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BOARD OF EDUCATION**

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**THE MISSION OF  
GWINNETT COUNTY  
PUBLIC SCHOOLS**  
*is to pursue excellence  
in academic knowledge,  
skills, and behavior  
for each student,  
resulting in measured  
improvement against  
local, national, and  
world-class standards.*

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It is the policy of Gwinnett County Public Schools  
not to discriminate on the basis of race, color, sex,  
religion, national origin, age, or disability in any  
employment practice, educational program, or any  
other program, activity, or service.

District-mandated instructional program of Academic Knowledge and Skills (AKS) curriculum as published annually at all grade levels. Below is an example of the 4<sup>th</sup> grade AKS with supporting documentation including introductory letter from the Superintendent and references to promotion requirements and correlations to Georgia Performance Standards state curriculum.

Dear Gwinnett County Parent,

As indicated in our mission statement, the Gwinnett County Public Schools (GCPS) is dedicated to pursuing excellence in academic knowledge, skills and behavior for each of our students. Our curriculum, the Academic Knowledge and skills (AKS), represents our standards of excellence for all of our students. We believe every child can and will learn. The AKS outlines what we and our community believe all children should learn at each grade level and in each subject or course. By setting these standards for our students, we are providing the greatest opportunity for their success, both in their education and in their future endeavors as adults.

The goal of the GCPS, as commissioned by the Gwinnett County Board of Education, is for all students to achieve the standards of excellence set by the Academic Knowledge and Skills. For a student to be promoted to the next grade level, he/she must know enough of the current grade level's AKS to be successful at the next grade level. In order to measure how well our students are achieving these standards, GCPS has tests in place to serve as gateways for promotion in grades four, five, seven, and eight, and as a graduation requirement in high school. In addition, the State of Georgia has implemented the Criterion Referenced Competency Test (CRCT) to serve as a gateway promotion in grades three, five, and eight as well as the Georgia High School Graduation Test to serve as a graduation requirement. These tests will assure that our students have learned what is essential for their success before moving on in their education. Students who do not meet the set criteria for promotion or graduation will be given additional learning opportunities tailored to their specific areas of need.

As always, we realize that this pursuit of excellence on our students' behalf must be a joint effort by our school system, students, parents, and community. We are providing this booklet detailing the standards for your child's grade level in order to help you support your child's education at home. I encourage you to keep it on hand and refer to it frequently as you work with your child and his/her teachers this school year. To assure your understanding of promotion and graduation requirements please read and sign the perforated sheet included in this booklet and return it to your child's school. Thank you for your partnership in achieving excellence for your child and all of the students in Gwinnett County Public Schools.

Sincerely,

J. Alvin Wilbanks  
CEO/Superintendent

## **WHY ARE THE ACADEMIC KNOWLEDGE AND SKILLS IMPORTANT FOR OUR STUDENTS?**

The Academic Knowledge and Skills (AKS) were developed in response to the Gwinnett County Public Schools Mission Statement:

*The mission of the Gwinnett County Public Schools is to pursue excellence in academic knowledge, skills and behavior for each student resulting in measured improvement against local, national and world-class standards.*

The AKS are the Board of Education's community-validated standards for excellence in academic knowledge and skills for students in Gwinnett County Public Schools. They are what teachers are to teach and students are to learn at each grade level and in each course.

## **HOW ARE THE ACADEMIC KNOWLEDGE AND SKILLS DEVELOPED?**

The AKS are developed by our teachers, with input from our parents and community. Beginning with the first development in 1995, teams of teachers have met each year to review the AKS for their grade level and/or subject area. The first teams reviewed the existing curriculum to propose what was essential knowledge and skills for each grade level and course. These knowledge and skills were also reviewed for correlations with state-required curriculum and assessments as well as local, national and world-class educational standards. Teachers, parents and community members throughout the district then evaluated the proposed AKS, providing feedback on what they believed to be the essential curriculum for all students. The final proposed versions of the AKS were presented to the Gwinnett Educational Management System (GEMS) Oversight Committee, comprised of representatives from the community and school system, for validation. This process is repeated each year to address any revisions or enhancements that teachers and/or the community believe are needed to improve our curriculum. The GEMS Committee then recommends the validated revisions to the superintendent, who presents recommendations to the Board of Education for adoption and implementation in the subsequent school year. With this process for curriculum development and improvement in place, you as a parent can be assured that the curriculum your child is learning in a Gwinnett County classroom will be essential to his or her learning and sanctioned by our educators, parents and the community.

## **HOW ARE THE ACADEMIC KNOWLEDGE AND SKILLS USED IN THE CLASSROOM?**

The AKS are the standards for academic excellence for all students in Gwinnett County Public Schools. In every GCPS classroom, instruction and assessment are tailored so that all students learn the AKS. The alignment of AKS with standardized assessments, such as the Iowa Test of Basic Skills, SAT I and ACT, ensures that GCPS students are well-prepared for these measurements of achievement. The AKS are also aligned with the state-mandated Georgia Performance Standards (GPS) and Quality Core Curriculum (QCC) standards, assuring that students are prepared for state tests, such as the Georgia High School Graduation Test (HSGT) and the Criterion Referenced Competency Tests (CRCT).

## **HOW DO THE ACADEMIC KNOWLEDGE AND SKILLS SUPPORT CHARACTER EDUCATION?**

The Gwinnett County Public School System supports a mandate from the Georgia General Assembly requiring all schools to teach character education. The school system believes that society and culture are tied together through common threads that guide the way we live, work and learn. These common beliefs are taught at home and reinforced by the community, schools, religious institutions and youth service groups. These basic tenets guide the way Gwinnett County teachers teach and the way the school system conducts the business of teaching and learning. Character education values are thoroughly embedded in the AKS and are correlated to the AKS in the grade level AKS books. The state mandated law is Section 20-2-145 of the Georgia State Code as amended in 1999 by actions of the Georgia General Assembly. The character education traits are listed below:

|                    |              |                             |
|--------------------|--------------|-----------------------------|
| courage            | self-control | school pride                |
| patriotism         | courtesy     | respect for the environment |
| citizenship        | compassion   | respect for the creator     |
| honesty            | tolerance    | patience                    |
| fairness           | diligence    | creativity                  |
| respect for others | generosity   | sportsmanship               |
| cooperation        | punctuality  | loyalty                     |
| kindness           | cleanliness  | perseverance                |
| self-respect       | cheerfulness | virtue                      |

## Promotion and Graduation Requirements

The Academic Knowledge and Skills (AKS) curriculum represents standards of excellence for all students and outlines what students should learn at each grade level and in each subject or course. **For a student to be promoted to the next grade level, he/she must know enough of the current grade level’s AKS to be successful at the next grade level. At some grade levels, this is determined by the student’s grades and/or input from the Student Support Team (SST). At other grade levels, CRCT-based Gateway tests, mathematics open-ended tests, and state writing assessments are administered to measure student learning of the AKS. Both the high school Gateway assessment and the Georgia High School Graduation Tests (HSGT) have also been developed to serve as graduation requirements.** These tests have been designed to assure students have learned essential information before moving on to the next grade level. The following chart provides a summary of gateway tests and promotion criteria used in all Gwinnett County schools.

| Gwinnett Promotion Requirements  |  |
|--|--|
| Grade Level  | Promotion Requirement  |
| Kindergarten, Readiness, 1, 2, 6   | Students learn enough of the grade level’s AKS to be successful at the next grade level as determined by academic grades and/or the Student Support Team (SST).                                    |
| 3  | Passing score on the CRCT in Reading and passing subject grades.   |
| 4  | Passing score on the CRCT Tests in Reading, English/Language Arts, Mathematics, Science, Social Studies, and a Mathematics open-ended test as the GCPS Gateway; AKS Review Process as appropriate. |
| 5  | Passing score on Georgia’s Grade 5 Writing Test, the CRCT in Reading and Mathematics, and passing subject grades; AKS Review Process as appropriate.   |
| 7  | Passing score on the CRCT Tests in Reading, English/Language Arts, Mathematics, Science, Social Studies, and a Mathematics open-ended test as the GCPS Gateway; AKS Review Process as appropriate. |
| 8  | Passing score on Georgia’s Grade 8 Writing Test, the CRCT in Reading and Mathematics, and passing subject grades; AKS Review Process as appropriate.   |
| 9, 10, 11, 12  | Successful completion of required Carnegie Unit credits.   |
| <p><i>NOTE: Promotion and retention criteria for special education students is based on their Individual Education Plans (IEP). Limited English Proficient (LEP) students may not be required to pass the Gateway tests at grades 4, 5, 7, and 8, based on their AKS Modifications and Intervention Plan, or recommendation of the ELL/Test Participation Committee.</i></p> |  |

### Summer School Support and Retest

Should a student not be successful on an elementary or middle school level CRCT or Gateway tests, he/she will have the opportunity to attend summer school at no cost to receive support in his/her area(s) of academic need. At the end of the summer school session, the student will have the opportunity to take the CRCT retest(s) or Gateway retest(s) in the subject(s) not passed. A passing score on the retest will be needed for promotion to the next grade level.

### AKS Review Process for Elementary and Middle School Students

Students who have all A’s, B’s, and C’s in the CRCT or Gateway areas tested will have the assessment results reviewed based on the AKS Review Process. This process will include a review of the student’s grades and academic history. For more detailed information on this review process, please contact an administrator at your child’s school.

### Transition Program for Grades 4 and 7

The Transition Program is available for students who have not passed one or more sections of the fourth or seventh grade CRCT-based Gateway or the Mathematics open-ended test. This opportunity allows students to receive special academic assistance guided by an Individual Learning Plan. In the Transition Program, students will learn the AKS for the next grade level while they also are receiving additional instruction in the area(s) of need as measured on the CRCT-based Gateway.

### Graduation Requirements

In addition to the Georgia High School Graduation Test, which is required for all Georgia diplomas, there is a Gwinnett Gateway test required for high school graduation. This test measures a student’s writing ability and content knowledge on grade 9 and 10 science and grade 10 social studies related topics. This test is first administered in April of the student’s tenth grade year. Should a student not pass the Gateway, he/she will have the opportunity for academic interventions and will be able to retake the Gateway to earn a passing score. **All students must pass the Gateway to earn a high school diploma from Gwinnett County Public Schools.**

## Format, Content, and Promotion Scores of the Gateway Tests

| Gateway Tests |   |  |                                       |
|---------------|---|--|---------------------------------------|
| Grade         | Subject Tested  | Test   | 2009 Promotion Scores                 |
| Grade 3       | ◆ Reading   | Georgia CRCT                                   | 800                                   |
| Grade 4       | ◆ Reading   | Georgia CRCT                                   | 800                                   |
|               | ◆ English/Language Arts                                 | Georgia CRCT                                   | 800                                   |
|               | ◆ Mathematics   | Georgia CRCT                                   | 800                                   |
|               |   | Mathematics Open-ended test developed for GCPS | To be determined                      |
|               | ◆ Science   | Georgia CRCT                                   | 800                                   |
|               | ◆ Social Studies  | Georgia CRCT                                   | 800*                                  |
|               |   |  | (*not required for promotion in 2009) |
| Grade 5       | ◆ Reading   | Georgia CRCT                                   | 800                                   |
|               | ◆ Mathematics   | Georgia CRCT                                   | 800                                   |
|               | ◆ Writing   | Georgia's Grade 5 Writing Test                 | 200                                   |
| Grade 7       | ◆ Reading   | Georgia CRCT                                   | 800                                   |
|               | ◆ English/Language Arts                                 | Georgia CRCT                                   | 800                                   |
|               | ◆ Mathematics   | Georgia CRCT                                   | 800                                   |
|               |   | Mathematics Open-ended test developed for GCPS | To be determined                      |
|               | ◆ Science   | Georgia CRCT                                   | 800                                   |
|               | ◆ Social Studies  | Georgia CRCT                                   | 800                                   |
| Grade 8       | ◆ Reading   | Georgia CRCT                                   | 800                                   |
|               | ◆ Mathematics   | Georgia CRCT                                   | 800                                   |
|               | ◆ Writing   | Georgia's Grade 8 Writing Test                 | 200                                   |
| Grade 10      | ◆ AKS content from Science grades 9 & 10                | Essay tests developed for GCPS                 | 58                                    |
|               | ◆ AKS content from Social Studies in grade 10           |  | 60                                    |
|               | ◆ Language Arts (writing skills, grammar, and spelling) |  | 70                                    |

### For more information . . .

For additional information on the AKS Gateway Assessment Program, please see the Gwinnett County Public Schools web site ([www.gwinnett.k12.ga.us](http://www.gwinnett.k12.ga.us)) or an administrator at the local school.

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**Please sign and return to your child's teacher. If you have any questions, please contact the teacher and/or administrator at the school.**

*I understand that my child who is enrolled in grade 4 will be assessed for learning the AKS by the CRCT-based Gateway test in the spring of this school year. He/she must earn a passing score on each of the following: CRCT Reading, CRCT Language Arts, CRCT Math, and CRCT Science to be promoted to grade 5.\* Students who do not meet these criteria will have the opportunity to attend summer school and retest in the failed area(s) at the end of summer school. In addition, students must also earn passing grades in social studies. Students who do not meet the requirements will be provided transition services the following school year.*

*\*Special education students must participate in either GAA or CRCT. Promotion is determined by his/her IEP. Limited English Proficient (LEP) students must participate in ACCESS and CRCT. Promotion is determined by his/her AKS Modification and Intervention Plan, or recommendation of the ELL/Test Participation Committee.*

\_\_\_\_\_  
 Student name (please print)

\_\_\_\_\_  
 Parent Signature

\_\_\_\_\_  
 Date

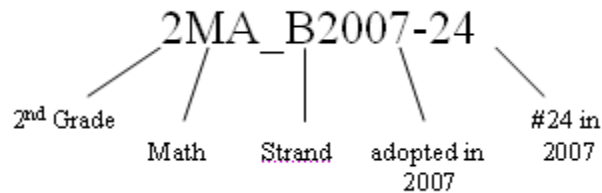
## Informational Notes

- Correlations to the following state required objectives/assessments/curriculum are indicated for respective Academic Knowledge and Skills:

*QUALITY CORE CURRICULUM (QCC)*  
*GEORGIA PERFORMANCE STANDARDS (GPS)*  
*IOWA TEST OF BASIC SKILLS (ITBS)*  
*CHARACTER EDUCATION (CE)*

- The administration of Iowa Test of Basic Skills (ITBS) is required by the State of Georgia in grades 3, 5 and 8. The Criterion-Referenced Competency Test (CRCT) is required by the State of Georgia in grades 1-8.
- Academic Knowledge and Skills beginning with “explore” will not be assessed for mastery at that grade level, but are prerequisite for mastery at a higher grade level.
- AKS are available on the district web site at [www.gwinnett.k12.ga.us](http://www.gwinnett.k12.ga.us).

The numbering system was developed to allow for additions and deletions of AKS without changing the number reference of other AKS. The reference code includes the subject and/or grade level, a letter representing the topic strand and the year implemented. For example:



# Language Arts

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## A - Listening, Speaking and Viewing

- use grade/age appropriate Standard American English when communicating orally (GPS)(4LA\_A2005-1)
- use formal language to inform, persuade or entertain (GPS, CE) (4LA\_A2005-2)
- demonstrate listening comprehension through restating main ideas and details, inferring, summarizing, offering opinions and drawing conclusions (GPS, CE) (4LA\_A2005-3)
- determine the literal and figurative meaning of words based on how they are used in oral presentations (GPS) (4LA\_A2005-4)
- evaluate the role of the media in focusing attention and in forming an opinion (GPS) (4LA\_A2005-5)
- judge the extent to which the media provides a source of entertainment as well as a source of information (GPS) (4LA\_A2005-6)
- follow multiple oral directions (GPS, CE) (4LA\_A2005-7)

## B - Reading (Strategies and Comprehension)

- read and comprehend a variety of literary and informational texts, including folk tales, tall tales and fables (GPS, CE) (4LA\_B2005-8)
- identify elements of plot, theme and character within texts, between texts and in relation to self (GPS) (4LA\_B2005-9)
- identify elements of poetry including meter, rhyme and rhythm (GPS) (4LA\_B2005-10)
- read for a variety of purposes including to answer literal, evaluative and inferential questions using evidence from ideas, literary and informational text (GPS, CE) (4LA\_B2005-11)
- read grade level appropriate material with fluency, expression, and comprehension (GPS, ITBS) (4LA\_B2005-12)
- use knowledge based on headings, italics and graphics to comprehend informational text (GPS) (4LA\_B2005-13)
- recognize when reading is not making sense, sounding right or looking right and self-correct when reading text orally and silently (GPS) (4LA\_B2005-14)
- integrate language structure, meaning clues, phonetic strategies and sight vocabulary when reading text orally and silently (GPS) (4LA\_B2005-15)
- compare and contrast content within and between texts (GPS, ITBS, CE) (4LA\_B2005-16)
- select, initiate, read and summarize/retell short and long works independently (GPS, CE) (4LA\_B2005-17)
- identify organizational patterns: chronological, spatial, importance, and cause and effect (GPS, ITBS, CE) (4LA\_B2005-18)
- identify explicit information and infer implicit information in literary and informational texts using main ideas, supporting details and problem/solution in reading selections (GPS, ITBS, CE) (4LA\_B2005-19)
- make and defend inferences, draw conclusions and identify the relevance of foreshadowing clues using evidence from the text (GPS, ITBS, CE) (4LA\_B2005-20)
- identify figurative use of language including imagery, sensory language and exaggeration in a variety of texts including poetry (GPS, ITBS, CE) (4LA\_B2005-21)
- identify and analyze characters and their actions to make inferences about events in the story, motives, emotions, traits and feelings (GPS, ITBS, CE) (4LA\_B2005-22)
- distinguish between fact and opinion (GPS) (4LA\_B2005-23)
- follow multi-step written directions (GPS, CE) (4LA\_B2005-24)

## C - Reading (Word Work/Vocabulary/Phonics)

- increase vocabulary through reading to reflect a growing range of interests and knowledge (GPS) (4LA\_C2005-25)
- identify and use synonyms, antonyms and homophones for given words in text (GPS, ITBS) (4LA\_C2005-26)
- identify and use prefixes, root words and suffixes to identify words in text (GPS, ITBS) (4LA\_C2005-27)

- determine meaning of unknown words through context clues (GPS) (4LA\_C2005-28)
- identify common idioms, figurative phrases and playful language such as puns and palindromes (GPS) (4LA\_C2005-29)

### **D - Writing (Strategies)**

- write a response to literature that is interpretive, evaluative or reflective (GPS) (4LA\_D2005-30)
- prewrite to generate ideas for self-selected writing (GPS) (4LA\_D2005-31)
- write compositions of three or more paragraphs, including a clear topic with examples, details, transitions within and between paragraphs, and closing/clincher sentence (GPS) (4LA\_D2005-32)
- write ideas in story form with attention to sequence, main ideas and supporting details (GPS) (4LA\_D2005-33)
- write a persuasive essay that states a clear position, supports the position and excludes unnecessary information (GPS) (4LA\_D2005-34)
- revise writing to improve fluency, content (descriptive words, strong verbs), organization and style, to match purposes with audience (GPS, ITBS) (4LA\_D2005-35)
- edit for punctuation, spelling, fragments and run-on sentences (GPS, ITBS) (4LA\_D2005-36)
- write an informational piece in various content areas that is organized, uses appropriate facts and details, and reflects the intended audience (GPS) (4LA\_D2005-37)
- use creative, unusual or novel use of language in writing (GPS) (4LA\_D2005-38)

### **E - Writing (Grammar, Usage and Mechanics)**

- use Standard American English (GPS, ITBS) (4LA\_E2005-39)
- vary sentence by structure (declarative, interrogative, imperative and exclamatory), order and complexity (simple, compound) (GPS) (4LA\_E2005-40)
- identify and use different types of nouns, pronouns (personal pronouns, antecedents), verbs (subject-verb agreement), adjectives and adverbs (GPS, ITBS) (4LA\_E2005-41)
- identify simple and compound subjects, predicates and modifiers (GPS, ITBS) (4LA\_E2005-42)
- maintain consistent number, gender, point of view and verb tense (GPS, ITBS) (4LA\_E2005-43)
- use appropriate forms of positive, comparative, and superlative adjectives and adverbs (GPS, ITBS) (4LA\_E2005-44)
- use conjunctions to create varied sentence patterns (GPS, ITBS) (4LA\_E2005-45)
- use correct punctuation of a sentence, including commas to set off compound sentences, commas for items in a series and end punctuation (GPS) (4LA\_E2005-46)
- recognize and use apostrophes to punctuate contractions and possessives (GPS, ITBS) (4LA\_E2005-47)
- recognize and use quotation marks to punctuate dialogue (GPS, ITBS) (4LA\_E2005-48)
- write legibly and space words and sentences appropriately (GPS) (4LA\_E2005-49)

### **F - Writing (Spelling)**

- spell the 500 most frequently used words (Sitton list) in all writing (GPS, ITBS) (4LA\_F2005-50)
- apply high-utility rules to draft spelling: double final consonant, words ending in silent "e," words ending in silent "y," words with "ei" or "ie" vowel pairs and plurals (GPS, ITBS) (4LA\_F2005-51)

### **G - Accessing Information/Reference Skills**

- identify author, illustrator, publisher and publication date of a work (GPS) (4LA\_G2005-52)
- select and narrow topic and research questions (GPS) (4LA\_G2005-53)
- use table of contents, index, glossary, guide words and appendix to locate information in books and reference works (GPS) (4LA\_G2005-54)
- take notes from lectures, reading, viewing and interviewing (GPS) (4LA\_G2005-55)
- determine and use appropriate resources to gather information from reference works: books, periodicals, dictionaries, thesauri, encyclopedia, technology, atlases and almanacs (GPS) (4LA\_G2005-56)
- recognize the difference in summarizing, paraphrasing and plagiarizing (GPS) (4LA\_G2005-57)
- categorize and organize information using maps, webs and outlines (GPS) (4LA\_G2005-58)

- acknowledge the use of information from various sources (4LA\_G2005-59)
- present information through reports, demonstrations and projects (GPS) (4LA\_G2005-60)
- use the media center and available technology as sources of information and pleasure (GPS) (4LA\_G2005-61)

## Mathematics

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### A - Process Skills

- use appropriate technology to solve mathematical problems (GPS) (4MA\_A2007-1)
- build new mathematical knowledge through problem solving (GPS) (4MA\_A2007-2)
- solve problems that arise in mathematics and in other areas (GPS) (4MA\_A2007-3)
- apply and adapt a variety of appropriate strategies to solve problems (GPS) (4MA\_A2007-4)
- monitor and reflect on the process of mathematical problem solving (GPS) (4MA\_A2007-5)
- recognize reasoning and proof (evidence) as fundamental aspects of mathematics (GPS) (4MA\_A2007-6)
- make and investigate mathematical conjectures (GPS) (4MA\_A2007-7)
- investigate, develop and evaluate mathematical arguments and proofs (GPS) (4MA\_A2007-8)
- select and use various types of reasoning and methods of proof (GPS) (4MA\_A2007-9)
- organize and consolidate mathematics thinking (GPS) (4MA\_A2007-10)
- communicate mathematical thinking coherently to peers, teachers and others (GPS) (4MA\_A2007-11)
- analyze and evaluate the mathematical thinking and strategies of others (GPS) (4MA\_A2007-12)
- use the terminology and language of mathematics to express mathematical ideas precisely (GPS) (4MA\_A2007-13)
- recognize and use connections among mathematical ideas (GPS) (4MA\_A2007-14)
- explain how mathematical ideas interconnect and build on one another to produce a coherent whole (GPS) (4MA\_A2007-15)
- recognize and apply mathematics in contexts outside of mathematics (GPS) (4MA\_A2007-16)
- create and use pictures, manipulatives, models and symbols to organize, record and communicate mathematical ideas (GPS) (4MA\_A2007-17)
- select, apply and translate among mathematical representations to solve problems (GPS) (4MA\_A2007-18)
- use representations to model and interpret physical, social and mathematical phenomena (GPS) (4MA\_A2007-19)

### B - Numbers and Operations

- identify place value names and places from hundredths through millions (GPS) (4MA\_B2007-20)
- equate and use a number's word name, its standard form and its expanded form (GPS) (4MA\_B2007-21)
- round numbers to the nearest ten, hundred or thousand (GPS) (4MA\_B2007-22)
- represent situations in which rounding numbers would be appropriate and determine whether to round to the nearest ten, hundred or thousand (GPS) (4MA\_B2007-23)
- round decimal fractions to the nearest whole number (GPS) (4MA\_B2007-24)
- estimate a sum or difference by rounding numbers and represent the results of computation as a rounded number when appropriate (GPS) (4MA\_B2007-25)
- solve problems involving multiplication of two- and three-digit numbers by one- and two-digit numbers (GPS) (4MA\_B2007-26)
- use whole numbers to divide in problem solving situations (with and without calculators) (GPS) (4MA\_B2007-27)
- use addition, subtraction, multiplication and division facts with understanding and fluency (GPS) (4MA\_B2007-28)
- solve problems involving division by a two-digit number (including those that generate a remainder) (GPS) (4MA\_B2007-29)

- explain the relationship between dividend, divisor, quotient and remainder (GPS) (4MA\_B2007-30)
- explain the effect on the quotient of multiplying or dividing both the divisor and dividend by the same number ( $2050 \div 50$  yields the same answer as  $205 \div 5$ ) (GPS) (4MA\_B2007-31)
- model decimal fractions as part of the base-ten system (GPS) (4MA\_B2007-32)
- read, write, compare and order two-digit decimal fractions and understand their relative size (GPS) (4MA\_B2007-33)
- add and subtract one- and two- digit decimal fractions (GPS) (4MA\_B2007-34)
- model multiplication and division of decimal fractions by whole numbers (GPS) (4MA\_B2007-35)
- multiply and divide both one- and two-digit decimal fractions by whole numbers (GPS) (4MA\_B2007-36)
- investigate relationships between common fractions and decimal fractions (4MA\_B2007-37)
- identify and represent simple equivalent fractions (GPS) (4MA\_B2007-38)
- add and subtract fractions and mixed numbers with common denominators through twelve (GPS) (4MA\_B2007-39)
- convert and use mixed numbers and improper fractions interchangeably (GPS) (4MA\_B2007-40)
- compare and order fractions (4MA\_B2007-41)
- explain and use properties of the four arithmetic operations to solve and check problems (GPS) (4MA\_B2007-42)
- describe situations in which the four operations may be used and the relationships among them (GPS) (4MA\_B2007-43)
- compute using the order of operations, including parentheses (GPS) (4MA\_B2007-44)
- identify and explain the commutative, associative and distributive properties and use them to compute (GPS) (4MA\_B2007-45)
- use mental math and estimation strategies to compute (GPS) (4MA\_B2007-46)

### C - Geometry

- identify the characteristics of geometric figures through examination and construction (GPS) (4MA\_C2007-47)
- examine and compare angles in order to classify and identify triangles by their angles (GPS) (4MA\_C2007-48)
- describe parallel and perpendicular lines in plane geometric figures (GPS) (4MA\_C2007-49)
- identify, examine and classify quadrilaterals (including parallelograms, squares, rectangles, trapezoids and rhombi) (GPS) (4MA\_C2007-50)
- compare and contrast the relationships among quadrilaterals (GPS) (4MA\_C2007-51)
- compare and contrast a cube and a rectangular prism in terms of the number and shape of their faces, edges and vertices (GPS) (4MA\_C2007-52)
- identify and describe parallel and perpendicular lines and planes in a rectangular prism (GPS) (4MA\_C2007-53)
- construct and collect models for solid geometric figures (cube, prisms, cylinder) (GPS) (4MA\_C2007-54)
- locate, name and graph ordered pairs in the first quadrant of the coordinate system (GPS) (4MA\_C2007-55)
- locate a point in the first quadrant in the coordinate plane and name the ordered pair (GPS) (4MA\_C2007-56)

### D - Measurement

- estimate and use standard and metric units to measure the weight of objects to include grams, kilograms, ounces, pounds and tons (GPS) (4MA\_D2007-57)
- compare one unit to another within a single system of measurement (GPS) (4MA\_D2007-58)
- use tools, such as a protractor or angle ruler and other methods, such as paper folding or drawing a diagonal in a square, to measure angles (GPS) (4MA\_D2007-59)
- determine the meaning and measure of a half rotation ( $180^\circ$ ) and a full rotation ( $360^\circ$ ) (GPS) (4MA\_D2007-60)

## **E - Algebra**

- investigate and represent patterns and functions to describe relationships and solve problems (GPS) (4MA\_E2007-61)
- represent and interpret mathematical relationships in quantitative expressions (GPS) (4MA\_E2007-62)
- represent the idea of unknowns and variables using letters and symbols (such as  $x$ ,  $d$ ,  $\Delta$ ) in problem solving situations (GPS) (4MA\_E2007-63)
- write and evaluate mathematical expressions using symbols and different values (GPS) (4MA\_E2007-64)

## **F - Data Analysis and Probability**

- collect, organize, represent, interpret and compare data in pictographs, bar and line graphs, stem and leaf plots (GPS) (4MA\_F2007-65)
- investigate, compare and analyze the features of graphs (GPS) (4MA\_F2007-66)
- compare different graphical representations for a given set of data (GPS) (4MA\_F2007-69)
- identify and examine missing information and duplications in data (GPS) (4MA\_F2007-70)

# **Science**

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## **A - Characteristics of Science**

- discuss the importance of curiosity, honesty, openness and skepticism in science and exhibit these traits in efforts to understand how the world works (GPS, ITBS) (4SC\_A2006-1)
- demonstrate knowledge of scientific processes and inquiry methods (GPS, ITBS) (4SC\_A2006-2)
- apply computation and estimation skills necessary for analyzing data and following scientific explanations (GPS, ITBS) (4SC\_A2006-3)
- use tools and instruments for observing, measuring and manipulating objects in scientific activities utilizing safe laboratory procedures (GPS, ITBS) (4SC\_A2006-4)
- use the concepts of system, model, change and scale when exploring scientific and technological matters (GPS, ITBS) (4SC\_A2006-5)
- communicate scientific ideas and activities clearly (GPS, ITBS) (4SC\_A2006-6)
- question scientific claims and arguments effectively (GPS, ITBS) (4SC\_A2006-7)

## **B - Earth Science**

- analyze the components of our solar system and their relationship to one another (GPS, ITBS) (4SC\_B2006-8)
- analyze the role of relative position and motion in determining the sequence of the phases of the moon (GPS, ITBS) (4SC\_B2006-9)
- differentiate between the states of water and how they relate to the water cycle and weather (GPS, ITBS) (4SC\_B2006-10)
- analyze weather charts/maps and collect weather data to predict weather events and infer patterns and seasonal changes (GPS, ITBS) (4SC\_B2006-11)

## **C - Physical Science**

- investigate the nature of light using tools (mirrors, lenses, prisms) (GPS, ITBS) (4SC\_C2006-12)
- investigate how sound is produced by vibrating objects (GPS, ITBS) (4SC\_C2006-13)
- demonstrate the relationship between force and motion (GPS, ITBS) (4SC\_C2006-14)

## **D - Life Science**

- describe the roles of organisms and the flow of energy within an ecosystem (GPS, ITBS) (4SC\_D2006-15)
- explain various factors (adaptation, variation, behavior, external features) that affect the survival or extinction of organisms (GPS, ITBS) (4SC\_D2006-16)

## Social Studies

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### A - Map and Globe Skills

- use cardinal directions (GPS) (4SS\_A2008-1)
- use intermediate directions (GPS) (4SS\_A2008-2)
- use a letter/number grid system to determine location (GPS) (4SS\_A2008-3)
- compare and contrast the categories of natural, cultural and political features found on maps (GPS) (4SS\_A2008-4)
- use inch to inch map scale to determine distance on a map (GPS) (4SS\_A2008-5)
- use map key/legend to acquire information from historical, physical, political, resource, product and economic maps (GPS) (4SS\_A2008-6)
- use a map to explain impact of geography on historical and current events (GPS) (4SS\_A2008-7)
- draw conclusions and make generalizations based on information from maps (GPS) (4SS\_A2008-8)
- use latitude and longitude to determine location (GPS) (4SS\_A2008-9)
- use graphic scales to determine distances on a map (GPS) (4SS\_A2008-10)
- compare maps of the same place at different points in time and from different perspectives to determine changes, identify trends and generalize about activities (GPS) (4SS\_A2008-11)
- compare maps with data sets (charts, tables, graphs) and/or readings to draw conclusions and make generalizations (GPS) (4SS\_A2008-12)

### B - Information Processing Skills

- compare similarities and differences (GPS) (4SS\_B2008-13)
- organize items chronologically (GPS) (4SS\_B2008-14)
- identify issues and/or problems and alternative solutions (GPS) (4SS\_B2008-15)
- distinguish between fact and opinion (GPS) (4SS\_B2008-16)
- identify main idea, detail, sequence of events and cause and effect in a social studies context (GPS) (4SS\_B2008-17)
- identify and use primary and secondary sources (GPS) (4SS\_B2008-18)
- interpret timelines (GPS) (4SS\_B2008-19)
- identify social studies reference resources to use for a specific purpose (GPS) (4SS\_B2008-20)
- construct charts and tables (GPS) (4SS\_B2008-21)
- analyze artifacts (GPS) (4SS\_B2008-22)
- draw conclusions and make generalizations (GPS) (4SS\_B2008-23)
- analyze graphs and diagrams (GPS) (4SS\_B2008-24)
- translate dates into centuries, eras or ages (GPS) (4SS\_B2008-25)
- formulate appropriate research questions (GPS) (4SS\_B2008-26)
- determine adequacy and/or relevancy of information (GPS) (4SS\_B2008-27)
- check for consistency of information (GPS) (4SS\_B2008-28)
- interpret political cartoons (GPS) (4SS\_B2008-29)

### C - Native American Cultures

- describe how early Native American cultures developed in North America (GPS) (4SS\_C2008-30)
- locate important physical and man-made features in the United States (GPS) (4SS\_C2008-31)

### D - European Exploration in North America

- describe European exploration in North America (GPS) (4SS\_D2008-32)
- compare and contrast examples of cooperation and conflict between Europeans and Native Americans (GPS) (4SS\_D2008-33)
- name positive character traits of key historic figures and government leaders (honesty, patriotism, courage, trustworthiness) (GPS) (4SS\_D2008-34)

- use the basic economic concepts of trade, opportunity cost, specialization, voluntary exchange, productivity and price incentives to illustrate historical events (GPS) (4SS\_D2008-35)

### **E - Colonial America**

- explain the factors that shaped British colonial America (GPS) (4SS\_E2008-36)
- describe colonial life in America as experienced by various people, including large landowners, farmers, artisans, women, indentured servants, slaves and Native Americans (GPS) (4SS\_E2008-37)
- name positive traits of key historic figures and government leaders (honesty, patriotism, courage, trustworthiness) (GPS) (4SS\_E2008-38)
- use basic economic concepts of trade, opportunity cost, specialization, voluntary exchange, productivity and price incentives to illustrate historical events (GPS) (4SS\_E2008-39)

### **F - The American Revolution**

- trace the events that shaped the revolutionary movement in America (GPS) (4SS\_F2008-40)
- explain the development of the Declaration of Independence (GPS) (4SS\_F2008-41)
- describe the major events of the Revolution and explain the factors leading to American victory and British defeat (GPS) (4SS\_F2008-42)
- describe key individuals in the American Revolution (GPS) (4SS\_F2008-43)
- describe how physical systems affect human systems in regard to the American Revolution (GPS) (4SS\_F2008-44)
- name positive character traits of key historic figures and government leaders (honesty, patriotism, courage, trustworthiness) associated with the American Revolution (GPS) (4SS\_F2008-45)
- use the basic economic concepts of trade, opportunity cost, specialization, voluntary exchange, productivity and price incentives to illustrate historical events specific to the American Revolution (GPS) (4SS\_F2008-46)

### **G - The New Nation**

- analyze the challenges faced by the new nation (GPS) (4SS\_G2008-47)
- differentiate natural rights as found in the Declaration of Independence (the right to life, liberty and the pursuit of happiness) (GPS) (4SS\_G2008-48)
- compare and contrast "We the People" from the Preamble to the U.S. Constitution as a reflection of consent of the governed or popular sovereignty (GPS) (4SS\_G2008-49)
- explain the federal system of government in the U.S. (GPS) (4SS\_G2008-50)
- discuss the importance of freedom of expression as written in the First Amendment to the U.S. Constitution (GPS) (4SS\_G2008-51)
- describe the functions of the government (GPS) (4SS\_G2008-52)
- explain the importance of Americans sharing certain central democratic beliefs and principles, both personal and civic (GPS) (4SS\_G2008-53)
- describe how physical systems affect human systems in regard to development of a new nation (GPS) (4SS\_G2008-54)
- use the basic economic concepts of trade, opportunity cost, specialization, voluntary exchange, productivity and price incentives to illustrate historical events specific to the development of a new nation (GPS) (4SS\_G2008-55)

### **H - Westward Expansion**

- explain westward expansion of America between 1801 and 1861 (GPS) (4SS\_H2008-56)
- describe the economic conditions and the effect on growth and expansion (GPS) (4SS\_H2008-57)
- locate important physical and man-made features in the United States (GPS) (4SS\_H2008-58)
- describe how physical systems affect human systems in regard to westward expansion (GPS) (4SS\_H2008-59)

## **I - Reform Movements**

- examine the main ideas of the abolitionist and suffrage movements (GPS) (4SS\_I2008-60)
- name positive character traits of key historic figures and government leaders (honesty, patriotism, courage, trustworthiness) associated with the reform movements (GPS) (4SS\_I2008-61)
- use the basic economic concepts of trade, opportunity cost, specialization, voluntary exchange, productivity and price incentives to illustrate historical events specific to the reform movements (GPS) (4SS\_I2008-62)

## **J - Personal Finance**

- identify the elements of a personal budget and explain why personal spending and saving decisions are important (GPS) (4SS\_J2008-63)

# **General Music**

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## **A - Duration (Rhythm/Beat)**

- perform steady beat through singing, moving and playing instruments (4GM\_A2005-1)
- perform steady beat and rhythm patterns simultaneously (4GM\_A2005-2)
- identify, label and respond to contrast in tempo (4GM\_A2005-3)
- demonstrate understanding of the relationship of the shortest unit of sound to longer units of sound using standard notation (4GM\_A2005-4)
- identify simple meters (beat groupings) (4GM\_A2005-5)
- read and perform simple rhythm patterns using standard notation (QCC) (4GM\_A2005-6)

## **B - Pitch (Melody/Harmony)**

- perform with increasing accuracy in pitch by singing developmentally appropriate songs using an expanding range (QCC) (4GM\_B2005-7)
- identify and demonstrate melodic direction (up, down, same) through various performance techniques (4GM\_B2005-8)
- identify and perform examples of melodic direction (up, down, same) and interval size (step-skip-same) (4GM\_B2005-9)
- demonstrate aural awareness of the tonal center (key) (4GM\_B2005-10)
- perform harmony through singing rounds, echo songs, partner songs and/or simple ostinati (repeated accompaniment patterns) (QCC) (4GM\_B2005-11)
- explore the difference between music in major and minor keys aurally (QCC) (4GM\_B2005-12)
- explore chord sequence and tonal structure (major, minor, I, V) (4GM\_B2005-13)

## **C - Form**

- identify repeating and contrasting phrases, sections, introductions, coda and simple formal structures (AB, ABA, AABA, ABACA) (QCC) (4GM\_C2005-14)
- identify traditional symbols and markings (D.C. al Fine, repeat sign) that relate to formal structures (4GM\_C2005-15)
- follow text for multiple-stanza songs (QCC) (4GM\_C2005-16)

## **D - Timbre**

- explore differences in vocal register, such as soprano, alto, tenor, bass, child's voice (QCC) (4GM\_D2005-17)
- identify selected classroom, folk and orchestral instruments by sight and sound (4GM\_D2005-18)
- identify string, woodwind, brass, percussion, keyboard and electronic instrumental families and selected members by sight and/or sound (QCC) (4GM\_D2005-19)
- distinguish between the sound of bands and orchestras (QCC) (4GM\_D2005-20)

## **E - Expressive Qualities**

- identify and demonstrate dynamics in music: p, mp, mf, f, crescendo, decrescendo, <, > (4GM\_E2005-21)
- perform vocally with appropriate dynamic level, articulation, diction, blend and balance (QCC) (4GM\_E2005-22)
- integrate musical elements, such as melody, rhythm, harmony, form, timbre, expression, style, notation and movement, when performing (4GM\_E2005-23)
- demonstrate growth in knowledge of music vocabulary appropriate to grade level (QCC) (4GM\_E2005-24)
- demonstrate an increasing awareness of ways musical elements, such as melody, rhythm, harmony, form, timbre, expression and style, contribute to the character of the musical composition (4GM\_E2005-25)

## **F - Notation**

- explore notation for scales (QCC) (4GM\_F2005-26)
- perform rhythm patterns represented by standard notation (QCC) (4GM\_F2005-27)
- recognize and name musical symbols, such as treble clef, notes, rests, fermata, flat, sharp and time signature (QCC) (4GM\_F2005-28)
- identify the names of line and space notes on the treble staff (4GM\_F2005-29)
- identify composer or folk source and documented publication information from music scores (QCC) (4GM\_F2005-30)

## **G - Style (Cultural/Time and Place)**

- participate in song stories, singing games, poems, chants, simple folk dances and musical dramatizations (QCC) (4GM\_G2005-31)
- expand personal repertoire of music from diverse cultures and time periods (QCC) (4GM\_G2005-32)
- respond to music in a variety of styles through listening, moving, creating, singing and playing instruments (QCC) (4GM\_G2005-33)
- describe how melody, rhythm, timbre and texture affect the style of music (QCC) (4GM\_G2005-34)
- perform vocal music representing a variety of cultures using English and simple non-English texts (QCC, CE) (4GM\_G2005-35)
- demonstrate an increasing knowledge of master composers and compositions (QCC) (4GM\_G2005-36)

## **H - Creative Skills**

- create simple sound compositions, accompaniments and/or sound stories using body percussion, environmental and classroom instrument sounds (QCC, CE) (4GM\_H2005-37)
- create new texts for familiar songs (QCC, CE) (4GM\_H2005-38)
- exhibit an increasing ability move creatively to music (4GM\_H2005-39)
- create movements for musical dramatizations and interpretations (QCC, CE) (4GM\_H2005-40)

# Health

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## A - Safety

- describe how each person can impact the health and safety of others (QCC) (4HE\_A2002-1)

## B - Personal Care

- explain the influence of rest, food choices, exercise, sleep and recreation on a person's well-being (QCC, CE) (4HE\_B2002-2)
- set a personal health goal based on an individual health risk assessment and make progress towards its achievement (QCC) (4HE\_B2002-3)

## C - Disease Prevention

- recognize digestive diseases/illnesses and discuss methods of prevention (QCC) (4HE\_C2002-4)

## D - Tobacco, Alcohol and Other Drugs

- examine the effects of tobacco products on the circulatory and respiratory systems (QCC) (4HE\_D2002-5)
- examine the harmful effects of marijuana, LSD, and inhalants on the body (QCC) (4HE\_D2002-6)
- explain the safe and appropriate use of over-the-counter drugs (QCC) (4HE\_D2002-7)
- critique advertisements and commercials which encourage the use of medicines, tobacco, and alcohol (QCC) (4HE\_D2002-8)

## E - Nutrition

- detect the short and long term effects that diet and physical activity have on health (QCC, CE) (4HE\_E2002-9)

## F - Emotional Expression/Mental Health

- describe ways to resolve conflicts without fighting (QCC, CE) (4HE\_F2002-10)
- develop and practice skills that communicate care, consideration, and respect of self and others, including those with disabilities (QCC, CE) (4HE\_F2002-11)

## G - Family Life

- recognize the importance of the role that mothers and fathers play in the nurturing, guidance, care and support of a child (4HE\_G2002-12)
- explore the concept of basic physical and emotional changes related to maturity (CE) (4HE\_G2002-13)

## H - Applied Anatomy and Physiology

- identify the parts and major functions of the digestive system (4HE\_H2002-14)

# Physical Education

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## A - Fitness

- participate in health-related fitness activities and assessments using the FITNESSGRAM (QCC, CE) (4PE\_A2002-1)

## B - Movement Competencies

- exhibit combinations of locomotor patterns (QCC) (4PE\_B2002-2)
- demonstrate static and dynamic balances incorporating directional changes and various movement levels (QCC) (4PE\_B2002-3)
- demonstrate mature throwing and catching skills (QCC) (4PE\_B2002-4)
- create and demonstrate movement sequences to a common steady beat (QCC, CE) (4PE\_B2002-5)
- design and perform sequences involving rolling and weight transfer (QCC) (4PE\_B2002-6)
- demonstrate progress toward mature forms of striking with hands, feet, and implements (QCC) (4PE\_B2002-7)
- jump and land for height and distance (QCC) (4PE\_B2002-8)
- design and perform a jumping and landing sequence with or without equipment (4PE\_B2002-9)

## C - Movement Concepts and Principles

- demonstrate smooth transitions from one shape to another (QCC) (4PE\_C2002-10)
- analyze and describe body awareness concepts used within movement skills (QCC) (4PE\_C2002-11)
- create relationships by using self and equipment with others (QCC, CE) (4PE\_C2002-12)

## D - Personal and Social Responsibility

- demonstrate and identify the purposes for activities while following rules to games and using game-play etiquette (QCC, CE) (4PE\_D2002-13)

## Visual Arts

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### A - Creation, Production and Performance

- create works of art using directional and expressive lines to create center of interest in a composition (QCC, CE) (4VA\_A2005-1)
- use gesture drawing to express movement and action (QCC) (4VA\_A2005-2)
- create an illusion of form and space using positive and negative shapes and space, overlapping, placement, size, color and detail (QCC, CE) (4VA\_A2005-3)
- demonstrate formal balance (symmetry) and informal balance (asymmetry) in works of art (QCC) (4VA\_A2005-4)
- produce works of art using these properties of color: hue, intensity and value (QCC) (4VA\_A2005-5)
- create works of art using complementary and neutral color schemes (QCC) (4VA\_A2005-6)
- create 2-D and 3-D artwork using a variety of materials incorporating elements of art and principles of design (QCC) (4VA\_A2005-7)
- create unity in a composition by using elements of art (CE) (4VA\_A2005-8)
- use specific principles of design (variation, repetition, contrast, rhythm and movement) in the creation of works of art (QCC, CE) (4VA\_A2005-9)
- use an available form of technology, such as a computer, camera and/or video recorder, to create artwork (QCC) (4VA\_A2005-10)
- create artwork using direct observation (QCC) (4VA\_A2005-11)
- practice safe and proper use of art materials and tools (QCC, CE) (4VA\_A2005-12)

### B - Perception and Analysis

- recognize that color and shading techniques can show depth in artwork (4VA\_B2005-13)
- recognize how an artist creates a point of view in a work of art (close-up, below and above) (QCC) (4VA\_B2005-14)
- develop criteria for determining personal decisions about artwork (QCC) (4VA\_B2005-15)
- develop criteria for sorting artworks into categories of landscapes, cityscapes, still life, seascapes and portraits (QCC) (4VA\_B2005-16)
- examine works of art that imitate nature (Realism), express feelings or emotions (Emotionalism/Expressionism) and are concerned with design and composition (Structuralism/Formalism) (QCC) (4VA\_B2005-17)

### C - Cultural and Historical Context

- explain how art reflects the relationship between artists and their culture (geographic, political, religious and economic) (QCC) (4VA\_C2005-18)
- analyze how visual clues identify the culture represented in an artwork (QCC) (4VA\_C2005-19)
- name artists who are well known for using a variety of art forms (sculpture, painting and drawing) to express ideas (4VA\_C2005-20)

## HIGH FREQUENCY SPELLING WORDS, K-8

The following list of words, the most frequently used in writing, will be assessed at each grade level, as shown on the chart below.

|       |       | Minimum Assessment Requirement |         |     |           | Practice and Maintain Proficiency |           |     |          |     |               |     |          |
|-------|-------|--------------------------------|---------|-----|-----------|-----------------------------------|-----------|-----|----------|-----|---------------|-----|----------|
| Grade |       | Requirement                    |         |     |           | Proficiency                       |           |     |          |     |               |     |          |
| K/R   |       | None                           |         |     |           | None                              |           |     |          |     |               |     |          |
| 1     |       | 1-35                           |         |     |           | None                              |           |     |          |     |               |     |          |
| 2     |       | 36-170                         |         |     |           | 1-35                              |           |     |          |     |               |     |          |
| 3     |       | 171-335                        |         |     |           | 1-170                             |           |     |          |     |               |     |          |
| 4     |       | 336-500                        |         |     |           | 1-335                             |           |     |          |     |               |     |          |
| 5     |       | 501-675                        |         |     |           | 1-500                             |           |     |          |     |               |     |          |
| 6     |       | 676-850                        |         |     |           | 1-675                             |           |     |          |     |               |     |          |
| 7     |       | 851-1025                       |         |     |           | 1-800                             |           |     |          |     |               |     |          |
| 8     |       | 1026-1200                      |         |     |           | 1-1025                            |           |     |          |     |               |     |          |
| 1     | the   | 52                             | them    | 103 | back      | 154                               | between   | 205 | boy      | 256 | young         | 307 | book     |
| 2     | of    | 53                             | then    | 104 | much      | 155                               | name      | 206 | once     | 257 | sun           | 308 | gave     |
| 3     | and   | 54                             | she     | 105 | go        | 156                               | should    | 207 | animal   | 258 | thing         | 309 | order    |
| 4     | a     | 55                             | many    | 106 | good      | 157                               | home      | 208 | life     | 259 | whole         | 310 | open     |
| 5     | to    | 56                             | some    | 107 | new       | 158                               | big       | 209 | enough   | 260 | hear          | 311 | ground   |
| 6     | in    | 57                             | so      | 108 | write     | 159                               | give      | 210 | took     | 261 | example       | 312 | cold     |
| 7     | is    | 58                             | these   | 109 | our       | 160                               | air       | 211 | four     | 262 | heard         | 313 | really   |
| 8     | you   | 59                             | would   | 110 | me        | 161                               | line      | 212 | head     | 263 | several       | 314 | table    |
| 9     | that  | 60                             | other   | 111 | man       | 162                               | set       | 213 | above    | 264 | change        | 315 | remember |
| 10    | it    | 61                             | into    | 112 | too       | 163                               | own       | 214 | kind     | 265 | answer        | 316 | tree     |
| 11    | he    | 62                             | has     | 113 | any       | 164                               | under     | 215 | began    | 266 | room          | 317 | course   |
| 12    | for   | 63                             | more    | 114 | day       | 165                               | read      | 216 | almost   | 267 | sea           | 318 | front    |
| 13    | was   | 64                             | her     | 115 | same      | 166                               | last      | 217 | live     | 268 | against       | 319 | American |
| 14    | on    | 65                             | two     | 116 | right     | 167                               | never     | 218 | page     | 269 | top           | 320 | space    |
| 15    | are   | 66                             | like    | 117 | look      | 168                               | us        | 219 | got      | 270 | turned        | 321 | inside   |
| 16    | as    | 67                             | him     | 118 | think     | 169                               | left      | 220 | earth    | 271 | learn         | 322 | ago      |
| 17    | with  | 68                             | see     | 119 | also      | 170                               | end       | 221 | need     | 272 | point         | 323 | sad      |
| 18    | his   | 69                             | time    | 120 | around    | 171                               | along     | 222 | far      | 273 | city          | 324 | early    |
| 19    | they  | 70                             | could   | 121 | another   | 172                               | while     | 223 | hand     | 274 | play          | 325 | I'll     |
| 20    | at    | 71                             | no      | 122 | came      | 173                               | might     | 224 | high     | 275 | toward        | 326 | learned  |
| 21    | be    | 72                             | make    | 123 | come      | 174                               | next      | 225 | year     | 276 | five          | 327 | brought  |
| 22    | this  | 73                             | than    | 124 | work      | 175                               | sound     | 226 | mother   | 277 | himself       | 328 | close    |
| 23    | from  | 74                             | first   | 125 | three     | 176                               | below     | 227 | light    | 278 | usually       | 329 | nothing  |
| 24    | I     | 75                             | been    | 126 | must      | 177                               | saw       | 228 | country  | 279 | money         | 330 | though   |
| 25    | have  | 76                             | its     | 127 | because   | 178                               | something | 229 | father   | 280 | seen          | 331 | idea     |
| 26    | or    | 77                             | who     | 128 | does      | 179                               | thought   | 230 | let      | 281 | didn't        | 332 | before   |
| 27    | by    | 78                             | now     | 129 | part      | 180                               | both      | 231 | night    | 282 | car           | 333 | lived    |
| 28    | one   | 79                             | people  | 130 | even      | 181                               | few       | 232 | picture  | 283 | morning       | 334 | became   |
| 29    | had   | 80                             | my      | 131 | place     | 182                               | those     | 233 | being    | 284 | I'm           | 335 | add      |
| 30    | not   | 81                             | made    | 132 | well      | 183                               | always    | 234 | study    | 285 | body          | 336 | become   |
| 31    | but   | 82                             | over    | 133 | such      | 184                               | show      | 235 | second   | 286 | upon          | 337 | grow     |
| 32    | what  | 83                             | did     | 134 | here      | 185                               | large     | 236 | soon     | 287 | family        | 338 | draw     |
| 33    | all   | 84                             | down    | 135 | take      | 186                               | often     | 237 | story    | 288 | later         | 339 | yet      |
| 34    | were  | 85                             | only    | 136 | why       | 187                               | together  | 238 | since    | 289 | turn          | 340 | less     |
| 35    | when  | 86                             | way     | 137 | help      | 188                               | asked     | 239 | white    | 290 | move          | 341 | wind     |
| 36    | we    | 87                             | find    | 138 | put       | 189                               | house     | 240 | ever     | 291 | face          | 342 | behind   |
| 37    | there | 88                             | use     | 139 | different | 190                               | don't     | 241 | paper    | 292 | door          | 343 | cannot   |
| 38    | can   | 89                             | may     | 140 | away      | 191                               | world     | 242 | hard     | 293 | cut           | 344 | letter   |
| 39    | an    | 90                             | water   | 141 | again     | 192                               | going     | 243 | near     | 294 | done          | 345 | among    |
| 40    | your  | 91                             | long    | 142 | off       | 193                               | want      | 244 | sentence | 295 | group         | 346 | able     |
| 41    | which | 92                             | little  | 143 | went      | 194                               | school    | 245 | better   | 296 | true          | 347 | dog      |
| 42    | their | 93                             | very    | 144 | old       | 195                               | important | 246 | best     | 297 | half          | 348 | shown    |
| 43    | said  | 94                             | after   | 145 | number    | 196                               | until     | 247 | across   | 298 | red           | 349 | mean     |
| 44    | if    | 95                             | words   | 146 | great     | 197                               | form      | 248 | during   | 299 | fish          | 350 | English  |
| 45    | do    | 96                             | called  | 147 | tell      | 198                               | food      | 249 | today    | 300 | plants        | 351 | rest     |
| 46    | will  | 97                             | just    | 148 | men       | 199                               | keep      | 250 | however  | 301 | living        | 352 | perhaps  |
| 47    | each  | 98                             | where   | 149 | say       | 200                               | children  | 251 | sure     | 302 | black         | 353 | certain  |
| 48    | about | 99                             | most    | 150 | small     | 201                               | feet      | 252 | knew     | 303 | eat           | 354 | six      |
| 49    | how   | 100                            | know    | 151 | every     | 202                               | land      | 253 | it's     | 304 | short         | 355 | feel     |
| 50    | up    | 101                            | get     | 152 | found     | 203                               | side      | 254 | try      | 305 | United States | 356 | fire     |
| 51    | out   | 102                            | through | 153 | still     | 204                               | without   | 255 | told     | 306 | run           | 357 | ready    |

|     |            |     |            |     |             |     |            |     |             |     |           |     |            |
|-----|------------|-----|------------|-----|-------------|-----|------------|-----|-------------|-----|-----------|-----|------------|
| 358 | green      | 426 | heavy      | 494 | reading     | 562 | street     | 630 | temperature | 698 | drive     | 766 | safe       |
| 359 | yes        | 427 | carefully  | 495 | fall        | 563 | couldn't   | 631 | pair        | 699 | lead      | 767 | grown      |
| 360 | built      | 428 | follow     | 496 | poor        | 564 | reason     | 632 | ahead       | 700 | break     | 768 | cost       |
| 361 | special    | 429 | beautiful  | 497 | map         | 565 | difference | 633 | wrong       | 701 | sit       | 769 | wear       |
| 362 | ran        | 430 | everyone   | 498 | friend      | 566 | maybe      | 634 | practice    | 702 | bought    | 770 | act        |
| 363 | full       | 431 | leave      | 499 | language    | 567 | history    | 635 | sand        | 703 | radio     | 771 | hat        |
| 364 | town       | 432 | everything | 500 | job         | 568 | mouth      | 636 | tail        | 704 | method    | 772 | arm        |
| 365 | complete   | 433 | game       | 501 | music       | 569 | middle     | 637 | wait        | 705 | king      | 773 | believe    |
| 366 | oh         | 434 | system     | 502 | buy         | 570 | step       | 638 | difficult   | 706 | similar   | 774 | major      |
| 367 | person     | 435 | bring      | 503 | window      | 571 | child      | 639 | general     | 707 | return    | 775 | gray       |
| 368 | hot        | 436 | watch      | 504 | mark        | 572 | strange    | 640 | cover       | 708 | corn      | 776 | wonder     |
| 369 | anything   | 437 | shell      | 505 | heat        | 573 | wish       | 641 | material    | 709 | decide    | 777 | include    |
| 370 | hold       | 438 | dry        | 506 | grew        | 574 | soil       | 642 | isn't       | 710 | position  | 778 | describe   |
| 371 | state      | 439 | within     | 507 | listen      | 575 | human      | 643 | thousand    | 711 | bear      | 779 | electric   |
| 372 | list       | 440 | floor      | 508 | ask         | 576 | trip       | 644 | sign        | 712 | hope      | 780 | sold       |
| 373 | stood      | 441 | ice        | 509 | single      | 577 | woman      | 645 | guess       | 713 | song      | 781 | visit      |
| 374 | hundred    | 442 | ship       | 510 | clear       | 578 | eye        | 646 | forward     | 714 | engine    | 782 | sheep      |
| 375 | ten        | 443 | themselves | 511 | energy      | 579 | milk       | 647 | huge        | 715 | board     | 783 | I'd        |
| 376 | fast       | 444 | begin      | 512 | week        | 580 | choose     | 648 | ride        | 716 | control   | 784 | office     |
| 377 | felt       | 445 | fact       | 513 | explain     | 581 | north      | 649 | region      | 717 | spread    | 785 | row        |
| 378 | kept       | 446 | third      | 514 | lost        | 582 | seven      | 650 | nor         | 718 | evening   | 786 | contain    |
| 379 | notice     | 447 | quite      | 515 | spring      | 583 | famous     | 651 | period      | 719 | brown     | 787 | fit        |
| 380 | can't      | 448 | carry      | 516 | travel      | 584 | late       | 652 | blood       | 720 | clean     | 788 | equal      |
| 381 | strong     | 449 | distance   | 517 | wrote       | 585 | pay        | 653 | rich        | 721 | wouldn't  | 789 | value      |
| 382 | voice      | 450 | although   | 518 | farm        | 586 | sleep      | 654 | team        | 722 | section   | 790 | yard       |
| 383 | probably   | 451 | sat        | 519 | circle      | 587 | iron       | 655 | corner      | 723 | spent     | 791 | beat       |
| 384 | area       | 452 | possible   | 520 | whose       | 588 | trouble    | 656 | cat         | 724 | ring      | 792 | inch       |
| 385 | horse      | 453 | heart      | 521 | correct     | 589 | store      | 657 | amount      | 725 | teeth     | 793 | sugar      |
| 386 | matter     | 454 | real       | 522 | bed         | 590 | beside     | 658 | garden      | 726 | quiet     | 794 | key        |
| 387 | stand      | 455 | simple     | 523 | measure     | 591 | oil        | 659 | led         | 727 | ancient   | 795 | product    |
| 388 | box        | 456 | snow       | 524 | straight    | 592 | modern     | 660 | note        | 728 | stick     | 796 | desert     |
| 389 | start      | 457 | rain       | 525 | base        | 593 | fun        | 661 | various     | 729 | afternoon | 797 | bank       |
| 390 | that's     | 458 | suddenly   | 526 | mountain    | 594 | catch      | 662 | race        | 730 | silver    | 798 | farther    |
| 391 | class      | 459 | easy       | 527 | cot         | 595 | business   | 663 | bit         | 731 | nose      | 799 | won        |
| 392 | piece      | 460 | leaves     | 528 | hair        | 596 | reach      | 664 | result      | 732 | century   | 800 | total      |
| 393 | surface    | 461 | lay        | 529 | bird        | 597 | lot        | 665 | brother     | 733 | therefore | 801 | sell       |
| 394 | river      | 462 | size       | 530 | wood        | 598 | won't      | 666 | addition    | 734 | level     | 802 | wire       |
| 395 | common     | 463 | wild       | 531 | color       | 599 | case       | 667 | doesn't     | 735 | you'll    | 803 | rose       |
| 396 | stop       | 464 | weather    | 532 | war         | 600 | speak      | 668 | dead        | 736 | death     | 804 | cotton     |
| 397 | am         | 465 | miss       | 533 | fly         | 601 | shape      | 669 | weight      | 737 | hole      | 805 | spoke      |
| 398 | talk       | 466 | pattern    | 534 | yourself    | 602 | eight      | 670 | thin        | 738 | coast     | 806 | rope       |
| 399 | whether    | 467 | sky        | 535 | seem        | 603 | edge       | 671 | stone       | 739 | cross     | 807 | fear       |
| 400 | fine       | 468 | walked     | 536 | thus        | 604 | soft       | 672 | hit         | 740 | sharp     | 808 | shore      |
| 401 | round      | 469 | main       | 537 | square      | 605 | village    | 673 | wife        | 741 | fight     | 809 | throughout |
| 402 | dark       | 470 | someone    | 538 | moment      | 606 | object     | 674 | island      | 742 | capital   | 810 | compare    |
| 403 | past       | 471 | center     | 539 | teacher     | 607 | age        | 675 | we'll       | 743 | fill      | 811 | movement   |
| 404 | ball       | 472 | field      | 540 | happy       | 608 | minute     | 676 | opposite    | 744 | deal      | 812 | exercise   |
| 405 | girl       | 473 | stay       | 541 | bright      | 609 | wall       | 677 | born        | 745 | busy      | 813 | bread      |
| 406 | road       | 474 | itself     | 542 | sent        | 610 | meet       | 678 | sense       | 746 | beyond    | 814 | process    |
| 407 | blue       | 475 | boat       | 543 | present     | 611 | record     | 679 | cattle      | 747 | send      | 815 | nature     |
| 408 | instead    | 476 | question   | 544 | plan        | 612 | copy       | 680 | million     | 748 | love      | 816 | apart      |
| 409 | either     | 477 | wide       | 545 | rather      | 613 | forest     | 681 | anyone      | 749 | cool      | 817 | path       |
| 410 | held       | 478 | least      | 546 | length      | 614 | especially | 682 | rule        | 750 | cause     | 818 | careful    |
| 411 | already    | 479 | tiny       | 547 | speed       | 615 | necessary  | 683 | science     | 751 | please    | 819 | narrow     |
| 412 | warm       | 480 | hour       | 548 | machine     | 616 | he's       | 684 | afraid      | 752 | meat      | 820 | mental     |
| 413 | gone       | 481 | happened   | 549 | information | 617 | unit       | 685 | women       | 753 | lady      | 821 | nine       |
| 414 | finally    | 482 | foot       | 550 | except      | 618 | flat       | 686 | produce     | 754 | west      | 822 | useful     |
| 415 | summer     | 483 | care       | 551 | figure      | 619 | direction  | 687 | pull        | 755 | glad      | 823 | public     |
| 416 | understand | 484 | low        | 552 | you're      | 620 | south      | 688 | son         | 756 | action    | 824 | according  |
| 417 | moon       | 485 | else       | 553 | free        | 621 | subject    | 689 | meant       | 757 | pass      | 825 | steel      |
| 418 | animals    | 486 | gold       | 554 | fell        | 622 | skin       | 690 | broken      | 758 | type      | 826 | salt       |
| 419 | mind       | 487 | build      | 555 | suppose     | 623 | wasn't     | 691 | interest    | 759 | attention | 827 | speech     |
| 420 | outside    | 488 | glass      | 556 | natural     | 624 | I've       | 692 | chance      | 760 | gas       | 828 | forth      |
| 421 | power      | 489 | rock       | 557 | ocean       | 625 | yellow     | 693 | thick       | 761 | kitchen   | 829 | nation     |
| 422 | problem    | 490 | tall       | 558 | government  | 626 | party      | 694 | sight       | 762 | pick      | 830 | knowledge  |
| 423 | longer     | 491 | alone      | 559 | baby        | 627 | force      | 695 | pretty      | 763 | scale     | 831 | appear     |
| 424 | winter     | 492 | bottom     | 560 | grass       | 628 | test       | 696 | train       | 764 | basic     | 832 | ate        |
| 425 | deep       | 493 | check      | 561 | plane       | 629 | bad        | 697 | fresh       | 765 | happen    | 833 | dinner     |

|     |            |     |            |      |             |      |             |      |                |      |            |
|-----|------------|-----|------------|------|-------------|------|-------------|------|----------------|------|------------|
| 834 | hurt       | 902 | supply     | 970  | tomorrow    | 1038 | bicycle     | 1106 | parents        | 1174 | offered    |
| 835 | spend      | 903 | laid       | 971  | drove       | 1039 | secret      | 1107 | style          | 1175 | apply      |
| 836 | experiment | 904 | dear       | 972  | population  | 1040 | soldier     | 1108 | education      | 1176 | improve    |
| 837 | touch      | 905 | surprise   | 973  | finish      | 1041 | silent      | 1109 | required       | 1177 | stomach    |
| 838 | drop       | 906 | gun        | 974  | station     | 1042 | structure   | 1110 | political      | 1178 | collect    |
| 839 | chair      | 907 | entire     | 975  | shook       | 1043 | height      | 1111 | daughter       | 1179 | prevent    |
| 840 | east       | 908 | fruit      | 976  | stage       | 1044 | observe     | 1112 | individual     | 1180 | courage    |
| 841 | separate   | 909 | crowd      | 977  | oxygen      | 1045 | indicate    | 1113 | progress       | 1181 | occur      |
| 842 | truck      | 910 | band       | 978  | poem        | 1046 | railroad    | 1114 | altogether     | 1182 | foreign    |
| 843 | sing       | 911 | wet        | 979  | solution    | 1047 | knife       | 1115 | activities     | 1183 | quality    |
| 844 | column     | 912 | solid      | 980  | burn        | 1048 | married     | 1116 | article        | 1184 | terrible   |
| 845 | twice      | 913 | northern   | 981  | cent        | 1049 | suggested   | 1117 | equipment      | 1185 | instrument |
| 846 | particular | 914 | flower     | 982  | electricity | 1050 | entered     | 1118 | discuss        | 1186 | balance    |
| 847 | shop       | 915 | star       | 983  | everybody   | 1051 | magazine    | 1119 | healthy        | 1187 | ability    |
| 848 | unless     | 916 | feed       | 984  | rate        | 1052 | agree       | 1120 | perfect        | 1188 | arrange    |
| 849 | spot       | 917 | wooden     | 985  | dust        | 1053 | fifty       | 1121 | recognize      | 1189 | rhythm     |
| 850 | neither    | 918 | sort       | 986  | worth       | 1054 | escape      | 1122 | frequently     | 1190 | avoid      |
| 851 | met        | 919 | develop    | 987  | community   | 1055 | threw       | 1123 | character      | 1191 | daily      |
| 852 | wheel      | 920 | shoulder   | 988  | captain     | 1056 | planet      | 1124 | personal       | 1192 | identity   |
| 853 | none       | 921 | variety    | 989  | bus         | 1057 | dangerous   | 1125 | disappear      | 1193 | standard   |
| 854 | hill       | 922 | season     | 990  | protect     | 1058 | event       | 1126 | success        | 1194 | combine    |
| 855 | television | 923 | share      | 991  | cook        | 1059 | leader      | 1127 | traffic        | 1195 | attached   |
| 856 | bill       | 924 | jump       | 992  | raise       | 1060 | peace       | 1128 | yesterday      | 1196 | frighten   |
| 857 | solve      | 925 | regular    | 993  | further     | 1061 | spelling    | 1129 | situation      | 1197 | social     |
| 858 | pressure   | 926 | represent  | 994  | steam       | 1062 | chapter     | 1130 | realize        | 1198 | factory    |
| 859 | report     | 927 | market     | 995  | guide       | 1063 | swimming    | 1131 | message        | 1199 | license    |
| 860 | farmer     | 928 | we're      | 996  | discover    | 1064 | opportunity | 1132 | recently       | 1200 | recommend  |
| 861 | count      | 929 | flew       | 997  | plain       | 1065 | immediately | 1133 | account        |      |            |
| 862 | trade      | 930 | finger     | 998  | usual       | 1066 | favorite    | 1134 | physical       |      |            |
| 863 | chief      | 931 | expect     | 999  | seat        | 1067 | settled     | 1135 | neighbor       |      |            |
| 864 | month      | 932 | army       | 1000 | accept      | 1068 | telephone   | 1136 | excited        |      |            |
| 865 | clothes    | 933 | cabin      | 1001 | police      | 1069 | repeat      | 1137 | whisper        |      |            |
| 866 | doctor     | 934 | camp       | 1002 | consider    | 1070 | prepare     | 1138 | available      |      |            |
| 867 | indeed     | 935 | danger     | 1003 | dozen       | 1071 | instance    | 1139 | college        |      |            |
| 868 | dance      | 936 | purpose    | 1004 | baseball    | 1072 | avenue      | 1140 | furniture      |      |            |
| 869 | church     | 937 | breakfast  | 1005 | rubber      | 1073 | newspaper   | 1141 | leather        |      |            |
| 870 | original   | 938 | proper     | 1006 | symbol      | 1074 | actually    | 1142 | husband        |      |            |
| 871 | enjoy      | 939 | coat       | 1007 | support     | 1075 | employee    | 1143 | principal      |      |            |
| 872 | string     | 940 | push       | 1008 | exactly     | 1076 | review      | 1144 | medicine       |      |            |
| 873 | sister     | 941 | express    | 1009 | industry    | 1077 | convince    | 1145 | excellent      |      |            |
| 874 | familiar   | 942 | shot       | 1010 | they're     | 1078 | allowed     | 1146 | operation      |      |            |
| 875 | onto       | 943 | angry      | 1011 | beneath     | 1079 | nobody      | 1147 | council        |      |            |
| 876 | imagine    | 944 | southern   | 1012 | laugh       | 1080 | details     | 1148 | author         |      |            |
| 877 | blow       | 945 | dress      | 1013 | groceries   | 1081 | muscles     | 1149 | organize       |      |            |
| 878 | quick      | 946 | bag        | 1014 | popular     | 1082 | model       | 1150 | concern        |      |            |
| 879 | law        | 947 | proud      | 1015 | thank       | 1083 | climate     | 1151 | barbecue       |      |            |
| 880 | lie        | 948 | neck       | 1016 | quarter     | 1084 | coffee      | 1152 | accident       |      |            |
| 881 | final      | 949 | breath     | 1017 | climbed     | 1085 | whenever    | 1153 | disease        |      |            |
| 882 | rise       | 950 | strength   | 1018 | continue    | 1086 | serious     | 1154 | construction   |      |            |
| 883 | loud       | 951 | member     | 1019 | potatoes    | 1087 | angle       | 1155 | motor          |      |            |
| 884 | fair       | 952 | twelve     | 1020 | receive     | 1088 | feather     | 1156 | affect         |      |            |
| 885 | herself    | 953 | mine       | 1021 | design      | 1089 | determined  | 1157 | conversation   |      |            |
| 886 | slow       | 954 | company    | 1022 | president   | 1090 | dictionary  | 1158 | evidence       |      |            |
| 887 | noise      | 955 | current    | 1023 | charge      | 1091 | ordinary    | 1159 | citizen        |      |            |
| 888 | statement  | 956 | pound      | 1024 | mistake     | 1092 | extra       | 1160 | environment    |      |            |
| 889 | hungry     | 957 | valley     | 1025 | hospital    | 1093 | rough       | 1161 | influence      |      |            |
| 890 | join       | 958 | double     | 1026 | remain      | 1094 | library     | 1162 | cancel         |      |            |
| 891 | tube       | 959 | till       | 1027 | service     | 1095 | condition   | 1163 | audience       |      |            |
| 892 | rode       | 960 | match      | 1028 | increase    | 1096 | arrived     | 1164 | apartment      |      |            |
| 893 | empty      | 961 | average    | 1029 | students    | 1097 | located     | 1165 | worse          |      |            |
| 894 | twenty     | 962 | die        | 1030 | insects     | 1098 | program     | 1166 | transportation |      |            |
| 895 | broke      | 963 | liquid     | 1031 | address     | 1099 | pencil      | 1167 | frozen         |      |            |
| 896 | nice       | 964 | alive      | 1032 | sincerely   | 1100 | tongue      | 1168 | waste          |      |            |
| 897 | effect     | 965 | stream     | 1033 | dollars     | 1101 | title       | 1169 | couple         |      |            |
| 898 | paid       | 966 | provide    | 1034 | belong      | 1102 | enemy       | 1170 | function       |      |            |
| 899 | motion     | 967 | drink      | 1035 | bottle      | 1103 | garage      | 1171 | connect        |      |            |
| 900 | myself     | 968 | experience | 1036 | flight      | 1104 | lose        | 1172 | project        |      |            |
| 901 | divide     | 969 | future     | 1037 | forget      | 1105 | vegetable   | 1173 | pronounce      |      |            |

## Suggestions for Helping Your Child Achieve Academically

The school system encourages parents to be an active part of their child's education. The following are just a few ways you can be involved:

- Review the AKS for your child's grade. You also can access the AKS on the system's web site ([www.gwinnett.k12.ga.us](http://www.gwinnett.k12.ga.us)).
- Ask to see your child's work.
- Support your child and communicate that his/her academic success is important to you.
- Read and write with your child often. Remind students to edit the entire sentence and paragraph when they write and to use complete sentences with appropriate grammar and spelling.
- In their assignments, ask children to show their work, making sure they answer the question asked, not just provide information that may or may not be relevant.
- Participate in parent-teacher conferences.
- Share the Keys to School Success list with your child:
  - ☞ Be prepared each day. Have the needed materials and assignments for each class.
  - ☞ Stay organized. Keep your notebook, locker, book bag, and home study area neatly arranged.
  - ☞ Use an agenda book or calendar to keep track of assignments and due dates. Check it everyday.
  - ☞ Give your best effort to both homework and in-class assignments. Complete assignments and turn them in on time.
  - ☞ Review your work from each class every evening even if you don't have a homework assignment due the next day.
  - ☞ Study for every test and quiz.
  - ☞ Ask your teacher questions if you do not understand a lesson or an assignment.
  - ☞ Get involved in at least one extracurricular activity.