

**Correlation of  
Miss Jenny's Edutunes  
to the  
Common Core Standards**

Common Core Language Arts Standards: Grade K	Edutunes Products
<b>English Language Arts Standards » Reading: Literature</b>	
<p><b>RL.K.1.</b> With prompting and support, ask and answer questions about key details in a text.</p> <p><b>RL.K.2.</b> With prompting and support, retell familiar stories, including key details.</p> <p><b>RL.K.3.</b> With prompting and support, identify characters, settings, and major events in a story.</p>	<p><u>Early Phonics:</u></p> <ul style="list-style-type: none"> <li>• Comprehension</li> <li>• Use the Question in the Answer</li> </ul>
<p><b>RL.K.4.</b> Ask and answer questions about unknown words in a text.</p>	<p>The <u>Science Songs</u>, <u>Healthy &amp; the Human Body</u>, and <u>Make a Difference</u> programs intentionally use high-level language to challenge children and to encourage vocabulary development.</p>
<b>English Language Arts Standards » Reading: Informational Text</b>	
<p><b>RI.K.1.</b> With prompting and support, ask and answer questions about key details in a text.</p> <p><b>RI.K.2.</b> With prompting and support, identify the main topic and retell key details of a text.</p>	<p><u>Early Phonics</u></p> <ul style="list-style-type: none"> <li>• “Comprehension” teaches children to use these reading strategies.</li> </ul>
<b>English Language Arts Standards » Reading: Foundational Skills</b>	
<p><b>Print Concepts</b></p> <p><b>RF.K.1.</b> Demonstrate understanding of the organization and basic features of print.</p> <p>Follow words from left to right, top to bottom, and page by page.</p> <p>Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>Understand that words are separated by spaces in print.</p>	<p>When children point to words as they sing, they learn concepts of print in a fun, non-threatening way.</p>

<p>Recognize and name all upper- and lowercase letters of the alphabet.</p>	<p><u>Early Phonics:</u></p> <ul style="list-style-type: none"> <li>• ABC Practice</li> <li>• ABC Fun</li> <li>• Letter Sounds</li> <li>• Letter Quiz</li> <li>• Sound Quiz</li> </ul> <p><u>Phonics Time:</u></p> <ul style="list-style-type: none"> <li>• ABC Fun</li> <li>• Letter Sounds</li> </ul>
<p><b>Phonological Awareness</b></p> <p><b>RF.K.2.</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p>	<p><u>Early Phonics:</u></p> <ul style="list-style-type: none"> <li>• If You Can Read</li> <li>• Clap With the Syllables</li> <li>• I Know Words: Beginning Sounds</li> <li>• I Know Words: Ending Sounds</li> <li>• Let's Blend Sounds</li> <li>• Break Down the Sounds</li> </ul> <p><u>Phonics Time:</u></p> <ul style="list-style-type: none"> <li>• Build a Word</li> <li>• Break It Down</li> <li>• I Know Words: Short Vowel Sounds</li> <li>• I Know Words: Long Vowel Sounds</li> <li>• A Vowel Sound in Every Syllable</li> </ul>
<p>Recognize and produce rhyming words.</p>	<p><u>Early Phonics:</u></p> <ul style="list-style-type: none"> <li>• If You Can Read</li> </ul> <p><u>Phonics Time:</u></p> <ul style="list-style-type: none"> <li>• All Rhymes End With the Same Sound</li> </ul>
<ul style="list-style-type: none"> <li>• Count, pronounce, blend, and segment syllables in spoken words.</li> <li>• Blend and segment onsets and rimes of single-syllable spoken words.</li> <li>• Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.<sup>1</sup> (This does not include CVCs ending with /l/, /r/, or /x/.)</li> </ul>	<p><u>Early Phonics:</u></p> <ul style="list-style-type: none"> <li>• I Know Words: Beginning Sounds</li> <li>• I Know Words: Ending Sounds</li> <li>• Let's Blend Sounds</li> <li>• Break Down the Sounds</li> </ul> <p><u>Phonics Time:</u></p> <ul style="list-style-type: none"> <li>• Build a Word,</li> <li>• Break It Down</li> <li>• I Know Words: Short Vowel Sounds</li> <li>• I Know Words: Long Vowel Sounds</li> </ul>

<ul style="list-style-type: none"> <li>• Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</li> </ul>	<p><u>Early Phonics:</u></p> <ul style="list-style-type: none"> <li>• Change the Sounds</li> </ul>
<p><b>Phonics and Word Recognition</b></p> <p><b>RF.K.3.</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.</p>	<p><u>Early Phonics:</u></p> <ul style="list-style-type: none"> <li>• ABC Practice</li> <li>• ABC Fun</li> <li>• Letter Sounds</li> <li>• Letter Quiz</li> <li>• Sound Quiz</li> </ul> <p><u>Phonics Time:</u></p> <ul style="list-style-type: none"> <li>• ABC Fun</li> <li>• Letter Sounds</li> </ul>
<p>Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</p>	<p><u>Early Phonics</u> focuses on short vowel sounds in:</p> <ul style="list-style-type: none"> <li>• ABC Songs</li> <li>• I Know Words: Beginning Sounds</li> <li>• I Know Words: Ending Sounds</li> <li>• Let’s Blend Sounds</li> <li>• Break Down the Sounds</li> <li>• Change the Sounds</li> <li>• If You Can Read.</li> </ul> <p><u>Phonics Time:</u></p> <ul style="list-style-type: none"> <li>• Short Vowels, Short Vowels, Short Vowels</li> <li>• Long Vowels, Long Vowels, Long Vowels</li> <li>• That Magic E</li> <li>• I Know Vowels</li> </ul>
<p>Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).</p>	<p><u>Early Phonics:</u></p> <ul style="list-style-type: none"> <li>• The</li> <li>• A</li> <li>• I</li> <li>• Th</li> <li>• S Says /z/</li> </ul>

	<ul style="list-style-type: none"> <li>• You</li> <li>• To</li> <li>• Of</li> <li>• Was</li> <li>• Never End a Word With V</li> <li>• Or and For</li> <li>• On</li> <li>• Are</li> <li>• From</li> </ul> <p><u>Phonics Time:</u></p> <ul style="list-style-type: none"> <li>• Who, What, When, Where, Why</li> </ul>
<p>Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>	<p>Encourage children to make these observations by asking, “What do you notice?” after singing songs. The following songs were designed to encourage this skill:</p> <p><u>Early Phonics:</u></p> <ul style="list-style-type: none"> <li>• I Know Words: Beginning Sounds</li> <li>• I Know Words: Ending Sounds</li> <li>• Let’s Blend Sounds</li> <li>• Break Down the Sounds</li> <li>• Change the Sounds</li> <li>• If You Can Read</li> </ul> <p><u>Phonics Time:</u></p> <ul style="list-style-type: none"> <li>• All Rhymes End With the Same Sound</li> <li>• Beginning and Ending Sounds</li> <li>• Build a Word</li> <li>• Break It Down</li> <li>• I Know Words: Short Vowel Sounds</li> <li>• I Know Words: Long Vowel Sounds</li> <li>• Short Vowels, Short Vowels, Short Vowels</li> <li>• Long Vowels, Long Vowels, Long Vowels</li> </ul>
<p><b>Fluency</b></p> <p><b>RF.K.4.</b> Read emergent-reader texts with purpose and understanding.</p>	<p>One of the greatest ways to increase fluency is through repeated reading of familiar texts. Through repeatedly reading songs, children develop fluency. As they sing, children gain the skills they need to effectively read emergent reader texts.</p>
<p><b>English Language Arts Standards »</b></p>	

<b>Writing</b>	
<p><b>Text Types and Purposes</b></p> <p><b>W.K.2.</b> Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p>	<p><u>Six Traits Writing:</u></p> <ul style="list-style-type: none"> <li>• Main Idea, Supporting Details, Wrap It Up</li> <li>• Write About Your Life</li> </ul>
<p><b>W.K.3.</b> Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p>	<p><u>Six Traits Writing:</u></p> <ul style="list-style-type: none"> <li>• First, Next, Then, Last</li> </ul>
<p><b>W.K.8.</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p><u>Six Traits Writing:</u></p> <ul style="list-style-type: none"> <li>• Write About Your Life</li> </ul>
<p><b>English Language Arts Standards » Speaking &amp; Listening</b></p>	
<p><b>SL.K.2.</b> Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p>	<p><u>Early Phonics:</u></p> <ul style="list-style-type: none"> <li>• Use the Question in the Answer</li> </ul>
<p>Presentation of Knowledge and Ideas</p>	<p><u>Six Traits Writing:</u></p> <ul style="list-style-type: none"> <li>• Present Your Paper With Confidence</li> </ul>
<p><b>English Language Arts Standards » Language</b></p>	

<p><b>Conventions of Standard English</b></p> <p><b>L.K.1.</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p><i>Writing: Six Traits Writing:</i></p> <ul style="list-style-type: none"> <li>• A Noun Is a Person, a Place or a Thing</li> <li>• Verbs</li> <li>• Adjectives Are Describing Words</li> <li>• Adverbs Describe a Verb</li> <li>• Pronouns Take the Place</li> <li>• What Is the Function of a Conjunction?</li> <li>• Prepositions</li> <li>• Interjections</li> <li>• An &amp; A</li> </ul> <p><i>Speaking:</i> Children are exposed to standard English grammar in songs. Whether they are listening, singing, or reading along, songs help to reinforce their grammar and usage skills.</p>
<p>Print many upper- and lowercase letters.</p>	<p><i>Early Phonics:</i></p> <ul style="list-style-type: none"> <li>• ABC Practice</li> <li>• ABC Fun</li> <li>• Letter Sounds</li> <li>• Letter Quiz</li> <li>• Sound Quiz</li> </ul> <p><i>Phonics Time:</i></p> <ul style="list-style-type: none"> <li>• ABC Fun</li> <li>• Letter Sounds</li> </ul> <p>Recommended: Write upper and or lowercase letters as you sing “ABC Practice.”</p>
<p>Use frequently occurring nouns and verbs.</p>	<p><i>Six Traits Writing:</i></p> <ul style="list-style-type: none"> <li>• A Noun Is a Person, a Place or a Thing</li> <li>• Verbs</li> </ul>
<p>Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>).</p>	<p><i>Advanced Phonics:</i></p> <ul style="list-style-type: none"> <li>• Plurals, Plurals, Plurals, Plurals</li> </ul>
<p>Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).</p>	<p><i>Phonics Time:</i></p> <ul style="list-style-type: none"> <li>• Who, What, When, Where, Why</li> </ul>

<p>Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>).</p>	<p><u>Six Traits Writing:</u></p> <ul style="list-style-type: none"> <li>• The Position of a Preposition</li> </ul>
<p><b>L.K.2.</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p><u>Phonics Time:</u></p> <ul style="list-style-type: none"> <li>• The Sentence Song</li> </ul>
<p>Capitalize the first word in a sentence and the pronoun <i>I</i>.</p>	<p><u>Phonics Time:</u></p> <ul style="list-style-type: none"> <li>• The Sentence Song</li> </ul> <p><u>Early Phonics:</u></p> <ul style="list-style-type: none"> <li>• I</li> </ul>
<p>Recognize and name end punctuation.</p>	<p><u>Phonics Time:</u></p> <ul style="list-style-type: none"> <li>• The Sentence Song</li> </ul>
<p>Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p>Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>	<p><u>Early Phonics:</u></p> <ul style="list-style-type: none"> <li>• ABC Practice</li> <li>• ABC Fun</li> <li>• Letter Sounds</li> <li>• Letter Quiz</li> <li>• Sound Quiz</li> <li>• I Know Words: Beginning Sounds</li> <li>• I Know Words: Ending Sounds</li> <li>• Let's Blend Sounds</li> <li>• Break Down the Sounds</li> <li>• Change the Sounds</li> <li>• If You Can Read</li> </ul> <p><u>Phonics Time</u></p> <ul style="list-style-type: none"> <li>• ABC Fun</li> <li>• Letter Sounds</li> <li>• All Rhymes End With the Same Sound</li> <li>• Beginning and Ending Sounds</li> <li>• Build a Word</li> <li>• Break It Down</li> <li>• I Know Words: Short Vowel Sounds</li> <li>• Short Vowels, Short Vowels, Short Vowels</li> </ul>

<p><b>Vocabulary Acquisition and Use</b></p> <p><b>L.K.4.</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p>Use the most frequently occurring inflections and affixes (e.g., <i>-ed, -s, re-, un-, pre-, -ful, -less</i>) as a clue to the meaning of an unknown word.</p>	<p><u>Advanced Phonics:</u></p> <ul style="list-style-type: none"> <li>• Plurals</li> <li>• Ed</li> <li>• Prefixes and Suffixes</li> <li>• A Base Word Is the Basic Word</li> </ul>
<p>Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p>	<p><u>Six Traits Writing:</u></p> <ul style="list-style-type: none"> <li>• Verbs</li> <li>• Adjectives Are Describing Words (includes antonyms)</li> </ul>
<p>Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings.</p>	<p><u>Six Traits Writing:</u></p> <ul style="list-style-type: none"> <li>• Verbs</li> <li>• Colorful Words</li> </ul>
<p><b>L.K.6.</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<p><u>Science Songs, Health and the Human Body, and Make a Difference</u> expose children to high-level academic vocabulary. Children gain vocabulary skills as they sing, discuss, and do activities based on these songs.</p>
<p><b>English Language Arts Standards » Standard 10: Range, Quality, &amp; Complexity » Staying on Topic Within a Grade &amp; Across Grades</b></p> <p><b>In the example of the human body, the common core writers give these as examples for Kindergarten:</b></p>	<p><u>Health and the Human Body:</u></p> <ul style="list-style-type: none"> <li>• The 5 Senses</li> <li>• Body Parts</li> <li>• Feeling Good</li> <li>• Healthy Foods</li> <li>• Safety First</li> <li>• I Brush My Teeth</li> <li>• Exercise</li> </ul>

<p><b>The five senses and associated body parts</b></p> <p><b>Taking care of your body: Overview (hygiene, diet, exercise, rest)</b></p>	<ul style="list-style-type: none"> <li>• Play a Sport Today</li> </ul> <p><u>Start the Day With a Smile:</u></p> <ul style="list-style-type: none"> <li>• Work Out</li> <li>• Healthy Food</li> <li>• Wash Your Hands</li> </ul>
--	--

<p align="center"><b>Common Core Language Arts Standards: Grade 1</b></p>	<p align="center"><b>Miss Jenny's Edutunes</b></p>
<p>English Language Arts Standards » Reading: Literature</p>	
<p><b>RL.1.1.</b> Ask and answer questions about key details in a text.</p>	<p><u>Early Phonics:</u></p> <ul style="list-style-type: none"> <li>• Use the Question in the Answer</li> <li>• Comprehension</li> </ul> <p><u>Phonics Time:</u></p> <ul style="list-style-type: none"> <li>• Who, What, When, Where, Why</li> </ul>
<p><b>Craft and Structure</b></p> <p><b>RL.1.4.</b> Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p>	<p><u>Science Songs:</u></p> <ul style="list-style-type: none"> <li>• "The Five Senses" is a great starting point to a literature discussion on appealing to senses.</li> </ul>
<p><b>Integration of Knowledge and Ideas</b></p> <p><b>RL.1.7.</b> Use illustrations and details in a story to describe its characters, setting, or events.</p>	<p><u>Six Traits Writing:</u></p> <ul style="list-style-type: none"> <li>• First, Next, Then, Last</li> <li>• Who Will Your Character Be</li> <li>• Write With Writer Rhino</li> <li>• Write a Book</li> </ul>
<p><b>Range of Reading and Level of Text Complexity</b></p>	
<p><b>RL.1.10.</b> With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p>	<p>Encourage children to read all songbooks as they sing!</p>
<p>English Language Arts Standards » Reading: Informational Text</p>	
<p><b>Key Ideas and Details</b></p> <p><b>RI.1.1.</b> Ask and answer questions about key details in a text.</p>	<p><u>Early Phonics:</u></p> <ul style="list-style-type: none"> <li>• Use the Question in the Answer</li> </ul> <p><u>Phonics Time:</u></p>

<p><b>RI.1.2.</b> Identify the main topic and retell key details of a text.</p>	<ul style="list-style-type: none"> <li>Who, What, When, Where, Why</li> </ul> <p><u>Six Traits Writing:</u></p> <ul style="list-style-type: none"> <li>Main Idea, Supporting Details, Wrap It Up</li> </ul>
<p><b>Craft and Structure</b></p> <p><b>RI.1.4.</b> Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p>	<p><u>Science Songs, Health and the Human Body,</u> and <u>Make a Difference</u> were designed to include high-level vocabulary. Encourage children to ask questions about new words. Often, definitions can be found within songs as well as follow-up activities.</p>
<p><b>Range of Reading and Level of Text Complexity</b></p> <p><b>RI.1.10.</b> With prompting and support, read informational texts appropriately complex for grade 1.</p>	<p><u>Science Songs, Health and the Human Body,</u> and <u>Make a Difference</u> were designed to challenge children with complex ideas.</p>
<p><b>English Language Arts Standards » Reading: Foundational Skills</b></p>	
<p><b>Print Concepts</b></p> <p><b>RF.1.1.</b> Demonstrate understanding of the organization and basic features of print.</p> <p>Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p>	<p><u>Phonics Time:</u></p> <ul style="list-style-type: none"> <li>The Sentence Song</li> </ul>
<p><b>Phonological Awareness</b></p> <p><b>RF.1.2.</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p>	<p><u>Early Phonics:</u></p> <ul style="list-style-type: none"> <li>If You Can Read</li> <li>Clap With the Syllables</li> <li>I Know Words: Beginning Sounds</li> <li>I Know Words: Ending Sounds</li> <li>Let's Blend Sounds</li> <li>Break Down the Sounds</li> </ul> <p><u>Phonics Time:</u></p> <ul style="list-style-type: none"> <li>Build a Word</li> <li>Break It Down</li> <li>I Know Words: Short Vowel Sounds</li> <li>I Know Words: Long Vowel</li> </ul>

	<p>Sounds</p> <ul style="list-style-type: none"> <li>• A Vowel Sound in Every Syllable</li> </ul>
Distinguish long from short vowel sounds in spoken single-syllable words.	<p><u>Phonics Time:</u></p> <ul style="list-style-type: none"> <li>• I Know Words: Short Vowel Sounds</li> <li>• I Know Words: Long Vowel Sounds</li> <li>• Short Vowels, Short Vowels, Short Vowels</li> <li>• Long Vowels, Long Vowels, Long Vowels</li> <li>• That Magic E</li> <li>• I Know Vowels</li> </ul>
Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	<p><u>Early Phonics:</u></p> <ul style="list-style-type: none"> <li>• Let's Blend Sounds</li> </ul> <p><u>Phonics Time:</u></p> <ul style="list-style-type: none"> <li>• Build a Word</li> <li>• Beginning Blends</li> <li>• Ending Blends</li> </ul>
Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	<p><u>Early Phonics:</u></p> <ul style="list-style-type: none"> <li>• Break Down the Sounds</li> <li>• I Know Words: Beginning Sounds</li> <li>• I Know Words: Ending Sounds</li> </ul> <p><u>Phonics Time:</u></p> <ul style="list-style-type: none"> <li>• Break It Down</li> <li>• I Know Words: Short Vowel Sounds</li> <li>• I Know Words: Long Vowel Sounds</li> </ul>
Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	<p><u>Early Phonics:</u></p> <ul style="list-style-type: none"> <li>• Break Down the Sounds</li> </ul> <p><u>Phonics Time:</u></p> <ul style="list-style-type: none"> <li>• Break It Down</li> </ul>

<p><b>Phonics and Word Recognition</b></p> <p><b>RF.1.3.</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).</p>	<p><u>Phonics Time:</u></p> <ul style="list-style-type: none"> <li>• Letter Tricks</li> </ul> <p><u>Advanced Phonics:</u></p> <ul style="list-style-type: none"> <li>• Difficult Sounds</li> </ul>
<p>Decode regularly spelled one-syllable words.</p>	<p><u>Early Phonics</u> and <u>Phonics Time</u> were designed to help children learn to spell one-syllable words. <u>Advanced Phonics</u> includes comparative one-syllable word spellings.</p>
<p>Know final -e and common vowel team conventions for representing long vowel sounds.</p>	<p><u>Phonics Time:</u></p> <ul style="list-style-type: none"> <li>• That Magic e</li> <li>• 2 Vowels Together</li> </ul> <p><u>Advanced Phonics:</u></p> <ul style="list-style-type: none"> <li>• Long Vowel Sounds</li> </ul>
<p>Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p>	<p><u>Phonics Time:</u></p> <ul style="list-style-type: none"> <li>• A Vowel Sound in Every Syllable</li> </ul>
<p>Decode two-syllable words following basic patterns by breaking the words into syllables.</p>	<p><u>Phonics Time:</u></p> <ul style="list-style-type: none"> <li>• A Vowel Sound in Every Syllable</li> </ul> <p><u>Advanced Phonics:</u></p> <ul style="list-style-type: none"> <li>• Multisyllabic Words</li> <li>• Seven Kinds of Syllables</li> <li>• Dividing Syllables</li> </ul>
<p>Read words with inflectional endings.</p>	<p><u>Advanced Phonics:</u></p> <ul style="list-style-type: none"> <li>• Plurals, Plurals, Plurals, Plurals</li> <li>• Ed Says, “Ed, d, t.”</li> <li>• _ing</li> </ul>
<p>Recognize and read grade-appropriate irregularly spelled words.</p>	<p><u>Phonics Time</u> and <u>Advanced Phonics</u> use patterns of irregular spellings, and comparisons to simple spellings, in order to teach irregularly spelled words</p>

<p><b>Fluency</b></p> <p><b>RF.1.4.</b> Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read grade-level text with purpose and understanding.</p> <p>Read grade-level text orally with accuracy, appropriate rate, and expression.</p>	<p>One of the greatest ways to increase fluency is through repeated reading of familiar texts. Through repeatedly reading songs, children develop fluency. As they sing, children gain the skills they need to effectively read grade-level texts. <i>Science Songs, Health and the Human Body</i>, and <i>Make a Difference</i> feature high-level vocabulary and comprehension activities.</p>
<p><b>English Language Arts Standards » Writing</b></p>	
<p><b>Text Types and Purposes</b></p> <p><b>W.1.2.</b> Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p>	<p><u><i>Six Traits Writing</i></u></p> <ul style="list-style-type: none"> <li>• Main Idea, Supporting Details, Wrap Up</li> </ul>
<p><b>W.1.3.</b> Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p>	<p><u><i>Six Traits Writing</i></u></p> <ul style="list-style-type: none"> <li>• First, Next, Then, Last</li> <li>• Beginnings and Endings</li> </ul>
<p><b>Production and Distribution of Writing</b></p> <p><b>W.1.5.</b> With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p>	<p><u><i>Six Traits Writing</i></u></p> <ul style="list-style-type: none"> <li>• Choose a Big Idea</li> <li>• Writer’s Block</li> <li>• Main Idea, Supporting Details, Wrap Up (Note that lesson ideas include expanding paragraphs into advanced essays.)</li> </ul>

<p><b>Research to Build and Present Knowledge</b></p> <p><b>W.1.7.</b> Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).</p>	<p><u>Six Traits Writing</u></p> <ul style="list-style-type: none"> <li>• Choose a Big Idea</li> <li>• First, Next, Then, Last</li> </ul>
<p><b>English Language Arts Standards » Speaking &amp; Listening</b></p>	
<p><b>Comprehension and Collaboration</b></p> <p><b>SL.1.2.</b> Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>	<p><u>Phonics Time</u></p> <ul style="list-style-type: none"> <li>• Who, What, When, Where, Why</li> </ul>
<p><b>Presentation of Knowledge and Ideas</b></p> <p><b>SL.1.4.</b> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>	<p><u>Six Traits Writing</u></p> <ul style="list-style-type: none"> <li>• Writing With Voice</li> <li>• Write About Your Life</li> <li>• Who Will Your Character Be?</li> <li>• My Writing Flows</li> <li>• Colorful Words</li> <li>• Write With Writer Rhino</li> <li>• Write a Book</li> </ul>
<p><b>SL.1.6.</b> Produce complete sentences when appropriate to task and situation.</p>	<p><u>Phonics Time:</u></p> <ul style="list-style-type: none"> <li>• The Sentence Song</li> </ul>
<p><b>English Language Arts Standards » Language</b></p>	
<p><b>Conventions of Standard English</b></p> <p><b>L.1.1.</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p><u>Writing: Six Traits Writing:</u></p> <ul style="list-style-type: none"> <li>• A &amp; An</li> </ul> <p><u>Speaking:</u> Children are exposed to standard English grammar in songs. Whether they are listening, singing, or reading along, songs help to reinforce their grammar and usage skills.</p>

Print all upper- and lowercase letters.	<u>Early Phonics:</u> ABC Practice is the perfect speed for writing upper and/or lowercase letters with the music.
Use common, proper, and possessive nouns.	<u>Early Phonics:</u> <ul style="list-style-type: none"> <li>• I</li> </ul> <u>Six Traits Writing:</u> <ul style="list-style-type: none"> <li>• A Noun Is a Person, a Place or a Thing</li> </ul>
Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).	<u>Advanced Phonics:</u> <ul style="list-style-type: none"> <li>• Plurals, Plurals, Plurals, Plurals</li> <li>• A Base Word Is the Basic Word</li> </ul>
Use frequently occurring adjectives.	<u>Six Traits Writing:</u> <ul style="list-style-type: none"> <li>• Adjectives Are Describing Words</li> </ul>
Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i> ).	<u>Six Traits Writing:</u> <ul style="list-style-type: none"> <li>• The Function of a Conjunction</li> </ul>
Use determiners (e.g., articles, demonstratives).	<u>Six Traits Writing:</u> <ul style="list-style-type: none"> <li>• An and A</li> </ul>
Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i> ).	<u>Six Traits Writing:</u> <ul style="list-style-type: none"> <li>• The Position of a Preposition</li> </ul>
<b>L.1.2.</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	<u>Phonics Time:</u> <ul style="list-style-type: none"> <li>• The Sentence Song</li> </ul> <u>Six Traits Writing:</u> <ul style="list-style-type: none"> <li>• Look for Proper Conventions</li> </ul>
Use end punctuation for sentences.	<u>Phonics Time:</u> <ul style="list-style-type: none"> <li>• The Sentence Song</li> </ul>

<p>Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p>	<p><u>Six Traits Writing:</u></p> <ul style="list-style-type: none"> <li>• Look for Proper Conventions</li> </ul> <p><u>Phonics Time</u> and <u>Advanced Phonics</u> teach conventional spelling for words with common spelling patterns and frequently occurring irregular words.</p>
<p>Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>	<p><u>Early Phonics</u>, <u>Phonics Time</u> and <u>Advanced Phonics</u> give children the background they need in phonemic awareness and spelling conventions to spell untaught words phonetically,</p>
<p>Use frequently occurring affixes as a clue to the meaning of a word.</p>	<p><u>Advanced Phonics:</u></p> <ul style="list-style-type: none"> <li>• A Base Word Is the Basic Word</li> </ul>
<p>Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>).</p>	<p><u>Advanced Phonics:</u></p> <ul style="list-style-type: none"> <li>• A Base Word Is the Basic Word</li> <li>• Prefixes and Suffixes</li> <li>• Plurals</li> <li>• Ed Says, “Ed, d, t.”</li> <li>• <u>_ing</u></li> </ul>
<p>Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes).</p>	<p><u>Science Songs:</u></p> <ul style="list-style-type: none"> <li>• Deep in the Ocean</li> <li>• Animals in the Zoo</li> </ul>
<p>Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or by acting out the meanings.</p>	<p><u>Six Traits Writing:</u></p> <ul style="list-style-type: none"> <li>• Colorful Words</li> <li>• Verbs</li> <li>• Adjectives</li> </ul>

<p>L.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).</p>	<p><u>Six Traits Writing:</u></p> <ul style="list-style-type: none"> <li>• Conjunctions</li> </ul>
<p><b>Staying on a Topic Within a Grade &amp; Across Grades</b></p> <p><b>In the example of the human body, the common core writers give these as examples for Grade 1:</b></p> <p><b>Introduction to the systems of the human body and associated body parts</b></p> <p><b>Taking care of your body: Germs, diseases, and preventing illness</b></p>	<p><u>Health and the Human Body:</u></p> <ul style="list-style-type: none"> <li>• Feeling Good</li> <li>• Healthy Foods</li> <li>• Exercise</li> <li>• Play a Sport Today</li> <li>• Body Parts</li> <li>• Skin Color</li> <li>• It's My Brain</li> <li>• Nerves</li> <li>• My Heart</li> <li>• Bones</li> <li>• The Red Blood Cell Rap</li> <li>• White Blood Cells</li> <li>• Germs, Germs, Germs</li> <li>• The Boo-Boo Song</li> <li>• Digestion</li> </ul> <p><u>Start the Day With a Smile:</u></p> <ul style="list-style-type: none"> <li>• Work Out</li> <li>• Healthy Food</li> <li>• Wash Your Hands</li> </ul>

<p><b>Common Core Language Arts Standards: Grade 2</b></p>	<p><b>Miss Jenny's Edutunes</b></p>
<p>English Language Arts Standards » Reading: Literature</p>	
<p><b>Key Ideas and Details</b></p> <p><b>RL.2.1.</b> Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.</p>	<p><u>Early Phonics:</u></p> <ul style="list-style-type: none"> <li>• Comprehension</li> </ul> <p><u>Phonics Time:</u></p> <ul style="list-style-type: none"> <li>• Who, What, When, Where, Why</li> </ul>

<p><b>Craft and Structure</b></p> <p><b>RL.2.4.</b> Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p>	<p>Children may practice this standard using any Edutunes song.</p>
<p>English Language Arts Standards » Reading: Informational Text</p>	
<p><b>RI.2.3.</b> Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p>	<p><i>Science Songs</i> and <i>Health and the Human Body</i> songs may be used to practice this standard.</p>
<p><b>Craft and Structure</b></p> <p><b>RI.2.4.</b> Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>.</p>	<p><i>Science Songs</i>, <i>Health and the Human Body</i>, and <i>Make a Difference</i> include advanced topics and vocabulary, and may be used to practice this standard.</p>
<p>English Language Arts Standards » Reading: Foundational Skills</p>	
<p><b>Phonics and Word Recognition</b></p> <p><b>RF.2.3.</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>Distinguish long and short vowels when reading regularly spelled one-syllable words.</p>	<p><u><i>Phonics Time:</i></u></p> <ul style="list-style-type: none"> <li>• I Know Words: Short Vowel Sounds</li> <li>• I Know Words: Long Vowel Sounds</li> <li>• Short Vowels, Short Vowels, Short Vowels</li> <li>• Long Vowels, Long Vowels, Long Vowels</li> <li>• That Magic E</li> <li>• I Know Vowels</li> </ul> <p><u><i>Advanced Phonics:</i></u></p> <ul style="list-style-type: none"> <li>• Short and Long Vowels Review</li> </ul>

<p>Know spelling-sound correspondences for additional common vowel teams.</p>	<p><u>Phonics Time:</u></p> <ul style="list-style-type: none"> <li>• Two Vowels Together</li> </ul> <p><u>Advanced Phonics:</u></p> <ul style="list-style-type: none"> <li>• Short Vowels Sounds</li> <li>• Long Vowel Sounds</li> <li>• Difficult Sounds</li> <li>• Strange Spellings</li> <li>• Seven Kinds of Syllables</li> <li>• Dividing Syllables</li> </ul>
<p>Decode regularly spelled two-syllable words with long vowels.</p>	<p><u>Advanced Phonics:</u></p> <ul style="list-style-type: none"> <li>• Ed Says, “Ed, d, t”</li> <li>• Le, El, Al, Il</li> <li>• A Base Word Is the Basic Word</li> <li>• _Ing</li> <li>• Prefixes and Suffixes</li> <li>• Seven Kinds of Syllables</li> <li>• Dividing Syllables</li> <li>• Ture, Cher, Jure, Sure</li> <li>• Ent, Ence, Ency</li> </ul>
<p>Decode words with common prefixes and suffixes.</p>	<p><u>Advanced Phonics:</u></p> <ul style="list-style-type: none"> <li>• Plurals, Plurals, Plurals, Plurals</li> <li>• Ed Says, “Ed, d, t”</li> <li>• A Base Word Is the Basic Word</li> <li>• _Ing</li> <li>• Prefixes and Suffixes</li> </ul>
<p>Identify words with inconsistent but common spelling-sound correspondences. Recognize and read grade-appropriate irregularly spelled words.</p>	<p><u>Advanced Phonics:</u></p> <ul style="list-style-type: none"> <li>• Alphabet Sounds</li> <li>• Short Vowel Sounds</li> <li>• Long Vowel Sounds</li> <li>• Difficult Sounds</li> <li>• R-Controlled Vowels</li> <li>• Strange Spellings</li> </ul>

<p><b>Fluency</b></p> <p><b>RF.2.4.</b> Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read grade-level text with purpose and understanding.</p> <p>Read grade-level text orally with accuracy, appropriate rate, and expression.</p>	<p>One of the greatest ways to increase fluency is through repeated reading of familiar texts. Through repeatedly reading songs, children develop fluency. As they sing, children gain the skills they need to effectively read grade-level texts.</p>
<p>English Language Arts Standards » Writing</p>	
<p><b>Text Types and Purposes</b></p> <p><b>W.2.2.</b> Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p>	<p><u><i>Six Traits Writing:</i></u></p> <ul style="list-style-type: none"> <li>• Main Idea, Supporting Details, Wrap Up</li> <li>• Beginnings and Endings</li> </ul>
<p><b>W.2.3.</b> Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p>	<p><u><i>Six Traits Writing:</i></u></p> <p><i>Several songs support this standard:</i></p> <ul style="list-style-type: none"> <li>• Beginnings and Endings</li> <li>• First, Next, Then, Last</li> <li>• Writing With Voice</li> <li>• Does the Reader Feel How You Feel?</li> <li>• Write About Your Life</li> <li>• Who Will Your Character Be?</li> <li>• Colorful Words</li> <li>• My Writing Flows</li> </ul>

<p><b>Production and Distribution of Writing</b></p> <p><b>W.2.5.</b> With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p>	<p><u>Six Traits Writing:</u></p> <ul style="list-style-type: none"> <li>• Check for Proper Conventions</li> <li>• Take Pride When You Write</li> </ul> <p><i>These songs teach important aspects of editing:</i></p> <ul style="list-style-type: none"> <li>• Beginnings and Endings</li> <li>• First, Next, Then, Last</li> <li>• Writing With Voice</li> <li>• Does the Reader Feel How You Feel?</li> <li>• Write About Your Life</li> <li>• Who Will Your Character Be?</li> <li>• Colorful Words</li> <li>• My Writing Flows</li> </ul>
<p><b>W.2.8.</b> Recall information from experiences ... to answer a question.</p>	<p><u>Six Traits Writing:</u></p> <ul style="list-style-type: none"> <li>• Write About Your Life</li> <li>• Does the Reader Feel How You Feel?</li> <li>• My Writing Flows</li> <li>• Colorful Words</li> <li>• Check for Proper Conventions</li> </ul>
<p>English Language Arts Standards » Speaking &amp; Listening</p>	
<p><b>Presentation of Knowledge and Ideas</b></p> <p><b>SL.2.4.</b> Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p>	<p><u>Six Traits Writing:</u></p> <ul style="list-style-type: none"> <li>• Present Your Paper With Confidence</li> </ul>
<p>English Language Arts Standards » Language</p>	
<p><b>Conventions of Standard English</b></p> <p><b>L.2.1.</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p><u>Writing: Six Traits Writing:</u></p> <ul style="list-style-type: none"> <li>• A Noun Is a Person, a Place or a Thing</li> <li>• Verbs</li> <li>• Adjectives Are Describing Words</li> <li>• Adverbs Describe a Verb</li> <li>• Pronouns Take the Place</li> <li>• What Is the Function of a Conjunction?</li> <li>• Prepositions</li> <li>• Interjections</li> </ul>

	<ul style="list-style-type: none"> <li>• An &amp; A</li> <li>• <i>Speaking:</i> Children are exposed to standard English grammar in songs. Whether they are listening, singing, or reading along, songs help to reinforce their grammar and usage skills.</li> </ul>
Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i> ).	<u>Advanced Phonics:</u> <ul style="list-style-type: none"> <li>• Plurals, Plurals, Plurals, Plurals</li> </ul>
Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i> ).	<u>Advanced Phonics:</u> <ul style="list-style-type: none"> <li>• Past Tense Tricks</li> </ul>
Use adjectives and adverbs, and choose between them depending on what is to be modified.	<u>Six Traits Writing</u> <ul style="list-style-type: none"> <li>• Adjectives</li> <li>• Adverbs</li> </ul>
L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	<u>Phonics Time</u> <ul style="list-style-type: none"> <li>• The Sentence Song</li> </ul> <u>Six Traits Writing</u> <ul style="list-style-type: none"> <li>• Check for Proper Conventions</li> </ul>
Use an apostrophe to form contractions and frequently occurring possessives.	<u>Phonics Time</u> <ul style="list-style-type: none"> <li>• A Contraction Has an Apostrophe</li> </ul> (Note: Possessives are not covered.)
Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i> ; <i>boy</i> → <i>boil</i> ).	<u>Early Phonics, Phonics Time</u> and <u>Advanced Phonics</u> focus on spelling patterns in the English language.
<b>Knowledge of Language</b> L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.  Compare formal and informal	<u>Writing: Six Traits Writing:</u> <ul style="list-style-type: none"> <li>• A Noun Is a Person, a Place or a Thing</li> <li>• Verbs</li> <li>• Adjectives Are Describing Words</li> <li>• Adverbs Describe a Verb</li> <li>• Pronouns Take the Place</li> </ul>

<p>uses of English.</p>	<ul style="list-style-type: none"> <li>• What Is the Function of a Conjunction?</li> <li>• Prepositions</li> <li>• Interjections</li> <li>• An &amp; A</li> </ul>
<p><b>Vocabulary Acquisition and Use</b></p> <p>Use sentence-level context as a clue to the meaning of a word or phrase.</p>	<p><u><i>Science Songs, Health and the Human Body</i></u>, and <u><i>Make a Difference</i></u> expose children to high-level academic vocabulary. Often, songs include clues to help children determine word meaning. Additional comprehension activities help to promote comprehension and vocabulary acquisition.</p>
<p>Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy</i>, <i>tell/retell</i>).</p>	<p><u><i>Advanced Phonics</i></u></p> <ul style="list-style-type: none"> <li>• A Base Word Is the Basic Word</li> <li>• Prefixes and Suffixes</li> </ul>
<p>Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition</i>, <i>additional</i>).</p>	<p><u><i>Advanced Phonics</i></u></p> <ul style="list-style-type: none"> <li>• A Base Word Is the Basic Word</li> <li>• Prefixes and Suffixes</li> </ul>
<p>Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse</i>, <i>lighthouse</i>, <i>housefly</i>; <i>bookshelf</i>, <i>notebook</i>, <i>bookmark</i>)</p>	<p><u><i>Phonics Time</i></u></p> <ul style="list-style-type: none"> <li>• Compound Word Whiz</li> </ul>

<p><b>L.2.6.</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).</p>	<p><u>Six Traits Writing:</u></p> <ul style="list-style-type: none"> <li>• Colorful Words</li> <li>• Adjectives</li> <li>• Adverbs</li> </ul>
<p><b>Staying on a Topic Within a Grade &amp; Across Grades</b></p> <p><b>In the example of the human body, the common core writers give these as examples for Grade 2:</b></p> <p><b>Digestive and excretory systems (includes examples of eating healthy foods)</b></p>	<p><u>Health and the Human Body:</u></p> <ul style="list-style-type: none"> <li>• Digestion</li> <li>• Healthy Foods</li> <li>• Feeling Good</li> </ul> <p><u>Start the Day With a Smile:</u></p> <ul style="list-style-type: none"> <li>• Healthy Food</li> </ul>
<p><b>Muscular, skeletal, and nervous systems</b></p>	<p><u>Health and the Human Body:</u></p> <ul style="list-style-type: none"> <li>• My Heart</li> <li>• Bones</li> <li>• Nerves</li> <li>• It's My Brain</li> </ul>

Common Core Math Standards: Grade K	Miss Jenny's Edutunes
<p><b>Counting &amp; Cardinality</b></p> <p><b>Know number names and the count sequence.</b></p> <p>1. Count to 100 by ones and by tens.</p>	<p><u>We Love Math</u></p> <ul style="list-style-type: none"> <li>• 100 Days of School</li> <li>• Counting by 1's, 2's, 5's, and 10's</li> </ul> <p><u>Start the Day With a Smile</u></p> <ul style="list-style-type: none"> <li>• The Line Song: Use for counting by ones; use the karaoke version for counting by tens.</li> </ul>
<p>2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).</p>	<p><u>Start the Day With a Smile</u></p> <ul style="list-style-type: none"> <li>• The Line Song: Use the karaoke version for counting forward from a given number.</li> </ul>
<p>3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).</p>	<p>The following songs can be used as introductions to support this standard:</p> <p><u>We Love Math</u></p> <ul style="list-style-type: none"> <li>• Zero the Hero</li> <li>• 100 Days of School</li> </ul>
<p><b>Count to tell the number of objects.</b></p> <p>4. Understand the relationship between numbers and quantities; connect counting to cardinality.</p> <ol style="list-style-type: none"> <li>When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.</li> <li>Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.</li> <li>Understand that each successive number name refers to a quantity that is one larger.</li> <li></li> </ol> <p>5. Count to answer "how many?" questions</p>	<p>The following songs can be used as introductions to support this standard:</p> <p><u>We Love Math</u></p> <ul style="list-style-type: none"> <li>• 100 Days of School</li> </ul> <p><u>Start the Day With a Smile</u></p> <ul style="list-style-type: none"> <li>• The Line Song</li> </ul>

<p>about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.</p>	
<p><b>Compare numbers.</b></p> <p>6. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.<sup>1</sup></p> <p>7. Compare two numbers between 1 and 10 presented as written numerals.</p> <p>_____</p> <p><sup>1</sup> Include groups with up to ten objects.</p>	<p><u>We Love Math</u></p> <ul style="list-style-type: none"> <li>• Alligator Greater Than/Less Than</li> </ul>
<p><b>Operations &amp; Algebraic Thinking</b></p> <p><b>Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</b></p> <p>1. Represent addition and subtraction with objects, fingers, mental images, drawings<sup>1</sup>, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.</p> <p>2. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.</p>	<p><u>We Love Math</u></p> <ul style="list-style-type: none"> <li>• Butterfly Addition</li> <li>• Butterfly Subtraction</li> <li>• Alligator 1 More</li> <li>• Alligator 1 Less</li> <li>• Add It On</li> <li>• We Love Math!</li> </ul>
<p>4. For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.</p>	<p><u>We Love Math</u></p> <ul style="list-style-type: none"> <li>• Know Those Tens</li> </ul>

<p>5. Fluently add and subtract within 5.</p>	<p><u>We Love Math</u></p> <ul style="list-style-type: none"> <li>• Butterfly Addition</li> <li>• Butterfly Subtraction</li> <li>• Alligator 1 More</li> <li>• Alligator 1 Less</li> <li>• Add It On</li> <li>• We Love Math!</li> </ul>
<p><b>Number &amp; Operations in Base Ten</b></p> <p><b>Work with numbers 11-19 to gain foundations for place value.</b></p> <p>1. Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (such as <math>18 = 10 + 8</math>); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.</p>	<p>The following song can be used as an introduction to support this standard:</p> <p><u>We Love Math</u></p> <ul style="list-style-type: none"> <li>• 100 Days of School</li> </ul> <p>Note that this song pauses before each set of ten. Show fingers to represent counting to ten over and over. When you get to ten, do something to show you've reached a landmark number. You may want to show all fingers, stand up, etc.</p>
<p><b>Measurement &amp; Data</b></p> <p><b>Describe and compare measurable attributes.</b></p> <p>1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.</p> <p>2. Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. <i>For example, directly compare the heights of two children and describe one child as taller/shorter.</i></p>	<p>The following song can be used as an introduction to support this standard:</p> <p><u>We Love Math</u></p> <ul style="list-style-type: none"> <li>• Paperclip Measuring</li> </ul>
<p><b>Geometry</b></p> <p><b>Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).</b></p> <p>1. Describe objects in the environment</p>	<p>The following song can be used as an introduction to support this standard:</p> <p><u>We Love Math</u></p> <ul style="list-style-type: none"> <li>• Circles Go 'Round and 'Round (covers 2-dimensional shapes/vocabulary: corners,</li> </ul>

<p>using names of shapes, and describe the relative positions of these objects using terms such as <i>above, below, beside, in front of, behind,</i> and <i>next to</i>.</p> <p>2. Correctly name shapes regardless of their orientations or overall size.</p> <p>3. Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).</p> <p><b>Analyze, compare, create, and compose shapes.</b></p> <p>4. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length).</p> <p>5. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes</p> <p>6. Compose simple shapes to form larger shapes. <i>For example, “Can you join these two triangles with full sides touching to make a rectangle?”</i></p>	<p>sides, circles, squares, triangles, rectangles)</p>
---	--

Common Core Math Standards: Grade 1	Miss Jenny's Edutunes
<p><b>Represent and solve problems involving addition and subtraction.</b></p> <p>1. Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.<sup>1</sup></p> <p>2. Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.</p> <p><b>Understand and apply properties of operations and the relationship between addition and subtraction.</b></p> <p>3. Apply properties of operations as strategies to add and subtract.<sup>2</sup> <i>Examples: If <math>8 + 3 = 11</math> is known, then <math>3 + 8 = 11</math> is also known. (Commutative property of addition.) To add <math>2 + 6 + 4</math>, the second two numbers can be added to make a ten, so <math>2 + 6 + 4 = 2 + 10 = 12</math>. (Associative property of addition.)</i></p> <p>4. Understand subtraction as an unknown-addend problem. <i>For example, subtract <math>10 - 8</math> by finding the number that makes 10 when added to 8. Add and subtract within 20.</i></p> <p><b>Add and subtract within 20.</b></p> <p>5. Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).</p> <p>6. Add and subtract within 20, demonstrating fluency for addition and subtraction within 10.</p>	<p>The following songs can be used to support these standards:</p> <p><u><i>We Love Math</i></u></p> <ul style="list-style-type: none"> <li>• Butterfly Addition</li> <li>• Butterfly Subtraction</li> <li>• The Pizza-Eating Alligator</li> <li>• Alligator 1 More</li> <li>• Alligator 1 Less</li> <li>• Alligator 10 More</li> <li>• Alligator 10 Less</li> <li>• Know Those 10's</li> <li>• Double It Up</li> <li>• Double Time</li> <li>• Add It On</li> <li>• Subtract With an Addition Fact</li> <li>• We Love Math</li> </ul>

<p>Use strategies such as counting on; making ten (e.g., <math>8 + 6 = 8 + 2 + 4 = 10 + 4 = 14</math>); decomposing a number leading to a ten (e.g., <math>13 - 4 = 13 - 3 - 1 = 10 - 1 = 9</math>); using the relationship between addition and subtraction (e.g., knowing that <math>8 + 4 = 12</math>, one knows <math>12 - 8 = 4</math>); and creating equivalent but easier or known sums (e.g., adding <math>6 + 7</math> by creating the known equivalent <math>6 + 6 + 1 = 12 + 1 = 13</math>).</p> <p><b>Work with addition and subtraction equations.</b></p> <p>7. Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? <math>6 = 6</math>, <math>7 = 8 - 1</math>, <math>5 + 2 = 2 + 5</math>, <math>4 + 1 = 5 + 2</math>.</p> <p>8. Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. <i>For example, determine the unknown number that makes the equation true in each of the equations <math>8 + ? = 11</math>, <math>5 = \_ - 3</math>, <math>6 + 6 = \_</math>.</i></p>	
<p><b>Number &amp; Operations in Base Ten</b></p> <p><b>Extend the counting sequence.</b></p> <p>1. Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.</p>	<p><u>We Love Math</u></p> <ul style="list-style-type: none"> <li>• 100 Days of School (Discuss what comes next.)</li> </ul>
<p><b>Understand place value.</b></p> <p>2. Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:</p> <ol style="list-style-type: none"> <li>10 can be thought of as a bundle of ten ones — called a “ten.”</li> <li>The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.</li> <li>The numbers 10, 20, 30, 40, 50, 60, 70,</li> </ol>	<p>The following song can be used as an introduction to support this standard:</p> <p><u>We Love Math</u></p> <ul style="list-style-type: none"> <li>• 100 Days of School</li> </ul> <p>Note that this song pauses before each set of ten. Show fingers to represent counting to ten over and over. When you get to ten, do</p>

<p>80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).</p>	<p>something to show you've reached a landmark number. You may want to show all fingers, stand up, etc.</p>
<p>3. Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols <math>&gt;</math>, <math>=</math>, and <math>&lt;</math>.</p>	<p><u><i>We Love Math</i></u></p> <ul style="list-style-type: none"> <li>• Alligator Greater Than/Less Than</li> </ul>
<p><b>Use place value understanding and properties of operations to add and subtract.</b></p> <p>4. Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.</p> <p>5. Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.</p> <p>6. Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.</p>	<p>The following songs can be used to support these standards:</p> <p><u><i>We Love Math</i></u></p> <ul style="list-style-type: none"> <li>• The Pizza-Eating Alligator</li> <li>• Alligator 1 More</li> <li>• Alligator 1 Less</li> <li>• Alligator 10 More</li> <li>• Alligator 10 Less</li> <li>• Know Those 10's</li> <li>• Double It Up</li> <li>• Double Time</li> <li>• Add It On</li> <li>• Subtract With an Addition Fact</li> </ul>

<p><b>Measurement &amp; Data</b></p> <p><b>Measure lengths indirectly and by iterating length units.</b></p> <p>1. Order three objects by length; compare the lengths of two objects indirectly by using a third object.</p> <p>2. Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. <i>Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.</i></p>	<p>The following song can be used to support these standards:</p> <p><u><i>We Love Math</i></u></p> <ul style="list-style-type: none"> <li>• Paperclip Measuring</li> </ul>
<p><b>Tell and write time.</b></p> <p>3. Tell and write time in hours and half-hours using analog and digital clocks.</p>	<p><u><i>We Love Math</i></u></p> <ul style="list-style-type: none"> <li>• Telling Time</li> </ul>
<p><b>Geometry</b></p> <p><b>Reason with shapes and their attributes.</b></p> <p>1. Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size) ; build and draw shapes to possess defining attributes.</p> <p>2. Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.<sup>1</sup></p> <p>3. Partition circles and rectangles into two and four equal shares, describe the shares using the words <i>halves</i>, <i>fourths</i>, and <i>quarters</i>, and use the phrases <i>half of</i>, <i>fourth of</i>, and <i>quarter of</i>. Describe the whole as two of, or four of the</p>	<p>The following song can be used as an introduction to support these standards:</p> <p><u><i>We Love Math</i></u></p> <ul style="list-style-type: none"> <li>• Circles Go 'Round and 'Round (covers 2-dimensional shapes/vocabulary: corners, sides, circles, squares, triangles, rectangles)</li> <li>• A Fraction Is a Part of a Whole</li> <li>• Alligator Fractions</li> </ul>

shares. Understand for these examples that decomposing into more equal shares creates smaller shares.

---

<sup>1</sup> Students do not need to learn formal names such as “right rectangular prism.”

<p style="text-align: center;"><b>Common Core Math Standards: Grade 2</b></p>	<p style="text-align: center;"><b>Miss Jenny's Edutunes</b></p>
<p><b>Operations &amp; Algebraic Thinking</b>      <b>2.OA</b></p> <p><b>Represent and solve problems involving addition and subtraction.</b></p> <p>1. Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.<sup>1</sup></p> <p><b>Add and subtract within 20.</b></p> <p>2. Fluently add and subtract within 20 using mental strategies.<sup>2</sup> By end of Grade 2, know from memory all sums of two one-digit numbers.</p>	<p>The following songs can be used to support these standards:</p> <p><u><i>We Love Math</i></u></p> <ul style="list-style-type: none"> <li>• The Pizza-Eating Alligator</li> <li>• Alligator 1 More</li> <li>• Alligator 1 Less</li> <li>• Alligator 10 More</li> <li>• Alligator 10 Less</li> <li>• Know Those 10's</li> <li>• Double It Up</li> <li>• Double Time</li> <li>• Add It On</li> <li>• Subtract With an Addition Fact</li> </ul>
<p><b>Work with equal groups of objects to gain foundations for multiplication.</b></p> <p>3. Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.</p> <p>4. Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.</p>	<p>The following songs can be used to support these standards:</p> <p><u><i>We Love Math</i></u></p> <ul style="list-style-type: none"> <li>• Counting by 1's, 2's, 5's, and 10's</li> <li>• Double It Up</li> <li>• Double Time</li> </ul>

<p><b>Number &amp; Operations in Base Ten</b></p> <p><b>Understand place value.</b></p> <p>1. Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:</p> <ol style="list-style-type: none"> <li>100 can be thought of as a bundle of ten tens — called a “hundred.”</li> <li>The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).</li> </ol> <p>2. Count within 1000; skip-count by 5s, 10s, and 100s.</p>	<p>The following songs can be used to support these standards:</p> <p><u><i>We Love Math</i></u></p> <ul style="list-style-type: none"> <li>• 100 Days of School</li> <li>• Counting By 1’s, 2’s, 5’s, and 10’s</li> </ul>
<p>4. Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using <math>&gt;</math>, <math>=</math>, and <math>&lt;</math> symbols to record the results of comparisons.</p>	<p>The following songs can be used to support these standards:</p> <p><u><i>We Love Math</i></u></p> <ul style="list-style-type: none"> <li>• The Pizza-Eating Alligator</li> </ul>
<p><b>Use place value understanding and properties of operations to add and subtract.</b></p> <p>5. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p>6. Add up to four two-digit numbers using strategies based on place value and properties of operations.</p>	<p><u><i>We Love Math</i></u></p> <ul style="list-style-type: none"> <li>• The Pizza-Eating Alligator</li> <li>• Alligator 1 More</li> <li>• Alligator 1 Less</li> <li>• Alligator 10 More</li> <li>• Alligator 10 Less</li> <li>• Know Those 10’s</li> <li>• Double It Up</li> <li>• Double Time</li> <li>• Add It On</li> <li>• Subtract With an Addition Fact</li> </ul>
<p>7. Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is</p>	<p>Use the above songs as a starting point to teach this standard.</p>

necessary to compose or decompose tens or hundreds.	
8. Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.	<u>We Love Math</u> <ul style="list-style-type: none"> <li>Alligator 10 More</li> </ul>
6. Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.	The following songs can be used to support these standards:  <u>We Love Math</u> <ul style="list-style-type: none"> <li>Add It On</li> <li>Subtract With an Addition Fact</li> </ul>
<b>Work with time and money.</b>  7. Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.	<u>We Love Math</u> <ul style="list-style-type: none"> <li>Telling Time</li> </ul>
8. Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?	<u>We Love Math</u> <ul style="list-style-type: none"> <li>Money</li> <li>We Love Math!</li> </ul>
<b>Geometry</b>  <b>Reason with shapes and their attributes.</b>  1. Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. <sup>1</sup> Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.	The following song can be used to support this standard:  <u>We Love Math</u> <ul style="list-style-type: none"> <li>Circles Go ‘Round and ‘Round</li> </ul>
3. Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.  _____	<u>We Love Math</u> <ul style="list-style-type: none"> <li>A Fraction Is a Part of a Whole</li> <li>Alligator Fractions</li> </ul>
<sup>1</sup> Sizes are compared directly or visually, not compared by measuring.	

