

Arkansas Standards: Kindergarten

Let **Phonics Time!** CDs and books supplement your language arts curriculum!
Songs designed for kindergarten include:

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
2 Words in 1 Fun
Who, What, When, Where, Why
Homework Time!

Use all songs to challenge kindergartners!

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

Phonics Time! Correlation to Arkansas Language Arts Standards

Kindergarten 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 pictures, known letters and phonetic writing to show an awareness of the relationship between spoken and written language. Students will use the writing of adults, print in the environment and the language in books 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. “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 a story, poem or song to dictate 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 gain increasing control of penmanship, such as pencil grip, position and beginning stroke. Students will demonstrate expanding knowledge of letter-sound correspondence in phonetic spelling. Students will participate in teacher-led editing. Students will use capital letters correctly in first and last name. Students will recognize periods and question marks as end punctuation.</p>	<p>Research shows that phonics instruction helps children learn to spell. The Sentence Song focuses on proper punctuation.</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 patterned and predictable text.</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 and dramatizations.</p>	<p>All songs support this standard.</p>
<p><i>1.15 Initiate and participate in conversations about reading.</i> Students will request favorite books to be read again. Students will begin to share a favorite book with a friend during independent reading time.</p>	<p>If You Want to Be a Reader</p>

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Kindergarten Standard—Page 2	Phonics Time!
<p>1.16 Read orally with meaning and expression. Students will participate in shared reading of poems, songs, and stories. Students will use their knowledge of rhymes 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 recognize that print conveys meaning. Students will demonstrate an understanding of one-to-one correspondence between spoken and written words. Students will demonstrate an understanding that spoken words are represented by letters written in specific sequences.</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 supports this standard.
<p>1.3 Recognize and associate letters and sounds. (Auditory Skill) PHONEMIC AWARENESS (Auditory Skill)</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!
<p>Students will demonstrate the ability to divide spoken sentences into individual words.</p>	The Sentence Song
<p>Students will identify and produce pairs of rhyming words.</p>	All Rhymes End With the Same Sound
<p>Students will segment the onset and rime in one-syllable words.</p>	2 Words in 1 Fun
<p>Students will identify and isolate the initial and final sounds of a spoken word.</p>	I Know Words: Beginning Sounds I Know Words: Ending Sounds Break It Down! Build a Word
<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.</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 Short Vowels, Short Vowels, Short Vowels Long Vowels, Long Vowels, Long Vowels I Know Vowels Short and Long Vowels Together

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Kindergarten Standard—Page 3	Phonics Time!
<p>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.</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>1.21 Experiment with creative and playful language, such as text innovations, choral reading, etc. Students will participate in group innovations, choral reading, etc. Students will experiment with language—rhyming words, riddles, trying new words, nonsense words.</p>	<p>All Rhymes End With the Same Sound 2 Words in 1 Fun</p>
<p>2.8 Initiate and participate in conversations about reading. Students will request favorite books to be read again. Students will begin to share favorite books with friends during independent reading time.</p>	<p>If You Want to Be a Reader</p>