

Texas 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 Texas Language Arts Standards

Kindergarten Standard—Page 1	Phonics Time!
K.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 respond appropriately and courteously to directions and questions.	Who, What, When, Where, Why
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.	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
K.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 ask and answer relevant questions and make contributions in small or large group discussions.	Who, What, When, Where, Why
K.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 capital and lowercase letters.	ABC Fun The Sentence Song
The student is expected to recognize how readers use capitalization and punctuation to comprehend.	The Sentence Song

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Kindergarten Standard—Page 2	Phonics Time!
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
<b style="color: red;">K.6 Reading/phonological awareness. The student orally demonstrates phonological awareness (an understanding that spoken language is composed of sequences of sounds).	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
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!
<b style="color: red;">K.7 Reading/letter-sound relationships. The student uses letter-sound knowledge to decode written language.	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
The student is expected to name and identify each letter of the alphabet.	ABC Fun
The student is expected to understand that written words are composed of letters that represent sounds.	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
The student is expected to learn and apply letter-sound correspondences of a set of consonants and vowels to begin to read.	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 I Know Vowels

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Kindergarten Standard—Page 3	Phonics Time!
K.9 Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud.	Phonics Time! gives children the skills they need to quickly decode words, so that they can focus on comprehension.
K.14 Writing/spelling/pennmanship. The student develops the foundations of writing.	Phonics Time! gives children the skills they need to begin writing successfully.
The student is expected to write each letter of the alphabet, both capital and lowercase.	ABC Fun
The student is expected to use phonological knowledge to map sounds to letters to write messages.	Phonics Time! gives children the skills they need to begin writing successfully.
The student is expected to write messages that move left-to-right and top-to-bottom on the page.	Phonics Time gives children the skills they need to begin writing successfully.