

West Baton Rouge Parish
Model Curriculum Mapping Template

Subject/Grade: English Language Arts / Kindergarten
Textbook: SFA KinderCorner

Benchmark	GLE	Objective(s)	Mandatory Activity (SFA)	Supplemental Activity	Materials	Evaluation
Unit 1: Welcome to School (1 week)						
ELA-1-E1	4	<ul style="list-style-type: none"> Recognize and understand words found in environmental print 	Stepping Stones, Day1		See SFA manual materials pg 16	
	5	<ul style="list-style-type: none"> Read books with predictable text and simple illustrations 	Stepping Stones, Day3		Pg 69	
ELA-1-E2	7a	<ul style="list-style-type: none"> Demonstrate understanding of book and print concepts by locating front and back covers, title pages, and inside pages of a book 	Story Tree, Day1	Unit 3, Activity 1, pg 31-32 (LCC)	Pg 13	KRE, Unit 1, Activity 11, pg 5 (LCC)
ELA-1-E5	9	<ul style="list-style-type: none"> Orally retell ideas and important facts in grade-appropriate texts read aloud by the teacher or read by the individual student 	Ongoing Story Tree		Text	SFA Observation Checklist Story Conference
ELA-1-E6	11	<ul style="list-style-type: none"> Describe the connections between life experiences and texts 	Story Tree, Day2		Pg 55	SOLO
ELA-7-E1	14c	<ul style="list-style-type: none"> Demonstrate understanding of information in texts read aloud using a variety of strategies including drawing conclusions from text 	Story Tree, Day1		Pg 13	
ELA-7-E3	16	<ul style="list-style-type: none"> Describe the role of an author and an illustrator 	Story Tree, Day1 Write Away, Day4		Pg 13	
	17	<ul style="list-style-type: none"> Identify different emotions and feelings of authors by participating in activities 	Story Tree, Day1		Pg 14	
ELA-7-E4	18	<ul style="list-style-type: none"> Ask questions that demonstrate knowledge of character, setting, plot, and text type about texts read aloud (e.g. what, why, how) 	Story Tree, Day5		Pg 113	Story Conference
ELA-2-E1	19	<ul style="list-style-type: none"> Write using developmental/inventive spelling, supported by drawing or dictation to the teacher to express ideas 	Write Away, Day1		Pg 16	Journals
	20	<ul style="list-style-type: none"> Create compositions by participating in shared writing activities 	Write Away, Day4		Pg 92	
ELA-2-E2	21	<ul style="list-style-type: none"> Use illustrations, developmental /inventive spelling, and appropriate vocabulary to write for a specific purpose and/or audience 	Write Away, Day3		Pg 70	
ELA-2-E3	22	<ul style="list-style-type: none"> Create simple text using knowledge by drawing, dictating to the teacher, and/or writing using developmental /inventive spelling 	Writing Lab, Day1		Pg 15	Journals Portfolio

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ELA-2-E4	25	<ul style="list-style-type: none"> Write informal notes, lists, letters, personal experiences and stories using developmental/inventive spelling and pictures 	Write Away, Day4		See SFA manual materials pg 92	Journal Portfolio
ELA-2-E6	27	<ul style="list-style-type: none"> Use developmental/inventive spelling, supported by pictures to represent a word or idea to respond to a life experience or texts read aloud 	Write Away, Day4		Pg 92	
ELA-3-E1	28	<ul style="list-style-type: none"> Demonstrate an understanding of letter placement in text by writing letters and words from left to right and top to bottom on a page 	Ongoing Let's Get Together Spotlight On Write Away Writing Lab		Daily message board Journals Basic Setup	
	29	<ul style="list-style-type: none"> Print all uppercase and lowercase letters 	Ongoing Stepping Stones Write Away		Writing Materials Journals	
	30	<ul style="list-style-type: none"> Print letters and words with proper figure grounding on a line and with appropriate spaces between words 	Ongoing Write Away Writing Lab		Journals Basic Setup	
ELA-3-E2	31	<ul style="list-style-type: none"> Identify and use uppercase letters at the beginning of own first and last names 	Ongoing Greetings, Reading, & Writings (Sign in)		Sign in sheets	
ELA-3-E5	32	<ul style="list-style-type: none"> Write simple stories or life experiences using developmental/inventive spelling that shows knowledge of letter/sound correspondences 	Ongoing Write Away		Journals	Journal Portfolio
ELA-4-E1	33	<ul style="list-style-type: none"> Initiate and sustain normal conversation on a specific topic with the teacher 	Let's Get Together/Let's Talk/Spotlight On, Day1		Pg 13	
ELA-4-E2	35	<ul style="list-style-type: none"> Give and follow one- and two-step verbal and nonverbal directions without interrupting 	Let's Get Together/Spotlight On, Day1		N/A	
ELA-4-E3	37	<ul style="list-style-type: none"> Describe people, places, things, locations, and actions from a story read aloud 	Story Tree, Day1		Pg 13	Story Conference SOLO
ELA-4-E4	38	<ul style="list-style-type: none"> Recite short poems rhymes and songs 	Rhyme Time, Day1		Pg 13	
ELA-5-E1	42	<ul style="list-style-type: none"> Use a computer mouse to navigate the screen 	Ongoing Media Lab		Classroom computer	
ELA-5-E6	45	<ul style="list-style-type: none"> Read and interpret a classroom schedule 	Let's Get Together/Spotlight On, Day5		Arrival Activities Poster	

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Unit 2: I Am Amazing! I Feel Fine!						
ELA-1-E1	1a	<ul style="list-style-type: none"> Demonstrate understanding of phonemic awareness by creating rhyming words 	Rhyme Time, Day8		See SFA manual materials pg170	KRE, Unit 1, pg 2 (LCC)
	1c	<ul style="list-style-type: none"> Demonstrate understanding of phonemic awareness by identifying when words begin with the same sound 	Stepping Stones, Day2		Pg 42	KRE, Unit 2, Activity 5, pg 9 (LCC)
ELA-7-E1	14a	<ul style="list-style-type: none"> Demonstrate understanding of information in texts read aloud using a variety of strategies, including making predictions using prior knowledge and pictures 	Story Tree, Day4	Unit 3, Activity 6, pg 35 (LCC)	Pg 65	
	14d	<ul style="list-style-type: none"> Demonstrate understanding of information in texts read aloud using a variety of strategies, including using pictures to resolve questions 	Story Tree, Day6		Pg 127	
ELA-7-E2	15	<ul style="list-style-type: none"> Identify problems in texts and offer possible solutions 	Story Tree, Day6		Pg 127	
ELA-4-E7	41	<ul style="list-style-type: none"> Participate in designated roles within classroom activities, such as line leader, teacher helper, and calendar helper 	Let's Get Together/Spotlight On, Day1		Pg 14	

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Unit 3: Those Nearest and Dearest						
ELA-4-E5	39	<ul style="list-style-type: none"> Listen to and recite short poems and stories for an audience 	Story Tree, Day5		Pg 109	
	5	<ul style="list-style-type: none"> Read books with predictable text and simple illustrations 	Stepping Stones, Day3		Pg 69	

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Unit 4: Head to Toe						
ELA-1-E1	1b	<ul style="list-style-type: none"> Demonstrate understanding of phonemic awareness by demonstrating that a sequence of letters in a word represents the sequence of sounds heard or spoken in that word by repeating or saying the sounds in sequence heard or seen 	Stepping Stones, Day3		Pg 70	
	1f	<ul style="list-style-type: none"> Demonstrate understanding of phonemic awareness by orally segmenting individual sounds in words that have two to five sounds 	Stepping Stones, Day3		Pg 70	

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ELA-7-E1	14b	<ul style="list-style-type: none"> Demonstrate understanding of information in texts read aloud using a variety of strategies, including using at least five pictures to sequence the events of a story 	Story Tree, Day1 Story Tree, Day 3		See SFA manual materials pg 25 Pg 69	SFA Observation Checklist Story Conference
ELA-4-E3	36	<ul style="list-style-type: none"> Relate an experience or creative story in a logical sequence 	Story Tree, Day5		Pg 13	

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Unit 5: Cornucopia						
ELA-1-E1	1d	<ul style="list-style-type: none"> Demonstrate understanding of phonemic awareness by listening to three sounds and recognizing that two are the same 	Rhyme Time, Day2		Pg 43	
ELA-2-E5	26	<ul style="list-style-type: none"> Use rhyme and alliteration in group-shared writing activities 	Let's Think About It, Day6		Pg 122	

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Unit 6: What's On the Menu?						
ELA-1-E2	6	<ul style="list-style-type: none"> Identify that printed text is made up of sentences that begin with a capital letter and end with some type of punctuation 	Let's Get Together/Spotlight On, Day1 Stepping Stones, Day1		Pg 14 Pg 15	

Benchmark	GLE	Objective(s)	Mandatory Activity (SFA)	Supplemental Activity	Materials	Evaluation
Unit 7: Sing a Song/Paint a Picture						
ELA-1-E1	2a	<ul style="list-style-type: none"> Demonstrate understanding of alphabetic principle by distinguishing and naming all uppercase and lowercase letters 	Rhyme Time, Day1		Pg 14	KRE, Unit 2, Activity 11, pg 11 (LCC)
	2b	<ul style="list-style-type: none"> Demonstrate understanding of alphabetic principle by identifying own first and last name 	Ongoing Greeting, Reading, & Writings		Pg 14	
ELA-1-E2	7c	<ul style="list-style-type: none"> Demonstrate understanding of book and print concepts by isolating individual words in print 	Stepping Stones, Day2		Pg 41	Teacher observation
ELA-1-E4	8	<ul style="list-style-type: none"> Identify basic story elements, including simple plot sequences, setting, and simple character descriptions, in a favorite story using pictures and/or oral responses. 	Story Tree, Day2	Unit 1, Activity 4, pg 9 (LCC)	Pg 41	SFA Observation Checklist Story Conference

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ELA-1-E5	10	<ul style="list-style-type: none"> Answer questions about the important characters, setting, and events of a story 	Ongoing Story Tree		See SFA manual materials pg 14	Story Conference
ELA-6-E1	12	<ul style="list-style-type: none"> Respond to stories, legends, songs, and other literature from diverse cultural and ethnic groups by participating in activities such as answering questions, role playing and drawing 	Story Tree, Day1	Unit 1, Activity 6, pg 11 (LCC)	Pg 14	
ELA-2-E3	23	<ul style="list-style-type: none"> Use classroom resources to support writing process 	Write Away, Day3		journals	

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Unit 8: Winter Weatherland						
ELA-1-E1	1h	<ul style="list-style-type: none"> Demonstrate understanding of phonemic awareness by clapping/tapping to match each individual syllable of a spoken word 	Stepping Stones, Day2		Pg 42	
	3a	<ul style="list-style-type: none"> Demonstrate understanding of phonics by matching each consonant or short vowel sound to the appropriate letter 	Stepping Stones, Day4		Pg 88	SFA Observation Checklist
	3b	<ul style="list-style-type: none"> Demonstrate understanding of phonics by decoding simple one-syllable words 	Stepping Stones, Day2		Pg 42	
ELA-4-E1	34	<ul style="list-style-type: none"> Express feelings, needs, and ideas in complete sentences 	Let's Think About It, Day6		Pg 42	SOLO
ELA-4-E6	40	<ul style="list-style-type: none"> Respond to video/film versions of a story read aloud through activities such as role-playing, illustrating, and discussing without interruption 	Ongoing Stepping Stones (Between the Lions)	Unit 1, Activity 8, pg 12 (LCC)	SFA Reading Reels	

Benchmark	GLE	Objective(s)	Mandatory Activity (SFA)	Supplemental Activity	Materials	Evaluation
Unit 10: Words & Roads Take Us Places						
ELA-1-E1	1e	<ul style="list-style-type: none"> Demonstrate understanding of phonemic awareness by listening to and deleting or adding a beginning, a middle, or a final sound to a word 	Rhyme Time, Day4		N/A	SFA Observation Checklist
ELA-5-E1	43	<ul style="list-style-type: none"> Identify that a computer has a keyboard to enter information 	Media Lab, Day4		Classroom computer	
ELA-5-E4	44	<ul style="list-style-type: none"> Use technology to produce class work 	Media Lab, Day4		Classroom computer	

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Unit 12: Buggy About Spring						
ELA-1-E1	1g	<ul style="list-style-type: none"> Demonstrate understanding of phonemic awareness by isolating and saying the beginning and final sounds 	Rhyme Time, Day8		See SFA manual materials pg 161	SFA Observation Checklist
ELA-1-E2	7b	<ul style="list-style-type: none"> Demonstrate understanding of book and print concepts by identifying periods, question marks, and exclamation marks and demonstrating knowledge that they are used at the end of a sentence 	Stepping Stones, Day6		Pg 124	
ELA-6-E2	13	<ul style="list-style-type: none"> Identify whether the type of text read aloud is a true story, a fictional story, a song, or a poem 	Stepping Stones, Day1		Pg 15	

Benchmark	GLE	Objective(s)	Mandatory Activity (SFA)	Supplemental Activity	Materials	Evaluation
Unit 14: Fur & Feathers						
ELA-2-E3	24	<ul style="list-style-type: none"> Actively discuss ideas and select a focus for group stories 	Story Tree, Day1		Pg 14	