



# AKS

ACADEMIC KNOWLEDGE AND SKILLS  
GWINNETT COUNTY PUBLIC SCHOOLS

## 5TH GRADE 2012-13 COMPLETE AKS

Gwinnett's curriculum for grades K-12 is called the Academic Knowledge and Skills (AKS) and is aligned to the state-adopted Common Core Georgia Performance Standards (CCGPS) in Language Arts and Mathematics for elementary school students. Gwinnett's AKS is a rigorous curriculum that prepares students for college and 21st century careers in a globally competitive future. The AKS for each grade level spell out the essential things students are expected to know and be able to do in that grade or subject. The AKS offer a solid base on which teachers build rich learning experiences. Teachers use curriculum guides, textbooks, technology, and other materials to teach the AKS and to make sure every student is learning to his or her potential.

The Academic Knowledge and Skills (AKS) were developed by our teachers, with input from our parents and community, in response to Gwinnett County Public Schools' mission statement:

*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.*

In this booklet, you will find a complete list of the AKS for 5th grade. We encourage you to talk to your child about what he or she is learning.

**WELCOME TO 5TH GRADE!**



## **About the Academic Knowledge and Skills (AKS) Curriculum**

The AKS are the standards for academic excellence for all students in Gwinnett County Public Schools (GCPS). 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 state-required Iowa Tests of Basic Skills (ITBS) for grades 3 and 5— ensures that GCPS elementary students are well-prepared for this national measurement of achievement. GCPS’ rigorous AKS curriculum also aligns with the state curriculum— the Common Core Georgia Performance Standards (CCGPS) in Language Arts and Mathematics and the Georgia Performance Standards (GPS) in other content areas. This alignment assures that students are prepared for state tests, including the Criterion-Referenced Competency Tests (CRCT), which measure the grade-level achievement of Georgia elementary and middle school students in grades 3–8.

Since its inception in 1996, GCPS’ AKS curriculum has reflected the collective wisdom of thousands of educators and community members who worked together to determine what students need to know and be able to do in order to be successful at the next grade level and in the future. This investment by GCPS’ stakeholders has ensured that the AKS curriculum remains a rigorous and relevant blueprint for student learning in Gwinnett. As part of that ongoing effort, the GEMS Oversight Committee— made up of community and GCPS staff members— meets annually to review proposed additions, deletions, and changes to the AKS that come out of school and community surveys. Following validation by the GEMS committee, recommendations are submitted to the superintendent for approval by the School Board, with implementation the following school year.

## **About Testing for 5th Grade**

All 5th grade students participate in the Cognitive Abilities Test (CogAT) assessment and the Iowa Tests of Basic Skills (ITBS) in the fall and the Criterion-Referenced Competency Tests (CRCT) in the spring. 5th graders also take the Georgia Grade 5 Writing Assessment in March. CogAT provides information related to skills that are important for learning and problem-solving, both in and out of school. This test gives teachers details on how students learn so that teachers can develop appropriate learning objectives for each child. The ITBS is a national, norm-referenced test that provides information on student achievement, based on common knowledge and skills. Norm-referenced tests allow scores to be compared to other students who took the same test following the same testing procedures. This test identifies strengths and weaknesses in basic skills so teachers can provide support. The CRCT measures what students should know and be able to do at the end of 5th grade, based on the state’s curriculum— the Common Core Georgia Performance Standards (CCGPS) in Language Arts and Mathematics, and the Georgia Performance Standards (GPS) in other content areas. (Gwinnett’s AKS curriculum includes and goes beyond the state’s curriculum.) 5th graders take the CRCT in Reading, English/Language Arts, Mathematics, Science, and Social Studies. Students are expected to meet or exceed grade-level expectations. The state requires students to pass the CRCT in Reading and Mathematics for promotion. The Writing Assessment evaluates the student’s response to an assigned topic from one of three types of writing— narrative, informational, or persuasive. The student’s score reflects his or her command of the topic and the English language. The scoring report indicates the student’s writing strengths and areas that need improvement.

## **About Promotion to 6th Grade**

The state requires that Georgia 5th graders score in the “Meets Standards” (Level 2) range or higher on the Reading and Mathematics subtests of the CRCT to earn promotion. In addition, GCPS students must earn a passing score on the Grade 5 Writing Assessment, which is a Gateway test in Gwinnett. Students also must successfully master the current grade-level AKS in order to earn promotion to the next grade level.\* Should a child not earn promotion to 6th grade, he or she will have the opportunity to attend summer school and to take needed retests. A student who does not meet all promotion requirements after summer school and retests will not be promoted to 6th grade.

\* Note: A special education student’s promotion is determined by his or her Individualized Education Program (IEP). If a student learning English is not successful on the Reading and Mathematics CRCT subtests (a state promotion requirement), the student must take a retest for the failed subtest(s) during summer school. If the student does not pass the retest(s), a Student Support Team will determine the student’s placement for the next school year.

## **Notes about this Booklet**

- Correlations to the following state-required curriculum standards/objectives and elementary school assessments are indicated for respective Academic Knowledge and Skills: Common Core Georgia Performance Standards (CCGPS), Georgia Performance Standards (GPS), Iowa Tests of Basic Skills (ITBS), and Character Education (CE).

- 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 booklets are available for other grade levels (K–8 and combined grades for high school) and by core academic subject (Language Arts, Mathematics, Science, and Social Studies) on the district website at [www.gwinnett.k12.ga.us](http://www.gwinnett.k12.ga.us). In addition, a comprehensive book includes the AKS for all elementary grade levels as well as the AKS in core subjects for 6th grade. These booklets are posted in PDF form.
- Parents also can find online PDFs of grade-level brochures (grades K–8) with a more general overview of what students will learn, available services, promotion requirements, and grade-level testing. The Choice Book serves this purpose for high school students, providing an overview of the high school experience, high school and postsecondary planning tools, and a “course catalog.” Parents receive a printed copy of their child’s grade-level AKS brochure (K–8) at the start of the school year, and rising 9th graders receive a printed copy of The Choice Book.
- The AKS 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.

### Character Education

The school system supports a mandate from the Georgia General Assembly requiring all schools to teach character education. 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 is thoroughly embedded in the AKS curriculum. Traits emphasized in the curriculum include the following:

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

### Parent Involvement

*Research shows that when parents are involved in their children’s education at home, their children do better in school. When parents are involved at school, their children’s achievement excels and the schools they attend become even stronger.* Be There is a national movement that inspires parents to become more involved in their child’s education and their public schools. Teachable moments are everywhere. You can be your child’s favorite teacher by connecting in meaningful ways as you go through the ordinary routines of the day... driving in the car, preparing a meal, shopping, or doing chores. Below and in your child’s AKS brochure, you will find tips for helping your child have a successful 5th grade experience. Look for more helpful tipsheets and other resources on the school system website and your local school website.

### Suggestions for Helping Your Student Achieve Academically

The school system encourages parents to be an active part of their student’s education. Following are a few ways you can be involved:

- Review the AKS for your student’s classes each year. You can also access the AKS on the system’s website.
  - Be familiar with important information about required assessments and promotion requirements.
  - Ask to see your student’s work and talk about what he or she is learning in school.
  - Support your student and communicate that his or her academic success is important to you.
  - Remind your student to edit work when writing and to pay careful attention to appropriate grammar and spelling.
  - Communicate with your student’s teachers.
  - Attend curriculum nights, PTA meetings, and other school meetings.
  - Share these Keys to School Success with your student:
- ➔ **Be prepared** each day. Have the needed materials and assignments for each class.
  - ➔ **Stay organized.** Keep your desk, notebooks, book bag, and home study area neatly arranged.
  - ➔ **Use and agenda book or calendar** to keep track of assignments and due dates. Check it every day.
  - ➔ **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.

# Language Arts

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## **A - Reading: Literature**

- quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text (CCGPS) (5LA\_A2012-1/ELACC5RL1)
- determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text (CCGPS) (5LA\_A2012-2/ELACC5RL2)
- compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact) (CCGPS) (5LA\_A2012-3/ELACC5RL3)
- determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes (CCGPS) (5LA\_A2012-4/ELACC5RL4)
- explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem (CCGPS) (5LA\_A2012-5/ELACC5RL5)
- describe how a narrator's or speaker's point of view influences how events are described (CCGPS) (5LA\_A2012-6/ELACC5RL6)
- analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem) (CCGPS) (5LA\_A2012-7/ELACC5RL7)
- compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics (CCGPS) (5LA\_A2012-8/ELACC5RL9)
- read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently by the end of grade 5 (CCGPS) (5LA\_A2012-9/ELACC5RL10)

## **B - Reading: Informational Text**

- quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text (CCGPS) (5LA\_B2012-10/ELACC5RI1)
- determine two or more main ideas of a text and explain how they are supported by key details; summarize the text (CCGPS) (5LA\_B2012-11/ELACC5RI2)
- explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text (CCGPS) (5LA\_B2012-12/ELACC5RI3)
- determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area (CCGPS) (5LA\_B2012-13/ELACC5RI4)
- compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts (CCGPS) (5LA\_B2012-14/ELACC5RI5)
- analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent (CCGPS) (5LA\_B2012-15/ELACC5RI6)
- draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently (CCGPS) (5LA\_B2012-16/ELACC5RI7)
- explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point(s) (CCGPS) (5LA\_B2012-17/ELACC5RI8)
- integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably (CCGPS) (5LA\_B2012-18/ELACC5RI9)
- read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently by the end of grade 5 (CCGPS) (5LA\_B2012-19/ELACC5RI10)

## **C - Reading: Foundational Skills**

- know and apply grade-level phonics and word analysis skills in decoding words (CCGPS) (5LA\_C2012-20/ELACC5RF3)

### **C - Reading: Foundational Skills (*continued*)**

- read with sufficient accuracy and fluency to support comprehension (CCGPS) (5LA\_C2012-21/ELACC5RF4)

### **D - Writing**

- write opinion pieces on topics or texts, supporting a point of view with reasons and information (CCGPS) (5LA\_D2012-22/ELACC5W1)
- write informative/explanatory texts to examine a topic and convey ideas and information clearly (CCGPS) (5LA\_D2012-23/ELACC5W2)
- write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences (CCGPS) (5LA\_D2012-24/ELACC5W3)
- produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience (CCGPS) (5LA\_D2012-25/ELACC5W4)
- develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, with guidance and support from peers and adults (CCGPS) (5LA\_D2012-26/ELACC5W5)
- use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting, with some guidance and support from adults (CCGPS) (5LA\_D2012-27/ELACC5W6)
- conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic (CCGPS) (5LA\_D2012-28/ELACC5W7)
- recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources (CCGPS) (5LA\_D2012-29/ELACC5W8)
- draw evidence from literary or informational texts to support analysis, reflection, and research (CCGPS) (5LA\_D2012-30/ELACC5W9)
- write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences (CCGPS) (5LA\_D2012-31/ELACC5W10)

### **E - Speaking and Listening**

- engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and text, building on others' ideas and expressing their own clearly (CCGPS) (5LA\_E2012-32/ELACC5SL1)
- summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally (CCGPS) (5LA\_E2012-33/ELACC5SL2)
- summarize the points a speaker makes and explain how each claim is supported by reasons and evidence (CCGPS) (5LA\_E2012-34/ELACC5SL3)
- report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace (CCGPS) (5LA\_E2012-35/ELACC5SL4)
- include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes (CCGPS) (5LA\_E2012-36/ELACC5SL5)
- adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation (CCGPS) (5LA\_E2012-37/ELACC5SL6)

### **F - Language**

- demonstrate command of the conventions of standard English grammar and usage when writing or speaking (CCGPS) (5LA\_F2012-38/ELACC5L1)
- demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing (CCGPS) (5LA\_F2012-39/ELACC5L2)

## **F – Language (*continued*)**

- use knowledge of language and its conventions when writing, speaking, reading, or listening (CCGPS) (5LA\_F2012-40/ELACC5L3)
- determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies (CCGPS) (5LA\_F2012-41/ELACC5L4)
- demonstrate understanding of figurative language, word relationships, and nuances in word meanings (CCGPS) (5LA\_F2012-42/ELACC5L5)
- acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, vocabulary, including that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition) (CCGPS) (5LA\_F2012-43/ELACC5L6)

## **Mathematics**

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### **A - Operations and Algebraic Thinking**

- use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols (CCGPS) (5MA\_A2012-1/MCC5.OA.1)
- write simple expressions that record calculations with numbers and interpret numerical expressions without evaluating them [e.g., express the calculation “add 8 and 7, then multiply by 2” as  $2 \times (8 + 7)$ ] and recognize that  $3 \times (18932 + 921)$  is three times as large as  $18932 + 921$ , without having to calculate the indicated sum or product (CCGPS) (5MA\_A2012-2/MCC5.OA.2)
- form and graph ordered pairs of corresponding terms for numerical patterns (e.g., given the rule “Add 3” and the starting number 0, and given the rule “Add 6” and the starting number 0, generate terms in the resulting sequences and observe that the terms in one sequence are twice the corresponding terms in the other sequence) (CCGPS) (5MA\_A2012-3/MCC5.OA.3)

### **B - Number and Operations in Base Ten**

- recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and  $1/10$  of what it represents in the place to its left (CCGPS) (5MA\_B2012-4/MCC5.NBT.1)
- explain patterns in the number of zeros of the product when multiplying a number by powers of 10 and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10; use whole-number exponents to denote powers of 10 (CCGPS) (5MA\_B2012-5/MCC5.NBT.2)
- read, write, order, and compare place value of decimals to thousandths using base ten numerals, number names, and expanded form [e.g.,  $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$ ] (CCGPS) (5MA\_B2012-6/MCC5.NBT.3/MCC5.NBT.3\_a)
- compare two decimals to thousandths based on meanings of the digits in each place, using  $>$ ,  $=$ , and  $<$  symbols to record the results of comparisons (CCGPS) (5MA\_B2012-7/MCC5.NBT.3\_b)
- round decimals to any place using tools such as a number line and/or charts (CCGPS) (5MA\_B2012-8/MCC5.NBT.4)
- multiply multi-digit whole numbers fluently using the standard algorithm (CCGPS) (5MA\_B2012-9/MCC5.NBT.5)
- solve problems involving division of up to four-digit whole number dividends by a one- or two-digit whole number divisor using strategies based on place value, properties and/or relationship between multiplication and division, including problems that generate a remainder (CCGPS) (5MA\_B2012-10/MCC5.NBT.6)
- illustrate and explain division calculations by using equations, rectangular arrays, and/or area models (CCGPS) (5MA\_B2012-11/MCC5.NBT.6)
- add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction (CCGPS) (5MA\_B2012-12/MCC5.NBT.7)

## C - Number and Operations: Fractions

- add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators (e.g.,  $2/3 + 5/4 = 8/12 + 15/12 = 23/12$ ) (CCGPS) (5MA\_C2012-13/MCC5.NF.1)
- use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers (e.g., recognize an incorrect result  $2/5 + 1/2 = 3/7$ , by observing that  $3/7 < 1/2$ ) (CCGPS) (5MA\_C2012-14/MCC5.NF.2)
- solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators (CCGPS) (5MA\_C2012-15/MCC5.NF.2)
- use words, pictures, and/or numbers to show that division of whole numbers can be represented as a fraction ( $a/b = a \div b$ ) (CCGPS) (5MA\_C2012-16/MCC5.NF.3)
- solve word problems, by using visual fraction models, involving division of whole numbers leading to answers in the form of fractions or mixed numbers (e.g., interpret  $3/4$  as the result of dividing 3 by 4 noting that  $3/4$  multiplied by 4 equals 3 and that when 3 wholes are shared equally among 4 people each person has a share of size  $3/4$ ) (CCGPS) (5MA\_C2012-17/MCC5.NF.3)
- apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction (CCGPS) (5MA\_C2012-18/MCC5.NF.4)
- interpret the product  $(a/b) \times q$  as a parts of a partition of  $q$  into  $b$  equal parts; equivalently, as the result of a sequence of operations  $a \times q/b$  (e.g., use a visual fraction model to show  $(2/3) \times 4 = 8/3$  and create a story context for this equation; do the same with  $(2/3) \times (4/5) = 8/15$ ) (CCGPS) (5MA\_C2012-19/MCC5.NF.4\_a)
- find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths (CCGPS) (5MA\_C2012-20/MCC5.NF.4\_b)
- relate the principle of fraction equivalence,  $a/b = (n \times a)/(n \times b)$ , to the effect of multiplying  $a/b$  by 1 (CCGPS) (5MA\_C2012-21/MCC5.NF.5)
- interpret multiplication as scaling by comparing the size of the product to the sizes of the factors without multiplying (CCGPS) (5MA\_C2012-22/MCC5.NF.5\_a)
- explain why multiplying a given number by a fraction greater than 1 results in a product greater than the given number and why multiplying a given number by a fraction less than 1 results in a product smaller than the given number (CCGPS) (5MA\_C2012-23/MCC5.NF.5\_b)
- solve real-world problems involving multiplication of fractions and mixed numbers by using visual fraction models or equations to represent the problem (CCGPS) (5MA\_C2012-24/MCC5.NF.6)
- interpret division of a unit fraction by a non-zero whole number and compute such quotients [e.g., create a story context for  $(1/3) \div 4$  and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that  $(1/3) \div 4 = 1/12$  because  $(1/12) \times 4 = 1/3$ ] (CCGPS) (5MA\_C2012-25/MCC5.NF.7\_a)
- interpret division of a whole number by a unit fraction and compute such quotients [e.g., create a story context for  $4 \div (1/5)$  and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that  $4 \div (1/5) = 20$  because  $20 \times (1/5) = 4$ ] (CCGPS) (5MA\_C2012-26/MCC5.NF.7\_b)
- solve real-world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions e.g., by using visual fraction models and equations to represent the problem. (For example, how much chocolate will each person get if 3 people share  $1/2$  lb of chocolate equally? How many  $1/3$ -cup servings are in 2 cups of raisins?) (CCGPS) (5MA\_C2012-27/MCC5.NF.7\_c)

## D - Measurement and Data

- convert among different-sized standard measurement units within a given measurement system, and use these conversions in solving multi-step, real-world problems (e.g., convert 5 cm to 0.05 m) (5MA\_D2012-28/MCC5.MD.1)
- make a line plot to display a data set of measurements in fractions of a unit ( $1/2, 1/4, 1/8$ ) and solve problems using the line plot data (CCGPS) (5MA\_D2012-29/MCC5.MD.2)

## **D - Measurement and Data (continued)**

- use words, pictures, or numbers to show a cubic unit is represented by a cube in which each edge has a length of one unit (CCGPS) (5MA\_D2012-30/MCC5.MD.3\_a)
- apply concepts of volume measurement to explain volume as an attribute of solid figures packed without gaps or overlaps using “n” unit cubes (CCGPS) (5MA\_D2012-31/MCC5.MD.3\_b)
- measure volume as cubic centimeters, cubic meters, cubic inches, cubic feet, and cubic yards (CCGPS) (5MA\_D2012-32/MCC5.MD.4)
- relate volume to the operations of multiplication and addition and solve real-world and mathematical problems involving volume (CCGPS) (5MA\_D2012-33/MCC5.MD.5)
- find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base (CCGPS) (5MA\_D2012-34/MCC5.MD.5\_a)
- estimate, derive and apply the formula ( $V = l \times w \times h$  and  $V = b \times h$ ) for the volume of a cube and a right rectangular prism using manipulatives and relate volume to the operations of multiplication and addition to solve real-world and mathematical problems (CCGPS) (5MA\_D2012-35/MCC5.MD.5\_b)
- recognize and calculate volume as additive when volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real-world problems (CCGPS) (5MA\_D2012-36/MCC5.MD.5\_c)

## **E - Geometry**

- create, label, and use a coordinate grid system (CCGPS) (5MA\_E2012-37/MCC5.G.1)
- represent real-world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation (CCGPS) (5MA\_E2012-38/MCC5.G.2)
- demonstrate that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category (e.g., all rectangles have four right angles and squares are rectangles so all squares have four right angles) (CCGPS) (5MA\_E2012-39/MCC5.G.3)
- classify two-dimensional figures in a hierarchy based on properties (CCGPS) (5MA\_E2012-40/MCC5.G.4)

## **TC - Number and Operations: Fractions**

- explain why a fraction  $a/b$  is equivalent to a fraction  $(n \times a)/n \times b$  by using visual fraction models with attention to how the number and size of the parts differ even though the two fractions themselves are the same size; use this principle to recognize and generate equivalent fractions (CCGPS) (5MA\_TC2012-41/MCC4.NF.1)
- compare two fractions with different numerators and different denominators by creating common denominators or numerators, or by comparing to a benchmark fraction such as  $1/2$  (CCGPS) (5MA\_TC2012-42/MCC4.NF.2)
- use the symbols  $>$ ,  $=$ , or  $<$  to compare fractions and justify the conclusions by using a visual fraction model (CCGPS) (5MA\_TC2012-43/MCC4.NF.2)
- recognize that a fraction  $a/b$  with  $a > 1$  as a sum of fractions  $1/b$  (CCGPS) (5MA\_TC2012-44/MCC4.NF.3)
- model and explain addition and subtraction of fractions as joining and separating parts referring to the same whole (CCGPS) (5MA\_TC2012-45/MCC4.NF.3\_a)
- decompose a fraction, by using a visual fraction model, into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation (e.g.,  $3/8 = 1/8 + 1/8 + 1/8$ ;  $3/8 = 1/8 + 2/8$ ;  $2 \frac{1}{8} = 1 + 1 + 1/8$ ;  $8/8 = 7/8 + 1/8$ ) (CCGPS) (5MA\_TC2012-46/MCC4.NF.3\_b)
- add and subtract mixed numbers with like denominators (e.g., by replacing each mixed number with an equivalent fraction and/or by using properties of operations and the relationship between addition and subtraction) (CCGPS) (5MA\_TC2012-47/MCC4.NF.3\_c)
- solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators by using visual fraction models and equations to represent the problem (CCGPS) (5MA\_TC2012-48/MCC4.NF.3\_d)
- apply and extend previous understanding of multiplication to multiply a fraction by a whole number (CCGPS) (5MA\_TC2012-49/MCC4.NF.4)



### **TC - Number and Operations: Fractions (*continued*)**

- recognize a fraction  $a/b$  as a multiple of  $1/b$  [e.g., use a visual fraction model to represent  $5/4$  as the product  $5 \times (1/4)$ , recording the conclusion by the equation  $5/4 = 5 \times (1/4)$ ] (CCGPS) (5MA\_TC2012-50/MCC4.NF.4\_a)
- understand a multiple of  $a/b$  as a multiple of  $1/b$ , and use this understanding to multiply a fraction by a whole number [e.g., use a visual fraction model to express  $3 \times (2/5)$  as  $6 \times (1/5)$ , recognizing this product as  $6/5$ ; (In general,  $n \times (a/b) = (n \times a)/b$ )] (CCGPS) (5MA\_TC2012-51/MCC4.NF.4\_b)
- solve word problems involving multiplication of a fraction by a whole number (e.g., by using visual fraction models and equations to represent the problem. For example, if each person at a party will eat  $3/8$  of a pound of roast beef and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?) (CCGPS) (5MA\_TC2012-52/MCC4.NF.4\_c)

## **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) (5SC\_A2006-1)
- demonstrate knowledge of scientific processes and inquiry methods (GPS, ITBS) (5SC\_A2006-2)
- apply computation and estimation skills necessary for analyzing data and following scientific explanations (GPS, ITBS) (5SC\_A2006-3)
- use tools and instruments for observing, measuring, and manipulating objects in scientific activities utilizing safe laboratory procedures (GPS, ITBS) (5SC\_A2006-4)
- use the concepts of system, model, change, and scale when exploring scientific and technological matters (GPS, ITBS) (5SC\_A2006-5)
- communicate scientific ideas and activities clearly (GPS, ITBS) (5SC\_A2006-6)
- question scientific claims and arguments effectively (GPS, ITBS) (5SC\_A2006-7)

### **B - Earth Science**

- analyze how surface features of the earth are caused by constructive and destructive processes (GPS, ITBS) (5SC\_B2006-8)

### **C - Physical Science**

- verify that an object is the sum of its parts (GPS) (5SC\_C2006-9)
- distinguish between physical changes and chemical changes (GPS, ITBS) (5SC\_C2006-10)
- investigate electricity and magnetism and their relationship to one another (GPS, ITBS) (5SC\_C2006-11)

### **D - Life Science**

- classify organisms to simplify the study of living things (GPS, ITBS) (5SC\_D2006-12)
- identify the cell as the building block of living organisms (GPS, ITBS) (5SC\_D2006-13)
- compare and contrast the characteristics of learned behaviors and inherited traits (GPS, ITBS) (5SC\_D2006-14)
- analyze how microorganisms benefit or harm other organisms (GPS) (5SC\_D2007-1)

## **Social Studies**

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### **A - Map and Globe Skills**

- use cardinal directions (GPS) (5SS\_A2008-1)
- use intermediate directions (GPS) (5SS\_A2008-2)
- use a letter/number grid system to determine location (GPS) (5SS\_A2008-3)
- compare and contrast the categories of natural, cultural, and political features found on maps (GPS) (5SS\_A2008-4)
- use inch-to-inch map scale to determine distance on a map (GPS) (5SS\_A2008-5)

### **A - Map and Globe Skills (continued)**

- use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps (GPS) (5SS\_A2008-6)
- use a map to explain impact of geography on historical and current events (GPS) (5SS\_A2008-7)
- draw conclusions and make generalizations based on information from maps (GPS) (5SS\_A2008-8)
- use latitude and longitude to determine location (GPS) (5SS\_A2008-9)
- use graphic scales to determine distances on a map (GPS) (5SS\_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) (5SS\_A2008-11)
- compare maps with data sets (charts, tables, graphs) and/or readings to draw conclusions and make generalizations (GPS) (5SS\_A2008-12)

### **B - Information Processing Skills**

- compare similarities and differences (GPS) (5SS\_B2008-13)
- organize items chronologically (GPS) (5SS\_B2008-14)
- identify issues and/or problems and alternative solutions (GPS) (5SS\_B2008-15)
- distinguish between fact and opinion (GPS) (5SS\_B2008-16)
- identify main idea, detail, sequence of events, and cause and effect in a social studies context (GPS) (5SS\_B2008-17)
- identify and use primary and secondary sources (GPS) (5SS\_B2008-18)
- interpret timelines (GPS) (5SS\_B2008-19)
- identify social studies reference resources to use for a specific purpose (GPS) (5SS\_B2008-20)
- construct charts and tables (GPS) (5SS\_B2008-21)
- analyze artifacts (GPS) (5SS\_B2008-22)
- draw conclusions and make generalizations (GPS) (5SS\_B2008-23)
- analyze graphs and diagrams (GPS) (5SS\_B2008-24)
- translate dates into centuries, eras, or ages (GPS) (5SS\_B2008-25)
- formulate appropriate research questions (GPS) (5SS\_B2008-26)
- determine adequacy and/or relevancy of information (GPS) (5SS\_B2008-27)
- check for consistency of information (GPS) (5SS\_B2008-28)
- interpret political cartoons (GPS) (5SS\_B2008-29)

### **C - The Civil War**

- explain the causes, major events, and consequences of the Civil War (GPS) (5SS\_C2008-30)
- locate important places in the United States associated with the Civil War (GPS) (5SS\_C2008-31)
- explain the reasons for the spatial patterns of economic activities (GPS) (5SS\_C2008-32)
- explain how a citizen's rights are protected under the U.S. Constitution and are related to the Civil War (GPS) (5SS\_C2008-33)

### **D - Reconstruction**

- analyze the effects of Reconstruction on American life (GPS) (5SS\_D2008-34)
- locate important places in the United States associated with Reconstruction (GPS) (5SS\_D2008-35)
- explain how a citizen's rights are protected under the U.S. Constitution and are related to Reconstruction (GPS) (5SS\_D2008-36)
- explain the process by which amendments to the U.S. Constitution are made (GPS) (5SS\_D2008-37)
- analyze the ways in which the influx of entrepreneurial northern businessmen affected Reconstruction (GPS) (5SS\_D2008-38)

### **E - Turn of the Century**

- describe how life changed in America at the turn of the century (GPS) (5SS\_E2008-39)
- locate important places in the United States associated with the turn of the century (GPS) (5SS\_E2008-40)
- explain the reasons for the spatial patterns of economic activities (GPS) (5SS\_E2008-41)

### **E - Turn of the Century (*continued*)**

- explain how a citizen's rights are protected under the U.S. Constitution and are related to turn of the century America (GPS) (5SS\_E2008-42)
- explain the process by which amendments to the U.S. Constitution are made (GPS) (5SS\_E2008-43)
- explain how amendments to the U.S. Constitution have maintained a representative democracy (GPS) (5SS\_E2008-44)
- explain the meaning of "e pluribus unum" and the reason it is the motto of the United States (GPS) (5SS\_E2008-45)

### **F - World War I**

- describe U.S. involvement in World War I and post-World War I America (GPS) (5SS\_F2008-46)
- explain the role the United States played in World War I and how these experiences affected political, economic, military, and lifestyle changes (5SS\_F2008-47)
- define, map, and explain the dispersion of the primary economic activities within the United States since the turn of the century (GPS) (5SS\_F2008-48)
- map and explain how the dispersion of global economic activities contributed to the United States emerging from World War I as a world power (GPS) (5SS\_F2008-49)

### **G - The Great Depression**

- explain how the Great Depression and New Deal affected the lives of millions of Americans (GPS) (5SS\_G2008-50)

### **H - World War II**

- cite reasons for the American entry into World War II in Europe and the Pacific (GPS) (5SS\_H2008-51)
- locate important places associated with World War II including Pearl Harbor, the countries involved, and the major battles (GPS) (5SS\_H2008-52)

### **I - The Cold War**

- discuss the origins and consequences of the Cold War (GPS) (5SS\_I2008-53)
- describe the importance of key people, events, and developments between 1950 and 1975 (GPS) (5SS\_I2008-54)

### **J - America Since 1975**

- trace important developments in America since 1975 (GPS) (5SS\_J2008-55)

### **K - Economics and Personal Finance**

- analyze the basic economic concepts of trade, opportunity cost, specialization, voluntary exchange, productivity, and price incentives to illustrate historical events (GPS) (5SS\_K2008-56)
- describe the functions of the four major institutions in the U.S. economy in each era of United States history (GPS) (5SS\_K2008-57)
- describe how consumers and businesses interact in the United States economy across time (GPS) (5SS\_K2008-58)
- identify the elements of a personal budget and explain why personal spending and saving decisions are important (GPS) (5SS\_K2008-59)

## **General Music**

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### **A - Skills and Techniques/Performance**

- sing, alone and with others, a varied repertoire of music (GPS) (5GM\_A2011-1)
- perform on instruments, alone and with others, a varied repertoire of music (GPS) (5GM\_A2011-2)
- read and notate music (GPS) (5GM\_A2011-3)

### **B - Creative Expression and Communication**

- improvise melodies, variations, and accompaniments (GPS) (5GM\_B2011-4)
- compose and arrange music within specified guidelines (GPS) (5GM\_B2011-5)

### **C - Critical Analysis/Investigation**

- listen to, analyze, and describe music (GPS) (5GM\_C2011-6)
- evaluate music and music performances (GPS) (5GM\_C2011-7)

### **D - Cultural and Historical Context**

- understand relationships between music, the other arts, and disciplines outside the arts (GPS) (5GM\_D2011-8)
- understand music in relation to history and culture (GPS) (5GM\_D2011-9)
- move, alone and with others, to a varied repertoire of music (GPS) (5GM\_D2011-10)

## **Health**

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### **A - First Aid**

- explain proper first aid procedures for a variety of emergencies (GPS) (5HE\_A2009-1)

### **B - Safety**

- identify threats to personal safety and list local support systems (GPS) (5HE\_B2009-2)

### **C - Personal Care**

- explain the role of risk factors and lifestyle choices in the development or prevention of health problems (GPS) (5HE\_C2009-3)
- develop strategies and skills used to promote an adequate level of personal hygiene appropriate for the onset of puberty (GPS) (5HE\_C2009-4)

### **D - Disease Prevention**

- describe how the healthy body combats disease and illness (GPS) (5HE\_D2009-5)

### **E- Tobacco, Alcohol, and Other Drugs**

- discuss and practice refusal skills necessary to resist peer pressure (GPS) (5HE\_E2009-6)
- examine the effects and consequences of tobacco, alcohol, and other drug use (GPS) (5HE\_E2009-7)
- critique the ways various forms of media portray drug use (GPS) (5HE\_E2009-8)
- locate sources of help for individuals with alcohol, tobacco, and other drug-use problems (GPS) (5HE\_E2009-9)

### **F - Nutrition**

- interpret and utilize food label information to make healthy choices (GPS) (5HE\_F2009-10)

### **G - Emotional Expression/Mental Health**

- identify ways to manage stress and adjust to change (GPS) (5HE\_G2009-11)

### **H - Family Life**

- describe the physical, emotional, and social changes that occur during puberty (GPS) (5HE\_H2009-12)

### **I - Applied Anatomy and Physiology**

- identify the parts and major functions of the endocrine/immune system (GPS) (5HE\_I2009-13)

## **Physical Education**

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### **A - Fitness**

- participate in health-enhancing fitness activities (GPS) (5PE\_A2009-1)
- demonstrate progress toward meeting health-related fitness standards as defined by research (GPS) (5PE\_A2009-2)

## **B - Motor Skills and Movement Patterns**

- design and perform sequences of locomotor and non-locomotor movements (GPS) (5PE\_B2009-3)
- create and demonstrate a sequence of balances utilizing counter balance and counter tensions (GPS) (5PE\_B2009-4)
- utilize throwing and catching in a small group game (GPS) (5PE\_B2009-5)
- design and perform sequences involving rolling and other skills utilizing equipment or apparatus (GPS) (5PE\_B2009-6)
- utilize striking, dribbling, and volleying skills in game-like situations (GPS) (5PE\_B2009-7)
- utilize striking with implements in a game-like situation (GPS) (5PE\_B2009-8)
- design and refine a repeatable routine with a partner or small group using various jumping skills with or without equipment (GPS) (5PE\_B2009-9)

## **C - Movement Concepts and Principles**

- identify and use the concepts of spatial awareness as they relate to strategies in game-like situations (GPS) (5PE\_C2009-10)
- create complex rhythmic and aerobic activities (GPS) (5PE\_C2009-11)

## **D - Personal and Social Behavior**

- demonstrate and identify specific safety practices, rules, procedures, and etiquette for activities (GPS) (5PE\_D2009-12)

# **Visual Arts**

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## **A - Meaning and Idea/Creative Thinking**

- engage in the creative process to generate and visualize ideas (GPS) (5VA\_A2011-1)
- formulate personal responses to visual imagery (GPS) (5VA\_A2011-2)
- select and use subject matter, symbols, and/or ideas to communicate meaning (GPS) (5VA\_A2011-3)

## **B - Contextual Understanding**

- investigate and discover the personal relationship of the artist to the community, culture, and world through the study and creation of art (GPS) (5VA\_B2011-4)
- view, discuss, and critique selected artworks (GPS) (5VA\_B2011-5)

## **C - Production**

- create artworks based on personal experience and selected themes (GPS) (5VA\_C2011-6)
- explore and apply media, techniques, and processes of two-dimensional art processes (e.g. drawing, painting, printmaking, mixed-media) using tools and materials in a safe and appropriate manner to develop skills (GPS) (5VA\_C2011-7)
- explore and apply media, techniques, and processes of three-dimensional works of art (ceramics, sculpture, crafts, and mixed-media) using tools and materials in a safe and appropriate manner to develop skills (GPS) (5VA\_C2011-8)
- plan and participate in appropriate exhibition(s) of artworks (GPS) (5VA\_C2011-9)

## **D - Assessment and Reflection**

- explore and discuss art portfolios (GPS) (5VA\_D2011-10)
- utilize a variety of approaches to understand and critique works of art (GPS) (5VA\_D2011-11)
- explain how selected elements and principles of design are used in an artwork to convey meaning (GPS) (5VA\_D2011-12)

## **E - Connections**

- apply information and processes from other disciplines to enhance the understanding and production of artworks (GPS) (5VA\_E2011-13)
- develop life skills through the study and production of art (GPS) (5VA\_E2011-14)

## Fry Words by Spelling Stages

The spelling stages begin with Stage 1 and continue through Stage 5. Stage 1 is not a list of words, but is a learning process that requires students to become proficient in phoneme awareness— the ability to hear sounds in words. Once students have developed this awareness, they begin to match sounds with letters to spell words, which is the beginning of Stage 2. Stages do not represent specific grade levels but instead the developmental stages of spelling.

Irregularly Spelled Words		
eye	gone	they
give	great	though
very	have	thought
a	here	to
add	I	touch
again	key	two
against	laughed	want
any	length	war
are	live	warm
been	love	was
blood	many	wear
bought	move	were
break	of	what
brought	off	where
build	oh	who
built	on	whose
buy	once	shall
come	one	you
do	poem	young
does	said	your
done	seven	half
else	some	
four	son	
from	their	
front	them	
full	there	

Fry Words by Spelling Stage					
Stage 2					
act	did	has	lot	ship	then
all	dog	hat	man	shop	thin
am	dress	held	map	sing	thing
an	drop	help	men	sit	think
and	end	hill	milk	six	this
as	fact	him	miss	skin	thus
at	fall	his	much	small	top
bad	fast	hit	must	smell	trip
ball	fell	hot	next	soft	up
bank	felt	if	not	song	us
bed	fig	in	past	spell	wall
bell	fish	is	plan	spot	well
best	fit	it	plant	stand	went
big	flat	let	put	step	west
bill	fresh	job	ran	still	when
bit	fun	just	red	stop	which
box	gas	kept	rest	such	will
bring	get	king	rich	sum	win
but	glass	land	ring	sun	wind
call	God	last	run	swim	wish
can	got	led	sand	tall	with
cat	grass	left	sat	tell	yet
class	guess	less	sell	ten	yes
cost	gun	list	send	test	
cross	had	long	sent	than	
cut	hand	lost	set	that	

Fry Words by Spelling Stage												
Stage 3												
age	came	crowd	fight	group	knew	mean	paint	room	show	stood	train	won't
air	can't	dance	filled	grow	know	meat	pair	root	shown	store	tree	wood
art	care	dark	find	hair	known	meet	park	rope	side	straight	truck	word
ask	case	day	fine	feel	lake	might	part	rose	sight	strange	true	work
back	catch	dead	first	hard	large	mind	pay	round	sign	stream	try	world
base	caught	deal	five	he	law	mine	per	row	since	street	tube	would
be	cause	death	floor	head	lay	moon	phrase	rule	sir	string	turn	wouldn't
bear	chance	deep	flow	heard	lead	more	picked	safe	size	strong	type	write
beat	change	didn't	fly	heart	learn	most	piece	sail	sky	sure	use	wrong
black	chart	died	food	heat	least	mouth	place	same	sleep	tail	verb	wrote
block	check	doesn't	foot	her	leave	my	plane	save	smiled	take	view	yard
blow	chief	door	for	high	let's	name	play	saw	snow	talk	voice	year
blue	child	down	force	hold	lie	need	please	say	so	team	wait	you're
board	choose	draw	form	hole	life	new	point	scale	soil	the	walk	face
boat	church	drive	found	home	lifted	night	pole	school	soon	these	wash	late
book	clean	dry	France	hope	light	no	poor	score	sound	thick	wasn't	
born	clear	each	free	horse	like	nor	printed	sea	south	third	watch	
boy	climbed	earth	French	house	line	north	pulled	seat	space	those	way	
bright	close	east	fruit	how	look	nose	pushed	see	speak	three	we	
brown	cloud	eat	game	huge	loud	note	quite	seem	speed	through	week	
by	coast	edge	gave	ice	low	noun	race	seen	spread	tied	weight	
both	cold	eight	girl	I'll	made	now	rain	serve	spring	time	we'll	
car	cook	fair	go	isn't	main	oil	read	real	square	told	white	
don't	cool	far	gold	it's	make	old	ride	shape	start	tone	whole	
fire	corn	farm	good	joined	march	or	right	sharp	state	too	why	
hear	could	fear	Greek	jumped	mark	our	rise	she	stay	took	wide	
mile	couldn't	feet	green	keep	match	out	road	short	steel	town	wife	
near	count	few	grew	killed	may	own	rock	should	stick	track	wild	
while	cried	field	ground	kind	me	page	rolled	shouted	stone	trade	wire	

Fry Words by Spelling Stage											
Stage 4											
above	anything	branches	cotton	entered	flowers	itself	morning	picture	seeds	symbols	weather
along	appear	British	country	entire	follow	Japanese	mother	plains	settled	system	western
another	apple	broken	course	equal	forest	lady	music	planets	several	table	wheels
carry	area	brother	covered	especially	forward	language	never	plural	shoes	teacher	whether
children	arms	building	cows	Europe	friends	later	northern	possible	shoulder	themselves	window
idea	army	burning	create	even	garden	legs	nothing	pounds	similar	thousands	wings
able	around	business	crops	evening	general	letter	notice	power	simple	tiny	winter
about	arrived	cannot	decided	ever	happened	doctor	number	practice	single	today	within
across	away	carefully	decimal	every	happy	level	object	prepared	sister	together	without
actually	baby	cattle	details	everyone	heavy	listen	observe	pretty	slowly	tools	woman
afraid	became	cells	developed	everything	himself	little	ocean	probably	soldiers	total	women
Africa	because	center	difficult	exactly	hours	machine	office	problem	someone	toward	wonder
after	become	cents	discovered	example	however	major	often	process	something	travel	workers
ago	before	circle	divided	except	human	material	only	quickly	sometimes	trouble	written
agreed	began	city	dollars	exciting	hundred	matter	open	radio	southern	uncle	yourself
ahead	begin	clothes	drawing	exercise	hunting	maybe	order	raised	special	under	
afternoon	behind	color	during	expect	inches	measure	other	rather	stars	underline	
almost	being	column	early	explain	increase	melody	outside	reached	story	until	
alone	believe	common	ears	yellow	Indian	members	over	ready	stretched	upon	
already	belong	company	easy	family	indicate	metal	oxygen		study	usually	
also	below	compare	eggs	famous	industry	method	paper	reason	subject	valley	
although	beside	complete	either	farmers	inside	middle	particular	received	suddenly	various	
always	better	compound	electric	father	instead	million	party	remain	suffix	village	
America	between	consider	energy	feeling	interest	modern	passed	repeated	sugar	visit	
among	birds	continued	engine	figure	interesting	molecules	pattern	return	summer	vowel	
amount	body	control	English	finally	into	moment	people	rhythm	surface	Washington	
angle	bones	copy	enjoy	fingers	iron	money	perhaps	river	surprise	water	
answer	bottom	corner	enough	finished	island	months	person	second	syllables	waves	

Fry Words by Spelling Stage			
Stage 5			
action	equation	produce	terms
addition	experience	products	triangle
adjective	experiment	property	understand
animal	express	provide	unit
beautiful	factories	question	value
capital	factors	quiet	
captain	fraction	record	
century	government	region	
certain	history	remember	
conditions	important	report	
consonant	include	represent	
contain	information	result	
correct	insects	science	
current	instruments	scientists	
describe	located	section	
desert	minutes	sense	
design	mountain	sentence	
determine	movement	separate	
dictionary	nation	silent	
difference	natural	solution	
different	necessary	solve	
direct	numeral	statement	
direction	opposite	students	
distance	paragraph	substances	
division	period	suggested	
effect	position	supply	
elements	present	suppose	
England	president	temperature	



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