

Oklahoma 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 Oklahoma Language Arts Standards

First Grade Standard	Phonics Time!
Reading I. The student will exhibit positive reading habits and view reading as important.	“If You Want to Be a Reader” motivates children to learn to read.
The student will participate in shared book experiences by listening and responding to print materials read aloud (e.g., stories, poems, songs, informational texts).	All songs support this standard.
II. The student will read with fluency in order to understand what is read.	Phonics Time gives children the skills they need to decode words quickly, so that they can begin reading with fluency.
The student will demonstrate an understanding of concepts of print (understand directionality of print the function of letters, words and spaces and that print is talk written down).	Children develop an awareness of concepts of print when they point to words as they sing.
The student will use a variety of strategies, including phonics, prediction, context, structural analysis and references, to identify unknown words.	Phonics Time gives children the skills they need to decode unknown words.
Program Skills The student will recognize that written language can represent spoken language (e.g., dictate to teacher, write from dictation).	Children begin to understand that written language can represent spoken language when they point to words as they sing.