

## California 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 California Language Arts Standards

First Grade Standard—Page 1	Phonics Time!
<p><b>Reading</b> 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development: Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.</p>	All songs support this standard.
<p><i>Concepts About Print</i> 1.1 Match oral words to printed words.</p>	All songs support this standard when children point to words as they sing.
1.2 Identify the title and author of a reading selection.	Included in the book.
1.3 Identify letters, words, and sentences.	If You Want to Be a Reader ABC Fun The Sentence Song
1.4 Distinguish initial, medial, and final sounds in single-syllable words.	I Know Words: Beginning Sounds I Know Words: Ending Sounds I Know Words: Short Vowel Sounds I Know Words: Long Vowel Sounds
1.5 Distinguish long- and short-vowel sounds in orally stated single-syllable words (e.g., <i>bit/bite</i> ).	Short Vowels, Short Vowels, Short Vowels Long Vowels, Long Vowels, Long Vowels That Magic E I Know Vowels Short and Long Vowels Together
1.6 Create and state a series of rhyming words, including consonant blends.	All Rhymes End With the Same Sound
1.7 Add, delete, or change target sounds to change words (e.g., change <i>cow</i> to <i>how</i> ; <i>pan</i> to <i>an</i> ).	2 Words in 1 Fun
1.8 Blend two to four phonemes into recognizable words (e.g., /c/a/t/ = cat; /f/l/a/t/ = flat).	Build a Word

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First Grade Standard—Page 2	Phonics Time!
1.9 Segment single syllable words into their components (e.g., /c/a/t/ = cat; /s/p/l/a/t/ = splat; /r/i/ch/ = rich).	Break It Down!
<p><i>Decoding and Word Recognition</i></p> 1.10 Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words.	ABC Fun Build a Word Special Letters Letter Blends Letter Tricks 2 Vowels Together
1.11 Read common, irregular sight words (e.g., <i>the, have, said, come, give, of</i> ).	All songs support this standard.
1.12 Use knowledge of vowel digraphs and <i>r</i> -controlled letter-sound associations to read words.	2 Vowels Together Letter Tricks Strange Spellings
1.13 Read compound words and contractions.	Compound Word Whiz A Contraction Has an Apostrophe
1.15 Read common word families (e.g., <i>-ite, -ate</i> ).	All Rhymes End With the Same Sound I Know Words: Short Vowel Sounds I Know Words: Long Vowel Sounds Short Vowels, Short Vowels, Short Vowels Long Vowels, Long Vowels, Long Vowels Two Vowels Together _ight
1.16 Read aloud with fluency in a manner that sounds like natural speech.	All songs support this standard when children point to words as they sing.
<p><i>Vocabulary and Concept Development</i></p> 2.0 Reading Comprehension	Who, What, When, Where, Why
<p><i>Comprehension and Analysis of Grade-Level-Appropriate Text</i></p> 2.2 Respond to <i>who, what, when, where, and how</i> questions.	Who, What, When, Where, Why
<p><b>Written and Oral English Language Conventions</b></p> <p><i>Sentence Structure</i></p> 1.1 Write and speak in complete, coherent sentences.	The Sentence Song
<p><i>Grammar</i></p> 1.3 Identify and correctly use contractions (e.g., <i>isn't, aren't, can't, won't</i> ) in writing and speaking.	A Contraction Has an Apostrophe
<p><i>Punctuation</i></p> 1.4 Distinguish between declarative, exclamatory, and interrogative sentences.	The Sentence Song
1.5 Use a period, exclamation point, or question mark at the end of sentences.	The Sentence Song
1.6 Use knowledge of the basic rules of punctuation and capitalization when writing.	The Sentence Song
<p><i>Capitalization</i></p> 1.7 Capitalize the first word of a sentence, names of people, and the pronoun <i>I</i> .	The Sentence Song
<p><i>Spelling</i></p> 1.8 Spell three- and four-letter short-vowel words and grade-level-appropriate sight words correctly.	All songs support this standard.