

## California 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 California Language Arts Standards

Kindergarten Standard—Page 1	Phonics Time!
<p><b>Reading</b> 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development: Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.</p>	<p>If You Want to Be a Reader 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>
<p><b>Concepts About Print</b> 1.1 Identify the front cover, back cover, and title page of a book.</p>	<p>Included in the book.</p>
<p>1.2 Follow words from left to right and from top to bottom on the printed page.</p>	<p>If You Want to Be a Reader</p>
<p>1.3 Understand that printed materials provide information.</p>	<p>If You Want to Be a Reader</p>
<p>1.4 Recognize that sentences in print are made up of separate words.</p>	<p>If You Want to Be a Reader</p>
<p>1.5 Distinguish letters from words.</p>	<p>If You Want to Be a Reader</p>
<p>1.6 Recognize and name all uppercase and lowercase letters of the alphabet.</p>	<p>ABC Fun</p>
<p><b>Phonemic Awareness</b> 1.7 Track (move sequentially from sound to sound) and represent the number, sameness/difference, and order of two and three isolated phonemes (e.g., /f, s, th/, /j, d, j/).</p>	<p>Build a Word Break it Down</p>
<p>1.8 Track (move sequentially from sound to sound) and represent changes in simple syllables and words with two and three sounds as one sound is added, substituted, omitted, shifted, or repeated (e.g., vowel-consonant, consonant-vowel, or consonant-vowel-consonant).</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 2 Words in 1 Fun</p>
<p>1.9 Blend vowel-consonant sounds orally to make words or syllables.</p>	<p>Build a Word</p>
<p>1.10 Identify and produce rhyming words in response to an oral prompt.</p>	<p>All Rhymes End With the Same Sound</p>
<p>1.11 Distinguish orally stated one-syllable words and separate into beginning or ending sounds.</p>	<p>Break It Down I Know Words: Beginning Sounds I Know Words: Ending Sounds</p>

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<b>Kindergarten Standard—Page 2</b>	<b>Phonics Time!</b>
1.12 Track auditorily each word in a sentence and each syllable in a word.	If You Want to Be a Reader
1.13 Count the number of sounds in syllables and syllables in words.	Build a Word Break It Down
<b>Decoding and Word Recognition</b> 1.14 Match all consonant and short-vowel sounds to appropriate letters.	ABC Fun Build A Word Break It Down I Know Words: Short Vowel Sounds Short Vowels, Short Vowels, Short Vowels
1.15 Read simple one-syllable and high-frequency words (i.e., sight words).	All songs support this standard.
1.16 Understand that as letters of words change, so do the sounds (i.e., the alphabetic principle).	ABC Fun 2 Words in 1 Fun
2.0 Reading Comprehension	Who, What, When, Where, Why
<b>Structural Features of Informational Materials</b> 2.1 Locate the title, table of contents, name of author, and name of illustrator.	Included in the book.
2.5 Ask and answer questions about essential elements of a text.	Who, What, When, Where, Why