settings in a familiar story.</p> <p>EE.RL.K.5 With guidance and support, recognize familiar texts.</p> <p>EE.RL.K.6 With guidance and support, distinguish between words and illustrations in a story.</p> <p>EE.RL.K.7 With guidance and support, identify illustrations or objects/tactual information that go with a familiar story.</p> <p>EE.RL.K.9 With guidance and support, identify the adventures or experiences of a character in a familiar story.</p> <p>EE.RI.K.1 With guidance and support, identify a detail in a familiar text.</p> <p>EE.RI.K.3 With guidance and support, identify individuals, events, or details in a familiar informational text.</p> <p>EE.RI.K.5 With guidance and support, identify the front cover of a book.</p> <p>EE.RF.K.3 Demonstrate emerging awareness of print.</p> <ul style="list-style-type: none"> -With guidance and support, recognize first letter of own name in print -With guidance and support, recognize environmental print. <p>EE.W.K.2 With guidance and support, select a familiar topic and use drawing, dictating, or writing to share information about it.</p> <p>EE.LK.1 Demonstrate emerging understanding of letter and word use.</p> <ul style="list-style-type: none"> -With guidance and support, distinguish between letters and other symbols

LISTENER RESPONDING (LR) — LEVEL 2

VB-MAPP Milestones	KS DLM Essential Elements & SECD Standards
LR 6 M – 10 M	<p>ELA</p> <p>EE.RL.K.1 With guidance and support, identify details in familiar stories.</p> <p>EE.RL.K.2 With guidance and support, identify major events in familiar stories.</p> <p>EE.RL.K.5 With guidance and support, recognize familiar texts.</p> <p>EE.RL.K.6 With guidance and support, distinguish between words and illustrations in a story.</p> <p>EE.RL.K.7 With guidance and support, identify illustrations or objects/tactual information that go with a familiar story.</p> <p>EE.RL.K.9 With guidance and support, identify the adventures or experiences of a character in a familiar story.</p> <p>EE.RI.K.1 With guidance and support, identify a detail in a familiar text.</p> <p>EE.RI.K.3 With guidance and support, identify individuals, events, or details in a familiar informational text.</p> <p>EE.RI.K.5 With guidance and support, identify the front cover of a book</p> <p>EE.RI.K.7 With guidance and support, distinguish between words and illustrations or objects/tactual information that go in a familiar text.</p> <p>EE.RF.K.3 Demonstrate emerging awareness of print.</p> <ul style="list-style-type: none"> -With guidance and support, recognize first letter of own name in print -With guidance and support, recognize environmental print. <p>EE.W.K.2 With guidance and support, select a familiar topic and use drawing, dictating, or writing to share information about it.</p> <p>EE.LK.1 Demonstrate emerging understanding of letter and word use.</p>

- With guidance and support, distinguish between letters and other symbols.
- With guidance and support, use frequently occurring nouns in communications.
- With guidance and support, use frequently occurring plural nouns.
- With guidance and support, identify answers to simple questions from an array of choices.
- With guidance and support, demonstrate understanding of common prepositions: on, off, in, out
- With guidance and support, link two or more words together in communication.

[Social Emotional and Character Development Standards](#)

LISTENER RESPONDING (LR) — LEVEL 3

VB-MAPP
Milestones

KS DLM Essential Elements & SECD Standards

LR
11-M – 15 M

ELA

- EE.RL.K.2 With guidance and support, identify major events in familiar stories.
- EE.RL.K.5 With guidance and support, recognize familiar texts.
- EE.RL.K.6 With guidance and support, distinguish between words and illustrations in a story.
- EE.RL.K.7 With guidance and support, identify illustrations or objects/tactual information that go with a familiar story.
- EE.RL.K.9 With guidance and support, identify the adventures or experiences of a character in a familiar story.
- EE.RI.K.1 With guidance and support, identify a detail in a familiar text.
- EE.RI.K.2 With guidance and support, identify a detail in a familiar text.
- EE.RI.K.3 With guidance and support, identify individuals, events, or details in a familiar informational text.
- EE.RI.K.4 With guidance and support, indicate when an unknown word is used in a text.
- EE.RI.K.5 With guidance and support, identify the front cover of a book.
- EE.RI.K.6 With guidance and support, distinguish between words and illustrations in an informational text.
- EE.RI.K.7 With guidance and support, distinguish between words and illustrations or objects/tactual information that go in a familiar text.
- EE.RI.K.8 With guidance and support, identify points the author makes in an informational text.
- EE.RI.K.9 With guidance and support, match similar parts of two familiar texts on the same topic.
- EE.RF.K.3 Demonstrate emerging awareness of print.
 - With guidance and support, recognize first letter of own name in print
 - With guidance and support, recognize environmental print.
- EE.W.K.2 With guidance and support, select a familiar topic and use drawing, dictating, or writing to share information about it.
- EE.LK.1 Demonstrate emerging understanding of letter and word use.
 - With guidance and support, distinguish between letters and other symbols.
 - With guidance and support, use frequency occurring nouns in communications.
 - With guidance and support, use frequently occurring plural nouns.
 - With guidance and support, identify answers to simple questions from an array of choices.
 - With guidance and support, demonstrate understanding of common prepositions: on, off, in, out.
 - With guidance and support, link two or more words together in communication.
- EE.L.K.4 Demonstrate emerging knowledge of word meanings.
 - With guidance and support, demonstrate understanding of words used in everyday routine
- EE.L.K.5 Demonstrate emerging understanding of word relationships.
 - With guidance and support, sort common objects into familiar categories.
 - With guidance and support, demonstrate understanding of frequently occurring opposites.
 - With guidance and support, use words to communicate in real-life situations.
 - With guidance and support, demonstrate an understanding of common verbs.

[Social Emotional and Character Development Standards](#)

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>ELA</p> <p>EE.W.K.1 With guidance and support, select a familiar book and use drawing, dictating, or writing to state an opinion about it.</p>
VP-MTS 5 M	<p>ELA</p> <p>EE.RL.K.1 With guidance and support, identify details in familiar stories.</p> <p>EE.RL.K.2 With guidance and support, identify major events in familiar stories.</p> <p>EE.RL.K.3 With guidance and support, identify characters and settings in a familiar story.</p> <p>EE.RL.K.9 With guidance and support, identify the adventures or experiences of a character in a familiar story.</p> <p>EE.RF.K.3 Demonstrate emerging awareness of print.</p> <ul style="list-style-type: none"> -With guidance and support, recognize first letter of own name in print. -With guidance and support, recognize environmental print. <p>EE.W.K.1 With guidance and support, select a familiar book and use drawing, dictating, or writing to state an opinion about it.</p> <ul style="list-style-type: none"> -With guidance and support, distinguish between letters and other symbols. -With guidance and support, use frequency occurring nouns in communications. -With guidance and support, use frequently occurring plural nouns. -With guidance and support, identify answers to simple questions from an array of choices. -With guidance and support, demonstrate understanding of common prepositions: on, off, in, out. -With guidance and support, link two or more words together in communication. <p>EE.L.K.5 Demonstrate emerging understanding of word relationships.</p> <ul style="list-style-type: none"> -With guidance and support, sort common objects into familiar categories. -With guidance and support, demonstrate understanding of frequently occurring opposites. -With guidance and support, use words to communicate in real-life situations. -With guidance and support, demonstrate an understanding of common verbs. <p>MATH</p> <p>EE.K.G.2-3 Match 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

VP-MTS
6-M – 10 M

ELA

- EE.RL.K.1 With guidance and support, identify details in familiar stories.
- EE.RL.K.2 With guidance and support, identify major events in familiar stories.
- EE.RL.K.3 With guidance and support, identify characters and settings in a familiar story.
- EE.RL.K.9 With guidance and support, identify the adventures or experiences of a character in a familiar story.
- EE.RF.K.3 Demonstrate emerging awareness of print.
 - With guidance and support, recognize first letter of own name in print.
 - With guidance and support, recognize environmental print.
- EE.W.K.1 With guidance and support, select a familiar book and use drawing, dictating, or writing to state an opinion about it.
 - With guidance and support, distinguish between letters and other symbols.
 - With guidance and support, use frequency occurring nouns in communications.
 - With guidance and support, use frequently occurring plural nouns.
 - With guidance and support, identify answers to simple questions from an array of choices.
 - With guidance and support, demonstrate understanding of common prepositions: on, off, in, out.
 - With guidance and support, link two or more words together in communication.
- EE.L.K.5 Demonstrate emerging understanding of word relationships.
 - With guidance and support, sort common objects into familiar categories.
 - With guidance and support, demonstrate understanding of frequently occurring opposites.
 - With guidance and support, use words to communicate in real-life situations.
 - With guidance and support, demonstrate an understanding of common verbs.

MATH

- EE.K.G.2-3 Match shapes of same size and orientation (circle, square, rectangle, triangle).

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

VB-MAPP Milestones	KS DLM Essential Elements & SECD Standards
VP-MTS 11-M – 15 M	<p>ELA</p> <p>EE.RL.K.1 With guidance and support, identify details in familiar stories.</p> <p>EE.RL.K.2 With guidance and support, identify major events in familiar stories.</p> <p>EE.RL.K.3 With guidance and support, identify characters and settings in a familiar story.</p> <p>EE.RL.K.4 With guidance and support, indicate when an unknown word is used in a text.</p> <p>EE.RL.K.5 With guidance and support, recognize familiar texts (storybooks, poems).</p> <p>EE.RL.K.6 With guidance and support, distinguish between words and illustrations in a story.</p> <p>EE.RL.K.7 With guidance and support, identify illustrations or objects/tactual information that go with a familiar story.</p> <p>EE.RL.K.9 With guidance and support, identify the adventures or experiences of a character in a familiar story.</p> <p>EE.RI.K.1 With guidance and support, identify a detail in a familiar text.</p> <p>EE.RI.K.2 With guidance and support, identify the topic of a familiar text.</p> <p>EE.RI.K.3 With guidance and support, identify individuals, events, or details in a familiar informational text.</p> <p>EE.RI.K.4 With guidance and support, indicate when an unknown word is used in a text.</p> <p>EE.RI.K.5 With guidance and support, identify the front of a book.</p> <p>EE.RI.K.6 With guidance and support, distinguish between words and illustrations in an informational text.</p> <p>EE.RI.K.7 With guidance and support, identify illustrations or objects/tactual information that go with a familiar text.</p> <p>EE.RI.K.8 With guidance and support, identify points the author makes in an informational text.</p> <p>EE.RI.K.9 With guidance and support, match similar parts of two familiar texts on the same topic.</p> <p>EE.RF.K.3 Demonstrate emerging awareness of print.</p> <ul style="list-style-type: none"> -With guidance and support, recognize first letter of own name in print. -With guidance and support, recognize environmental print. <p>EE.L.K.4 Demonstrate emerging knowledge of word meanings.</p> <ul style="list-style-type: none"> -With guidance and support, demonstrate understanding of words used in everyday routine. <p>EE.SL.K.5 With guidance and support, add or select drawings or other visual or tactual displays that relate to familiar people, places, things, and events.</p> <p>EE.W.K.1 With guidance and support, select a familiar book and use drawing, dictating, or writing to state an opinion about it.</p> <ul style="list-style-type: none"> -With guidance and support, distinguish between letters and other symbols. -With guidance and support, use frequency occurring nouns in communications. -With guidance and support, use frequently occurring plural nouns. -With guidance and support, identify answers to simple questions from an array of choices. -With guidance and support, demonstrate understanding of common prepositions: on, off, in, out. -With guidance and support, link two or more words together in communication. <p>EE.E.K.2 With guidance and support, select a familiar topic and use drawing, dictating, or writing to state an opinion about it.</p> <p>EE.L.K.5 Demonstrate emerging understanding of word relationships.</p> <ul style="list-style-type: none"> -With guidance and support, sort common objects into familiar categories. -With guidance and support, demonstrate understanding of frequently occurring opposites. -With guidance and support, use words to communicate in real-life situations. -With guidance and support, demonstrate an understanding of common verbs.

MATH

EE.K.G.2-3 Match shapes of same size and orientation (circle, square, rectangle, triangle).

INDEPENDENT PLAY (IND PLAY) — LEVEL 1

VB-MAPP Milestones	KS DLM Essential Elements & SECD Standards
IND PLAY 1 M – 5 M	Social Emotional and Character Development Standards

INDEPENDENT PLAY (IND PLAY) — LEVEL 2

VB-MAPP Milestones	KS DLM Essential Elements & SECD Standards
IND PLAY 6-M	Social Emotional and Character Development Standards
IND PLAY 7-M	<p>ELA</p> <p>EE.SL.K.1 Participate in conversations with others</p> <ul style="list-style-type: none"> -Communicate directly with supportive adults or peers -Participate in multiple-turn communication exchanges with support from adults <p>Social Emotional and Character Development Standards</p>
IND PLAY 8-M – 10 M	Social Emotional and Character Development Standards

INDEPENDENT PLAY (IND PLAY) — LEVEL 3

VB-MAPP Milestones	KS DLM Essential Elements & SECD Standards
IND PLAY 11-M – 14 M	Social Emotional and Character Development Standards
IND PLAY 15-M	<p>ELA</p> <p>EE.RF.K.3 Demonstrate emerging awareness of print.</p> <ul style="list-style-type: none"> -With guidance and support, recognize first letter of own name in print. -With guidance and support, recognize environmental print. <p>Social Emotional and Character Development Standards</p>

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

VB-MAPP Milestones	KS DLM Essential Elements & SECD Standards
SOCIAL B&P 1-M	Social Emotional and Character Development Standards
SOCIAL B&P 2-M – 5 M	ELA EE.SL.K.1 Participate in conversations with others -Communicate directly with supportive adults or peers -Participate in multiple-turn communication exchanges with support from adults Social Emotional and Character Development Standards

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

VB-MAPP Milestones	KS DLM Essential Elements & SECD Standards
SOCIAL B&P 6-M – 7 M	ELA EE.SL.K.1 Participate in conversations with others -Communicate directly with supportive adults or peers -Participate in multiple-turn communication exchanges with support from adults Social Emotional and Character Development Standards
SOCIAL B&P 8-M	Social Emotional and Character Development Standards
SOCIAL B&P 9-M – 10 M	ELA EE.SL.K.1 Participate in conversations with others -Communicate directly with supportive adults or peers -Participate in multiple-turn communication exchanges with support from adults Social Emotional and Character Development Standards

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

VB-MAPP Milestones	KS DLM Essential Elements & SECD Standards
SOCIAL B&P 11-M – 15 M	ELA EE.SL.K.1 Participate in conversations with others -Communicate directly with supportive adults or peers -Participate in multiple-turn communication exchanges with support from adults Social Emotional and Character Development Standards

MOTOR IMITATION (MI) — LEVEL 1

VB-MAPP Milestones	KS DLM Essential Elements & SECD Standards
MI 1-M – 5 M	

MOTOR IMITATION (MI) — LEVEL 2

VB-MAPP Milestones	KS DLM Essential Elements & SECD Standards
MI 6 M – 7 M	
MI 8-M – 10 M	<p>ELA</p> <p>EE.RL.K.1 With guidance and support, identify details in familiar stories.</p> <p>EE.RL.K.2 With guidance and support, identify major events in familiar stories.</p> <p>EE.RL.K.3 With guidance and support, identify characters and settings in a familiar story.</p> <p>EE.RL.K.4 With guidance and support, indicate when an unknown word is used in a text.</p> <p>EE.RL.K.7 With guidance and support, identify illustrations or objects/tactual information that with a story.</p> <p>EE.RI.K.1 With guidance and support, identify a detail in a familiar text.</p> <p>EE.RI.K.2 With guidance and support, identify the topic of a familiar text.</p> <p>EE.RI.K.3 With guidance and support, identify individuals, events, or details in a familiar informational text.</p> <p>EE.RI.K.5 With guidance and support, identify the front cover</p> <p>EE.RI.K.8 With guidance and support, identify points the author makes in an informational text.</p> <p>EE.RF.K.3 Demonstrate emerging awareness of print.</p> <p style="padding-left: 20px;">-With guidance and support, recognize first letter of own name in print.</p> <p style="padding-left: 20px;">-With guidance and support, recognize environmental print.</p> <p>EE.W.K.7 With guidance and support, participate in shared research and writing objects.</p> <p>EE.SL.K.2 Demonstrate an emerging understanding of a familiar text read aloud or information presented orally or through other media by answering questions.</p> <p>EE.SL.K.4 With guidance and support, identify familiar people, places, things, and events.</p> <p>MATH</p> <p>EE.K.CC.4 Demonstrate one-to-one correspondence, pairing each object with one and only one number and each number with one and only one object.</p>

ECHOIC — LEVEL 1

VB-MAPP Milestones	KS DLM Essential Elements & SECD Standards
ECHOIC 1 M – 5 M	ELA EE.RF.K.2 Demonstrate merging understanding of spoken words, syllables, and sounds (phonemes). <ul style="list-style-type: none">-With guidance and support, recognize rhyming words.-With guidance and support, recognize the number of words in a spoken message.-With guidance and support, identify single-syllable spoken words with the same onset (beginning sound) as a familiar word. EE.L.K.1 Demonstrate emerging understanding of letter and word use. <ul style="list-style-type: none">-With guidance and support, distinguish between letters and other symbols or shapes.-With guidance and support, use frequently occurring nouns in communication.-With guidance and support, use frequently occurring plural nouns.-With guidance and support, identify answers to simple questions (e.g. who, what) from an array of choices.-With guidance and support, demonstrate understanding of common prepositions: on, off, in, out.

ECHOIC — LEVEL 2

VB-MAPP Milestones	KS DLM Essential Elements & SECD Standards
ECHOIC 6 M – 10 M	ELA EE.RF.K.2 Demonstrate merging understanding of spoken words, syllables, and sounds (phonemes). <ul style="list-style-type: none">-With guidance and support, recognize rhyming words.-With guidance and support, recognize the number of words in a spoken message.-With guidance and support, identify single-syllable spoken words with the same onset (beginning sound) as a familiar word. EE.L.K.1 Demonstrate emerging understanding of letter and word use. <ul style="list-style-type: none">-With guidance and support, distinguish between letters and other symbols or shapes.-With guidance and support, use frequently occurring nouns in communication.-With guidance and support, use frequently occurring plural nouns.-With guidance and support, identify answers to simple questions (e.g. who, what) from an array of choices.-With guidance and support, demonstrate understanding of common prepositions: on, off, in, out.

SPONTANEOUS VOCAL BEHAVIOR (SVP) — LEVEL 1

**VB-MAPP
Milestones**

KS DLM Essential Elements & SECD Standards

**SVP
1 M - 5 M**

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

VB-MAPP
Milestones

KS DLM Essential Elements & SECD Standards

LRFFC
6 M – 10 M

ELA

- EE.RL.K.1 With guidance and support, identify details in familiar stories.
- EE.RL.K.2 With guidance and support, identify major events in familiar stories.
- EE.RL.K.3 With guidance and support, identify characters and settings in a familiar story.
- EE.RL.K.4 With guidance and support, indicate when an unknown word is used in a text.
- EE.RL.K.6 With guidance and support, distinguish between words and illustrations in a story.
- EE.RL.K.7 With guidance and support, identify illustrations or objects/tactual information that with a story.
- EE.RL.K.9 With guidance and support, identify the adventures or experiences of a character in a familiar story.
- EE.RL.K.10 With guidance and support, actively engage in shared reading.
- EE.RI.K.1 With guidance and support, identify a detail in a familiar text.
- EE.RI.K.2 With guidance and support, identify the topic of a familiar text.
- EE.RI.K.3 With guidance and support, identify individuals, events, or details in a familiar informational text.
- EE.RI.K.6 With guidance and support, distinguish between words and illustrations in an informational text.
- EE.RI.K.7 With guidance and support, identify illustrations or objects/tactual information that go with a familiar text.
- EE.RI.K.8 With guidance and support, identify points the author makes in an informational text.
- EE.RI.K.9 With guidance and support, match similar parts of two familiar texts on the same topic.
- EE.I.K.10 With guidance and support, actively engage in shared reading of informational text.
- EE.L.K.1 Demonstrate emerging understanding of letter and word use.
 - With guidance and support, distinguish between letters and other symbols or shapes.
 - With guidance and support, use frequently occurring nouns in communication.
 - With guidance and support, use frequently occurring plural nouns.
 - With guidance and support, identify answers to simple questions (e.g. who, what) from an array of choices.
 - With guidance and support, demonstrate understanding of common prepositions: on, off, in, out.
- EE.L.K.4 Demonstrate emerging knowledge of word meanings.
 - With guidance and support, demonstrate understanding of words used in everyday routine.
- EE.L.K.5 EE Demonstrate emerging understanding of word relationships.
 - With guidance and support, sort common objects into familiar categories.
 - With guidance and support, demonstrate understanding of frequently occurring opposites.
 - With guidance and support, use words to communicate in real-life situations.
 - With guidance and support, demonstrate an understanding of common verbs.
- EE.SL.K.2 Demonstrate an emerging understanding of familiar text read aloud or information presented orally or through other media by answering questions.
- EE.SL.K.4 With guidance and support, identify familiar people, places, things, and events.

MATH

- EE.K.CC.4 Demonstrate one-to-one correspondence, pairing each object with one and only one number and each number with one and only one object.
- EE.K.CC.6 Identify whether the number of objects in one group is more or less than (when the quantities are clearly different) or equal to the number of objects in another group.
- EE.K.OA.1 Represent addition as “putting together” or subtraction as “taking from” in everyday activities.
- EE.K.MD.1-3 Classify objects according to attributes (big/small, heavy/light).

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

VB-MAPP
Milestones

KS DLM Essential Elements & SECD Standards

LRFFC
11 M -15 M

ELA

- EE.RL.K.1 With guidance and support, identify details in familiar stories.
- EE.RL.K.2 With guidance and support, identify major events in familiar stories.
- EE.RL.K.3 With guidance and support, identify characters and settings in a familiar story.
- EE.RL.K.4 With guidance and support, indicate when an unknown word is used in a text.
- EE.RL.K.6 With guidance and support, distinguish between words and illustrations in a story.
- EE.RL.K.7 With guidance and support, identify illustrations or objects/tactual information that with a story.
- EE.RL.K.9 With guidance and support, identify the adventures or experiences of a character in a familiar story.
- EE.RL.K.10 With guidance and support, actively engage in shared reading.
- EE.RI.K.1 With guidance and support, identify a detail in a familiar text.
- EE.RI.K.2 With guidance and support, identify the topic of a familiar text.
- EE.RI.K.3 With guidance and support, identify individuals, events, or details in a familiar informational text.
- EE.RI.K.6 With guidance and support, distinguish between words and illustrations in an informational text.
- EE.RI.K.7 With guidance and support, identify illustrations or objects/tactual information that go with a familiar text.
- EE.RI.K.8 With guidance and support, identify points the author makes in an informational text.
- EE.RI.K.9 With guidance and support, match similar parts of two familiar texts on the same topic.
- EE.I.K.10 With guidance and support, actively engage in shared reading of informational text.
- EE.L.K.1 Demonstrate emerging understanding of letter and word use.
 - With guidance and support, distinguish between letters and other symbols or shapes.
 - With guidance and support, use frequently occurring nouns in communication.
 - With guidance and support, use frequently occurring plural nouns.
 - With guidance and support, identify answers to simple questions (e.g. who, what) from an array of choices.
 - With guidance and support, demonstrate understanding of common prepositions: on, off, in, out.
- EE.L.K.4 Demonstrate emerging knowledge of word meanings.
 - With guidance and support, demonstrate understanding of words used in everyday routine.
- EE.L.K.5 EE Demonstrate emerging understanding of word relationships.
 - With guidance and support, sort common objects into familiar categories.
 - With guidance and support, demonstrate understanding of frequently occurring opposites.
 - With guidance and support, use words to communicate in real-life situations.
 - With guidance and support, demonstrate an understanding of common verbs.
- EE.SL.K.2 Demonstrate an emerging understanding of a familiar text read aloud or information presented orally or through other media by answering questions.
- EE.SL.K.4 With guidance and support, identify familiar people, places, things, and events.

MATH

- EE.K.CC.4 Demonstrate one-to-one correspondence, pairing each object with one and only one number and each number with one and only one object.
- EE.K.CC.6 Identify whether the number of objects in one group is more or less than (when the quantities are clearly different) or equal to the number of objects in another group.
- EE.K.OA.1 Represent addition as “putting together” or subtraction as “taking from” in everyday activities.
- EE.K.MD.1-3 Classify objects according to attributes (big/small, heavy/light)

INTRAVERBAL (IV) — LEVEL 2

VB-MAPP Milestones

KS DLM Essential Elements & SECD Standards

IV
6 M – 10 M

ELA

- EE.RL.K.1 With guidance and support, identify details in familiar stories.
- EE.RL.K.2 With guidance and support, identify major events in familiar stories.
- EE.RL.K.3 With guidance and support, identify characters and settings in a familiar story.
- EE.RL.K.4 With guidance and support, indicate when an unknown word is used in a text.
- EE.RL.K.6 With guidance and support, distinguish between words and illustrations in a story.
- EE.RL.K.7 With guidance and support, identify illustrations or objects/tactual information that with a story.
- EE.RL.K.9 With guidance and support, identify the adventures or experiences of a character in a familiar story.
- EE.RL.K.10 With guidance and support, actively engage in shared reading.
- EE.RI.K.1 With guidance and support, identify a detail in a familiar text.
- EE.RI.K.2 With guidance and support, identify the topic of a familiar text.
- EE.RI.K.3 With guidance and support, identify individuals, events, or details in a familiar informational text.
- EE.RI.K.7 With guidance and support, identify illustrations or objects/tactual information that go with a familiar text.
- EE.RI.K.8 With guidance and support, identify points the author makes in an informational text.
- EE.RI.K.9 With guidance and support, match similar parts of two familiar texts on the same topic.
- EE.I.K.10 With guidance and support, actively engage in shared reading of informational text.
- EE.W.K.1 With guidance and support, select a familiar book and use drawing, dictating, or writing to state an opinion about it.
- EE.W.K.2 With guidance and support, select a familiar topic and use drawing dictating, or writing to share information about the topic.
- EE.W.K.3 With guidance and support, select an event and use drawing, dictating, or writing and share information about it.
- EE.RI.K.8 With guidance and support, identify points that the author makes in an information text.
- EE.SL.K.2 Demonstrate an emerging understanding of a familiar text read aloud or information presented orally or through other media by answering questions.
- EE.SL.K.4 With guidance and support, identify familiar people, places, things, and events.
- EE.L.K.1 Demonstrate emerging understanding of letter and word use.
 - With guidance and support, distinguish between letters and other symbols or shapes.
 - With guidance and support, use frequently occurring nouns in communication.
 - With guidance and support, use frequently occurring plural nouns.
 - With guidance and support, identify answers to simple questions (e.g. who, what) from an array of choices.
 - With guidance and support, demonstrate understanding of common prepositions: on, off, in, out.
- EE.L.K.4 Demonstrate emerging knowledge of word meanings.
 - With guidance and support, demonstrate understanding of words used in everyday routine.
- EE.L.K.5 Demonstrate emerging understanding of word relationships.
 - With guidance and support, sort common objects into familiar categories.
 - With guidance and support, demonstrate understanding of frequently occurring opposites.
 - With guidance and support, use words to communicate in real-life situations.
 - With guidance and support, demonstrate an understanding of common verbs.
- EE.L.K.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.K.1 With guidance and support, identify details in familiar stories.
- EE.RL.K.2 With guidance and support, identify major events in familiar stories.
- EE.RL.K.3 With guidance and support, identify characters and settings in a familiar story.
- EE.RL.K.4 With guidance and support, indicate when an unknown word is used in a text.
- EE.RL.K.6 With guidance and support, distinguish between words and illustrations in a story.
- EE.RL.K.7 With guidance and support, identify illustrations or objects/factual information that with a story.
- EE.RL.K.9 With guidance and support, identify the adventures or experiences of a character in a familiar story.
- EE.RL.K.10 With guidance and support, actively engage in shared reading.
- EE.RI.K.1 With guidance and support, identify a detail in a familiar text.
- EE.RI.K.2 With guidance and support, identify the topic of a familiar text.
- EE.RI.K.3 With guidance and support, identify individuals, events, or details in a familiar informational text.
- EE.RI.K.7 With guidance and support, identify illustrations or objects/factual information that go with a familiar text.
- EE.RI.K.8 With guidance and support, identify points the author makes in an informational text.
- EE.RI.K.9 With guidance and support, match similar parts of two familiar texts on the same topic.
- EE.I.K.10 With guidance and support, actively engage in shared reading of informational text.
- EE.W.K.1 With guidance and support, select a familiar book and use drawing, dictating, or writing to state an opinion about it.
- EE.W.K.2 With guidance and support, select a familiar topic and use drawing dictating, or writing to share information about the topic.
- EE.W.K.3 With guidance and support, select an event and use drawing, dictating, or writing and share information about it.
- EE.RI.K.8 With guidance and support, identify points that the author makes in an information text.
- EE.SL.K.2 Demonstrate an emerging understanding of a familiar text read aloud or information presented orally or through other media by answering questions.
- EE.SL.K.4 With guidance and support, identify familiar people, places, things, and events.
- EE.L.K.1 Demonstrate emerging understanding of letter and word use.
 - With guidance and support, distinguish between letters and other symbols or shapes.
 - With guidance and support, use frequently occurring nouns in communication.
 - With guidance and support, use frequently occurring plural nouns.
 - With guidance and support, identify answers to simple questions (e.g. who, what) from an array of choices.
 - With guidance and support, demonstrate understanding of common prepositions: on, off, in, out.
- EE.L.K.4 Demonstrate emerging knowledge of word meanings.
 - With guidance and support, demonstrate understanding of words used in everyday routine.
- EE.L.K.5 Demonstrate emerging understanding of word relationships.
 - With guidance and support, sort common objects into familiar categories.
 - With guidance and support, demonstrate understanding of frequently occurring opposites.
 - With guidance and support, use words to communicate in real-life situations.
 - With guidance and support, demonstrate an understanding of common verbs.
- EE.L.K.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**VB-MAPP
Milestones****KS DLM Essential Elements & SECD Standards****ROUTINES &
GROUP
6 M -10 M**[Social Emotional and Character Development Standards](#)**CLASSROOM ROUTINES & GROUP SKILLS (ROUTINES & GROUP) — LEVEL 3****VB-MAPP
Milestones****KS DLM Essential Elements & SECD Standards****ROUTINES &
GROUP
11 M – 15 M**[Social Emotional and Character Development Standards.](#)

LINGUISTIC STRUCTURE (LING STRUC) — LEVEL 2

VB-MAPP Milestones	KS DLM Essential Elements & SECD Standards
LING STRUC 6 M – 10 M	<p>ELA</p> <p>EE.RL.K.10 With guidance and support, actively engaged in shared reading.</p> <p>EE.RI.K.10 With guidance and support, actively engage in shared reading of informational text.</p> <p>EE.RF.K.2 Demonstrate merging understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> -With guidance and support, recognize rhyming words. -With guidance and support, recognize the number of words in a spoken message. -With guidance and support, identify single-syllable spoken words with the same onset (beginning sound) as a familiar word. <p>EE.RF.K.4 Engage in purposeful shared reading of familiar text.</p> <p>EE.W.K.1 With guidance and support, select a familiar book and use drawing, dictating, or writing to state an opinion about it.</p> <p>EE.W.K.2 With guidance and support, select a familiar topic and use drawing dictating, or writing to share information about the topic.</p> <p>EE.W.K.3 With guidance and support, select an event and use drawing, dictating, or writing and share information about it.</p> <p>EE.SL.K.1 Participate in conversations with others.</p> <ul style="list-style-type: none"> -Communicate directly with supportive adults or peers. -Participate in multiple-turn communication exchanges with support from adults. <p>EE.L.K.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
LING STRUC 11 M – 15 M	<p>ELA</p> <p>EE.RI.K.10 With guidance and support, actively engage in shared reading of informational text.</p> <p>EE.RF.K.2 Demonstrate merging understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> -With guidance and support, recognize rhyming words. -With guidance and support, recognize the number of words in a spoken message. -With guidance and support, identify single-syllable spoken words with the same onset (beginning sound) as a familiar word. <p>EE.RF.K.4 Engage in purposeful shared reading of familiar text.</p> <p>EE.W.K.1 With guidance and support, select a familiar book and use drawing, dictating, or writing to state an opinion about it.</p> <p>EE.W.K.2 With guidance and support, select a familiar topic and use drawing dictating, or writing to share information about the topic.</p> <p>EE.W.K.3 With guidance and support, select an event and use drawing, dictating, or writing and share information about it.</p> <p>EE.SL.K.1 Participate in conversations with others.</p> <ul style="list-style-type: none"> -Communicate directly with supportive adults or peers. -Participate in multiple-turn communication exchanges with support from adults. <p>EE.L.K.6 With guidance and support, use words acquired through conversations, being read to, and during shared reading activities.</p>

READING — LEVEL 3

VB-MAPP Milestones

KS DLM Essential Elements & SECD Standards

READING 11 M

READING 12 M

ELA

- EE.L.K.1 Demonstrate emerging understanding of letter and word use.
- With guidance and support, distinguish between letters and other symbols or shapes.
 - With guidance and support, use frequently occurring nouns in communication.
 - With guidance and support, use frequently occurring plural nouns.
 - With guidance and support, identify answers to simple questions (e.g. who, what) from an array of choices.
 - With guidance and support, demonstrate understanding of common prepositions: on, off, in, out.
 - With guidance and support, link two or more words together in communication.

READING 13 M

ELA

- EE.RF.K.2 Demonstrate merging understanding of spoken words, syllables, and sounds (phonemes).
- With guidance and support, recognize rhyming words.
 - With guidance and support, recognize the number of words in a spoken message.
 - With guidance and support, identify single-syllable spoken words with the same onset (beginning sound) as a familiar word.
- EE.RF.K.3 Demonstrate emerging awareness of print.
- With guidance and support, recognize first letter of own name to print.
 - With guidance and support, recognize environmental print.

READING 14 M

ELA

- EE.RF.K.2 Demonstrate merging understanding of spoken words, syllables, and sounds (phonemes).
- With guidance and support, recognize rhyming words.
 - With guidance and support, recognize the number of words in a spoken message.
 - With guidance and support, identify single-syllable spoken words with the same onset (beginning sound) as a familiar word.
- EE.RF.K.3 Demonstrate emerging awareness of print.
- With guidance and support, recognize first letter of own name to print.
 - With guidance and support, recognize environmental print.

READING 15M

ELA

- EE.RI.K.1 With guidance and support, identify a detail in a familiar text.
- EE.RI.K.2 With guidance and support, identify a topic of a familiar text.
- EE.RI.K.3 With guidance and support, identify individuals, events, or details in a familiar informational text.
- EE.RI.K.6 With guidance and support, distinguish between words and illustrations from informational text.
- EE.RI.K.7 With guidance and support, identify illustrations or objects/tactual information that go with a familiar text.
- EE.S.K.4 With guidance and support, identify familiar people, places, things, and events.
- EE.S.K.5 With guidance and support, add or select drawings or other visual or tactual displays that relate to familiar people, places, things, and events.
- EE.RF.K.3 Demonstrate emerging awareness of print.
- With guidance and support, recognize first letter of own name to print.
 - With guidance and support, recognize environmental print
- EE.L.K.4 Demonstrate emerging knowledge of word meanings.
- With guidance and support, demonstrate understanding of words used in everyday routine

WRITING — LEVEL 3

**VB-MAPP
Milestones**

KS DLM Essential Elements & SECD Standards

**WRITING
11 M – 15 M**

- ELA**
- EE.RF.K.3 Demonstrate emerging awareness of print.
 - With guidance and support, recognize first letter of own name in print
 - With guidance and support, recognize environmental print
 - EE.W.K.1 With guidance and support, select a familiar book and use drawing, dictating, or writing to take an opinion about it.
 - EE.W.K.2 with guidance and support, select a familiar topic and use drawing, dictating, or writing to share information about the topic.
 - EE.W.K.3 With guidance and support, select an even and use drawing dictating or writing and share information about it.
 - EE.W.K.6 With guidance and support from adults, explore a variety of digital tools to produce individual or group writing.
 - EE.E.K.7 With guidance and support, participate in shared research and writing objects

MATH — LEVEL 3

VB-MAPP Milestones

KS DLM Essential Elements & SECD Standards

MATH
11 M – 13 M

Math

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

MATH
14 M

Math

EE. K. CC.5 Count out up to three objects from a larger set, pairing each object with one and only one number name to tell how many.

EE.K.CC.6 Identify whether the number of objects in one group is more or less than (when the quantities are clearly different) or equal to the number of objects in another group.

EE. K.MD.1-3 Classify objects according to attributes (big/small, heavy/light).

MATH
15 M

Math

EE.K.CC.4 Demonstrate one-to-one correspondence, pairing each object with one and only one number and each number with one and only one object.

EE. K. CC.5 Count out up to three objects from a larger set, pairing each object with one and only one number name to tell how many.

EE.K.OA.1 Represent addition as “putting together” or subtraction as “taking from” in everyday activities.