

Texas 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 Texas Language Arts Standards

First Grade Standard—Page 1	Phonics Time!
1.1 Listening/speaking/purposes. The student listens attentively and engages actively in a variety of oral language experiences.	As students become familiar with songs on the CD, they will become more confidence speakers.
The student is expected to participate in rhymes, songs, conversations, and discussions.	All Rhymes End With the Same Sound
The student is expected to listen responsively to stories and other texts read aloud, including selections from classic and contemporary works.	All songs support this standard.
The student is expected to identify the musical elements of literary language such as its rhymes or repeated sounds.	All Rhymes End With the Same Sound
1.3 Listening/speaking/audiences/oral grammar. The student speaks appropriately to different audiences for different purposes and occasions.	As students become familiar with songs on the CD, they will become more confidence speakers.
The student is expected to choose and adapt spoken language appropriate to the audience, purpose, and occasion, including use of appropriate volume and rate.	As students become familiar with songs on the CD, they will become more confidence speakers.
1.5 Reading/print awareness. The student demonstrates knowledge of concepts of print.	Children develop knowledge of concepts of print when they point to words as they sing.
The student is expected to recognize that print represents spoken language and conveys meaning such as his/her own name and signs such as Exit and Danger.	Children link print to spoken language when they point to words as they sing.
The student is expected to know that print moves left-to-right across the page and top-to-bottom.	Children develop knowledge of concepts of print when they point to words as they sing.
The student is expected to understand that written words are separated by spaces.	The Sentence Song
The student is expected to know the difference between individual letters and printed words.	ABC Fun The Sentence Song
The student is expected to know the order of the alphabet.	ABC Fun
The student is expected to know the difference between capital and lowercase letters.	ABC Fun

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First Grade Standard—Page 2	Phonics Time!
The student is expected to recognize how readers use capitalization and punctuation to comprehend.	The Sentence Song
The student is expected to understand that spoken words are represented in written language by specific sequences of letters.	ABC Fun I Know Words: Beginning Sounds I Know Words: Ending Sounds I Know Words: Short Vowel Sounds I Know Words: Long Vowel Sounds
The student is expected to recognize that there are correct spellings for words.	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! 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 2 Words in 1 Fun Special Letters 2 Vowels together Letter Blends Letter Tricks _ight Who, What, When, Where, Why Strange Spellings
1.6 Reading/phonological awareness. The student orally demonstrates phonological awareness (an understanding that spoken language is composed of sequences of sounds).	All songs support this standard.
The student is expected to produce rhyming words and distinguish rhyming words from non-rhyming words.	All Rhymes End With the Same Sound
The student is expected to identify and isolate the initial and final sound of a spoken word.	I Know Words: Beginning Sounds I Know Words: Ending Sounds
The student is expected to blend sounds to make spoken words such as moving manipulatives to blend phonemes in a spoken word.	Build a Word Break It Down!
The student is expected to segment one-syllable spoken words into individual phonemes, clearly producing beginning, medial and final sounds.	Build a Word Break It Down!

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First Grade Standard—Page 3	Phonics Time!
<p>1.7 Reading/letter-sound relationships. The student uses letter-sound knowledge to decode written language.</p>	<p>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! 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 2 Words in 1 Fun Special Letters 2 Vowels together Letter Blends Letter Tricks _ight Who, What, When, Where, Why Strange Spellings</p>
<p>The student is expected to name and identify each letter of the alphabet.</p>	<p>ABC Fun</p>
<p>The student is expected to understand that written words are composed of letters that represent sounds.</p>	<p>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! 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 2 Words in 1 Fun Special Letters 2 Vowels together Letter Blends Letter Tricks _ight Who, What, When, Where, Why Strange Spellings</p>
<p>The student is expected to learn and apply letter-sound correspondences of a set of consonants and vowels to begin to read.</p>	<p>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! 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</p>

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First Grade Standard—Page 4	Phonics Time!
<p>The student is expected to learn and apply the most common letter-sound correspondences, including the sounds represented by single letters (consonants and vowels); consonant blends such as bl, st, tr; consonant digraphs such as th, sh ck; and vowel digraphs and diphthongs such as ea, ie, ee.</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 2 Vowels Together Letter Blends Letter Tricks Strange Spellings</p>
<p>The student is expected to blend initial letter-sounds with common vowel spelling patterns to read words.</p>	<p>2 Vowels Together</p>
<p>The student is expected to decode by using all letter-sound correspondences within regularly spelled words.</p>	<p>All songs support this standard.</p>
<p>The student is expected to use letter-sound knowledge to read decodable texts (engaging and coherent texts in which most of the words are comprised of an accumulating sequence of letter-sound correspondences being taught).</p>	<p>All songs support this standard.</p>
<p>1.9 Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud.</p>	<p>Phonics Time! gives children the skills they need to decode words, so that they can focus on comprehension.</p>
<p>1.14 Writing/spelling/penmanship. The student develops the foundations of writing.</p>	<p>Phonics Time! gives children the skills they need to become better writers.</p>
<p>The student is expected to write each letter of the alphabet, both capital and lowercase.</p>	<p>ABC Fun</p>
<p>The student is expected to use phonological knowledge to map sounds to letters to write messages.</p>	<p>Phonics Time! gives children the skills they need to become better writers.</p>
<p>The student is expected to write messages that move left-to-right and top-to-bottom on the page.</p>	<p>Children develop concepts of print when they point to words as they sing.</p>