

Arkansas Standards: First Grade

Let **Phonics Time!** CDs and books supplement your language arts curriculum!
All songs apply to first grade:

If You Want to Be a Reader
ABC Fun
I Know Words: Beginning Sounds
I Know Words: Ending Sounds
All Rhymes End With the Same Sound
Build a Word
Break It Down!
The Sentence Song
I Know Words: Short Vowel Sounds
I Know Words: Long Vowel Sounds
Short Vowels, Short Vowels, Short Vowels
Long Vowels, Long Vowels, Long Vowels
That Magic E

I Know Vowels
Short and Long Vowels Together
2 Words in 1 Fun
Special Letters
2 Vowels Together
Letter Blends
Letter Tricks
_ight
Who, What, When, Where, Why
Strange Spellings
Compound Word Whiz
A Contraction Has an Apostrophe
Homework Time!

Note that songs are most beneficial to children if they point to the words as they sing.
Edutunes grants teachers permission to rewrite song lyrics on large posters for classroom use.

Phonics Time! Correlation to Arkansas Language Arts Standards

First Grade Standard—Page 1	Phonics Time!
<p>Writing <i>1.1 Move from visual and spoken experience to written language through positive modeling.</i> Students will use the writing of adults, the language in books and print in the environment as models for writing.</p>	<p>Children can develop an awareness of the relationship between spoken and written language when they point to the words as they sing.</p> <p>“If You Want to Be a Reader” encourages children to read.</p>
<p><i>1.3 Follow patterns from predictable books, poems and stories.</i> Students will use predictable language patterns in poems, stories and songs to write similar text.</p>	<p>All songs support this standard.</p>
<p><i>2.6 Edit writing for developmentally appropriate spelling, usage, mechanics, grammar, vocabulary, handwriting, and content accuracy.</i> Students will write each letter of the alphabet both capital and lowercase using correct formation, appropriate size and spacing. Students will use correct spelling for high frequency words and simple words with regular spelling patterns; use phonetic spelling for unknown words. Students will use resources (e.g. word wall, wordbooks) to find correct spellings. Students will compose complete sentences in written text. Students will edit for correctness using teacher assistance. Students will use capital letters correctly: <i>first word in sentence, names of people, pronoun “I”</i>. Students will use correct punctuation: <i>to end sentences: (., ?, !), apostrophes in contractions, commas in letter writing.</i></p>	<p>ABC Fun Strange Spellings The Sentence Song</p>
<p>Listening, Speaking, and Viewing <i>1.4 Listen to improve reading, oral and written performance.</i> Students will listen to proficient, fluent models of oral reading using predictable text, classic and contemporary works.</p>	<p>All songs support this standard.</p>
<p><i>1.14 Participate in collaborative speaking activities, such as choral readings, plays and reciting poems.</i> Students will participate in a variety of speaking activities, such as shared reading, oral retelling, choral reading and dramatizations.</p>	<p>All songs support this standard.</p>

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First Grade Standard—Page 2	Phonics Time!
<p>1.15 Initiate and participate in conversations about reading. Students will begin to see themselves as readers and talk about their own reading.</p>	If You Want to Be a Reader
<p>1.16 Read orally with meaning and expression. Students will read orally from familiar text with fluency (accuracy, expression and attention to punctuation). Students will use their knowledge of the musical elements of literacy language, such as rhyme and repeated sounds, to enhance oral reading.</p>	All songs support this standard.
<p>Reading 1.1 Demonstrate understanding of the relationship between written and oral language. Students will use their knowledge of oral language (syntax, semantics) to read text.</p>	Children can develop an awareness of the relationship between spoken and written language when they point to the words as they sing.
<p>1.2 Demonstrate and use concepts of print, such as directionality, spacing, punctuation and configuration in developmentally appropriate ways.</p>	The Sentence Song
<p>1.3 Recognize and associate letters and sounds. (Auditory Skill) PHONEMIC AWARENESS (Auditory Skill) Students will segment and combine syllables within spoken words. Students will identify and orally produce pairs of rhyming words. Students will segment the onset and rime in spoken one-syllable words. Students will identify and isolate the initial and final sounds of a spoken word. Students will blend phonemes (sounds) to produce words orally (without print). Students will orally segment one-syllable words into individual phonemes (sounds).</p>	ABC Fun I Know Words: Beginning Sounds I Know Words: Ending Sounds I Know Words: Short Vowel Sounds I Know Words: Long Vowel Sounds Build a Word Break It Down! 2 Vowels Together Letter Blends Letter Tricks
<p>1.3 Recognize and associate letters and sounds. GRAPHOPHONICS, SYNTAX, SEMANTICS Students will name and identify each letter of the alphabet.</p>	ABC Fun
<p>1.4 Use phonetic skills to decode words. Students will know that written words are composed of letters that represent sounds.</p>	ABC Fun

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First Grade Standard—Page 3	Phonics Time!
<p>Students will use knowledge of common letter sound correspondences, including sounds represented by single letters (consonant and vowel) consonant blends, consonant digraphs, vowel digraphs, diphthongs, r-controlled vowels and common spelling patterns to decode and comprehend text. Students will use knowledge of word structure such as root words, inflectional endings, compound words and contractions to decode and comprehend text. Students will recognize a core (approximately 40) of high frequency words.</p>	<p>I Know Words: Beginning Sounds I Know Words: Ending Sounds I Know Words: Short Vowel Sounds I Know Words: Long Vowel Sounds Build a Word Break It Down! That Magic E Special Letters Short Vowels, Short Vowels, Short Vowels Long Vowels, Long Vowels, Long Vowels I Know Vowels Short and Long Vowels Together Special Letters 2 Vowels Together Letter Blends Letter Tricks _ight Who, What, When, Where, Why Strange Spellings Compound Word Whiz A Contraction Has an Apostrophe</p>
<p><i>1.5 Use major cueing systems, such as phonetic, syntactic and semantic to decode and construct meaning. Students will apply some letter-sound correspondences to begin to read.</i></p>	<p>ABC Fun I Know Words: Beginning Sounds I Know Words: Ending Sounds I Know Words: Short Vowel Sounds I Know Words: Long Vowel Sounds Build a Word Break It Down! That Magic E Special Letters</p>
<p><i>1.21 Experiment with creative and playful language, such as text innovations, choral reading, etc.</i> Students will experiment with language—rhyming words, riddles, trying new words, nonsense words—in speaking, reading and writing.</p>	<p>All Rhymes End With the Same Sound 2 Words in 1 Fun</p>
<p><i>2.6 Use reading to enhance writing.</i> Students will apply knowledge of phonics to their writing.</p>	<p>All songs support this standard.</p>
<p><i>2.8 Initiate and participate in conversations about reading.</i> Students will begin to see themselves as readers and talk about their own reading. Students will talk with classmates about their favorite stories.</p>	<p>If You Want to Be a Reader</p>